

PROGRAM EVALUATION REPORT

South Carolina Department of Education

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The contents of this report are considered sworn testimony from the agency director.

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Online Quick Links:

- State Board of Education: <https://www.ed.sc.gov/state-board/state-board-of-education/>
- SC School Report Card: <https://www.ed.sc.gov/data/report-cards/sc-school-report-card/>
- Educator Certification: <https://www.ed.sc.gov/educators/certification/>
- Newsroom: <https://www.ed.sc.gov/newsroom/>
- School Safety: <https://www.ed.sc.gov/districts-schools/school-safety/>

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I. Agency Snapshot

A. Glossary of Terms

1. Glossary of agency terms.

Term, Phrase or Acronym	Meaning of the Term, Phrase or Acronym
AAA	Area Agencies on Aging
21st CCLC	21st Century Community Learning Centers
4K	Kindergarten for four-year-olds
5K	Kindergarten for five-year-olds
9GR	A code in the student information system that indicates the first year in which a student is in the ninth grade
AAAE	American Association for Agricultural Education
AAC	Augmentative and Alternative Communication
AACS	American Association of Family and Consumer Sciences
AACSB	Association to Advance Collegiate Schools of Business
AACTE	American Association of Colleges for Teacher Education
AARDL	Achieving Accurate Results for Diverse Learners
AASL	American Association of School Librarians
ABA	applied behavior analysis
ABAWD	Able-Bodied Adults Without Dependents
ABC	Advocates for Better Care
ABE	Adult Basic Education
ABL	Action-Based Learning
ABLE	Adult Basic Learning Examination
ABT	Applied Behavior Therapy
ACAS	Academic Assistance
ACCESS	Assessing Comprehension and Communication in English State to State
ACDA	American Commodity Distribution Association
ACE	American Council on Education
ACE	Adverse Childhood Experiences
ACEI	Association for Childhood Education International
ACP	Adult Career Pathways
ACT	American College Test OR may refer to ACT Inc., the company that produces the ACT and other tests
ACTE	Association for Career and Technical Education
ACTFL	American Council on the Teaching of Foreign Language
ADA	Americans with Disabilities Act
ADA	Average Daily Attendance
ADD	Attention Deficit Disorder
ADEPT	Assisting, Developing, and Evaluating Professional Teaching

ADHD	Attention Deficit Hyperactivity Disorder
ADM	Average Daily Membership
ADM	Administration Direction Manual
ADP	Average Daily Participation
ADSAP	Alcohol and Drug Safety Action Program (S.C. General Assembly)
AE	Adult Education
AED	Automated External Defibrillation
AED	Adult Education Director
AEFLA	Adult Education and Family Literacy Act
AERA	American Educational Research Association
AFDC	Aid to Families with Dependent Children
AFL-CIO	American Federation of Labor–Congress of Industrial Organizations
AG	Adjutant General
AG	Attorney General
AHJ	Authority Having Jurisdiction
AIA/SC	American Institute of Architects, South Carolina Chapter
AICPA	American Institute of Certified Public Accountants
AIR	American Institutes for Research
AIR	Atypical Item Response
AJCs	Accessibility of American Job Centers
AKOM	All Kinds of Minds
AL	Adult Literacy
ALA	American Library Association
ALC	S.C. Administrative Law Court
ALLS	Adult Literacy and Life Skills Survey
ALW	Assessment Literacy Workshop
AMLE	Association for Middle Level Education
AMS	Agricultural Marketing Service, USDA DA
ANCOVA	Analysis of Covariance
ANOVA	Analysis of Variance
ANSI	American National Standards Institute
AOIT	Academy of Information Technology
AP	Advanced Placement or Accounts Payable
AP	Assessment Policy
APA	American Psychological Association
APIP	Annual Permanent Improvement Program (S.C. General Assembly)
APR	Annual Performance Report
AR	Accounts Receivable
ARC	Appalachian Regional Commission
ARI	Air-Conditioning and Refrigeration Institute

ARW	Analysis and Reporting Workshop
ASA	Academic Standards and Assessments Subcommittee
ASCA	American School Counselor Association
ASCD	Association for Supervision and Curriculum Development
ASE	Automotive Service Excellence
ASE	Adult Secondary Education
ASES	Assessing Special Education Students
ASHA	American Speech-Language-Hearing Association
ASHRAE	American Society of Heating, Refrigerating, and Air-Conditioning Engineers
ASISR	Applied Suicide Intervention Skills Training
ASL	American Sign Language
ASLGU	Audits of State and Local Governmental Units
ASP	Active Server Pages
ASVAB	Armed Services Vocational Aptitude Battery
ATB	Ability to Benefit
ATSI	Additional Targeted Support and Improvement
ATU	Amalgamated Transit Union
AUP	Agreed Upon Procedures
AUT	Autism
AVC	Area Vocational Center
AWARE	Advancing Wellness and Resilience in Education
AWS	American Welding Society
AYES	Automotive Youth Educational Systems
AYP	Adequate Yearly Progress
BB	Brown Box
BB	Blue Bird (Buses)
BC	Business Continuity
BCB	Budget and Control Board
BEA	Board of Economic Advisors
BEDS	Basic Educational Data System
BEST Literacy	Basic English Skills Test of Literacy
BEST–Plus 2.0	Basic English Skills Test – Plus 2.0
BICS	Basic Interpersonal Communication Skills
BIP	Behavioral Intervention Plan
BLS	Bureau of Labor Statistics
BO	Budget Office (SCDE)
BO	Building Official
BOA	Bank of America
BOC	Breach of Contract
BP	Best Practices
BP	Building Permit

BPTA	Best Plus Test Administrator
BSAP	Basic Skills Assessment Program
BSC	Base Student Cost
BSER	Body, Space, Effort, and Relationship
BTW	Behind-the-Wheel (bus driver training or testing)
BWTI	School Bus Behind-the-Wheel Training Instructor
CACFP	Child & Adult Care Food Program, FNS/USDA
CACREP	Council for Accreditation of Counseling and Related Educational Programs
CAELA	Center for Adult English Language Acquisition
CAEP	Council for the Accreditation of Educator Preparation
CAFR	Comprehensive Annual Financial Report
CAI	Computer Assisted Instruction
CAL	Center for Applied Linguistics
CALPS	Cognitive Academic Language Proficiency Skills
CAP	Corrective Action Plan
CAP	Commodity Acceptability Progress [Reports]
CAS	Computer Algebra System
CAT	Computer Adaptive Testing
CBE	Competency Based Education
CBITS	Cognitive Behavioral Intervention for Trauma in Schools
CBL	Calculator-Based Laboratory
CBO	Community Based Organization
CBT	Cognitive Behavioral Therapy
CC	Carolina Careers
CC	Creative Curriculum
CC	Curriculum Calibration
CCAN	Cisco Certified Network Administrator
CCC	Commodity Credit Corporation, FSA/USDA
CCD	Common Core of Data (National Center for Educational Statistics)
CCDBG	Child Care Development Block Grant
CCE	Center for Credentialing and Education
CCL	Center for Creative Leadership
CCLC	21st Century Community Learning Centers
CCN	College and Career Navigator
CCRS	College and Career Readiness Standards
CCRS	Children's Case Resolution System
CCSSO	Council of Chief State School Officers
CDC	Centers for Disease and Prevention Control
CDC	Office of Transportation Career Development Center
CDC	Centers for Disease Control and Prevention, DHHS
CDF	Career Development Facilitator

CDGCPM	Comprehensive Developmental Guidance and Counseling Program Model
CDL	Commercial Driver's License
CDP	Clinical Day Program
CEC	Council for Exceptional Children
CEDS	Common Education Data Standards
CEFPI	Council for Educational Facility Planners International
CERDEP	Child Early Reading Development and Education Program (formerly CDEP)
CERRA	Center for Educator Recruitment, Retention, and Advancement
CET	Center for Educational Technologies
CFDA	Catalog of Federal Domestic Assistance
CFEC	Carolina Family Engagement Center
CFR	Code of Federal Regulations
CGM	Career Guidance Model
CGO	Comptroller General Office
CHE	South Carolina Commission on Higher Education
CHE	Comprehensive Health Education
CHEA	Comprehensive Health Education Act
CHEA	Council for Higher Education Accreditation
CHIP	Children's Health Insurance Program
CI	Charitable Institutions
CIB	capital improvement bonds
CIC	Commodity Improvement Council, USDA
CICS	Customer Information Control System
CID	Commercial Item Description
CIERA	Center for the Improvement of Early Reading Achievement
CIG	Consortium Incentive Grant
CIO	Chief Information Officer (S.C. Division of the State Chief Information Officer)
CIP	Classification of Instructional Programs (National Center for Education Statistics)
CISO	Chief Information Security Officer
CIU	Columbia International University
CIV	Center for Civic Education
CJA	Criminal Justice Academy
CLE	Continuing Legal Education
CLOC	Commodity Letter of Credit
CLP	Commercial Learner's Permit
CMHC	Community Mental Health Centers
CMS	Centers for Medicare and Medicaid Services (U.S. Dept. of Health and Human Services)
CMV	Commercial Motor Vehicle

CNA	Certified Novell Administrator (title of certification)
CNA	Certified Nurse Aide
CNA	Comprehensive Needs Assessment
CNCP	Critical Need Certification Program
CNRE	Coalition for Natural Resource Education
CO	Certificate of Occupancy
COABE	Commission on Adult Basic Education
COE	Certificate of Eligibility
COE	Certificate of Eligibility
CogAT	Cognitive Abilities Test
COLA	Cost-of-Living Adjustment
CPA	Certified Public Accountant
CPE	Certified Public Expenditure
CPE	Center for Public Education
CPG	Community Partnership Grant
CPI	Consumer Price Index
CPI	Crisis Prevention Institute
CPI	Consumer Price Index
CPR	Cardiopulmonary Resuscitation
CR	Constructed Response
CR	Civil Rights
CRC	Career Readiness Certificate
CRC	Content Review Committee OR Certification Review Committee
CRDS	Certified Rooms Division Specialist
CRF	Capital Reserve Fund
CRT	Criterion-Referenced Testing
CSA	Client-Server Architecture
CSAB	Cognitive Skills Assessment Battery
CSAC	Charter School Advisory Committee
CSAL	Center for the Study of Adult Literacy
CSEM	Conditional Standard Error of Measurements
CSFP	Commodity Supplemental Food Program, FNS/USDA
CSH	Coordinated School Health
CSHAC	Coordinated School Health Advisory Committee
CSI	Computer Software Innovations, Inc.
CSI	Comprehensive Support and Improvement
CSOS	Curriculum Specialists On-Site
CSPD	Comprehensive System of Personnel Development
CSR	Class-Size Reduction Program
CSSAP	Comprehensive Social Studies Assessment Project
CSTEPP	Center for the Study of Testing, Evaluation, and Educational Policy

CTE	Career and Technical Education
CTECS	Career Technical Education Consortium of States
CTI	School Bus Classroom Training Instructor
CTT	Classical Test Theory
DANTES	Defense Activity for Nontraditional Education Support
DASNP	Deputy Administrator for Special Nutrition Programs (SNP), FNS/USDA
DBA	Digitally-Bases Assessment
DCA	Dynamic Classroom Assessment
DECA	“DECA”—An Association of Marketing Students
DELIC	Distance Education Learning Center
DHEC	Department of Health and Environmental Control
DHHS	Department of Health and Human Services
DHHS	Department of Health & Human Services
DI	District Integration
DIAL-R or DIAL-4	Developmental Indicators for the Assessment of Learning—Revised
DIF	Differential Item Functioning
DIRM	Division of Information Resource Management
DISCUS	Digital Information for South Carolina Users (South Carolina’s virtual library, coordinated by the South Carolina State Library)
DJJ	Department of Juvenile Justice
DL	Distance Learning
DLMAC	District Library Media Advisory Committee
DMH	Department of Mental Health
DMP	Defined Minimum Program
DMT	Desktop Monitoring Tool
DMV	Department of Motor Vehicles
DNR	Department of Natural Resources
DOK	Depth of Knowledge
DOL	Department of Labor
DOT	Department of Transportation
DOTS	Diploma Order Tracking System
DP	Defined Program
DPS	Department of Public Safety
DR	Disaster Recovery
DRA	Developmental Reading Assessment
DRAC	Data Registry Advisory Committee
DRC	Data Recognition Corporation
DRRB	Data Request Review Board
DSS	Department of Social Services
DTC	District Test Coordinator

DTI	District Tax Index
DTI	SCDE School Bus Driver Training Instructor
DTOY	District Teacher of the Year
DTS	District Technology Services
DUAL	Dual Enrollment
DWPU	District Weighted Pupil Units
E2T2	Enhancing Education through Technology
EAA	Education Accountability Act
EBAE	English Braille American Edition
EBO	Executive Budget Office (SC Division of Administration)
EBP	Evidence-Based Practice
ECD 101	Intro to Early Childhood Course
ECE	Early Childhood Education
ECERS	Early Childhood Environment Rating Scale
ECERS-R	Early Childhood Environment Rating Scale, Revised Edition
ECMHSP	East Coast Migrant Head Start Project
ECOS	Electronic Commodity Ordering System
ECS	Education Commission of the States
EDC	Education Development Center, Inc.
EDGAR	Education Department General Administrative Regulations
EE	Environmental Education
EEASC	Environmental Education Association of South Carolina
EEDA	Education and Economic Development Act
EFA	Education Finance Act
EFL	Educational Functioning Level
EFOs	Emergency Feeding Organizations
EH	Emotionally Handicapped
EIA	Education Improvement Act
EIA 4K	Public, non-CERDEP 4K classes
EIC	Environment as an Integrating Context
EITE	Engineering and Industrial Technology Education
EL	English Learners
ELA	English Language Arts
ELC	Educator Licensure Committee
ELDA	English Language Development Assessment
ELL	English Language Learner
ELLCO	Early Language and Literacy Classroom Observation Tool
ELP	English Language Proficiency
EMH	Educable Mentally Handicapped
EMT	Emergency Medical Technician
EOC	Education Oversight Committee
EOCEP	End-of-Course Examination Program

EOP	Emergency Operation Plan
EP	Education Professions Committee
EPA	Environmental Protection Agency
EPDS	End Product Data Schedule
EPP	Educator Preparation Provider
EPSDT	Early Periodic Screening, Diagnosis, and Treatment
ERIC	Educational Resources Information Center
ERO	Electronic Registration System
ERT	External Review Team
ESC	Employment Security Commission
ESEA	Elementary and Secondary Education Act
ESOL	English for Speakers of Other Languages (replaces ESL, English as a Second Language)
ESSA	Every Student Succeeds Act (2016 amendments to ESEA)
ESY	Extended School Year
ETA	Electronics Technicians Association
ETP	Eligible Training Provider
ETS	Education Testing Service
ETV	Educational Television
EV	Exchange Visitor
EVAAS®	Education Value-Added Assessment System (SAS Trademark)
EVPS	Exchange Visitor Program Sponsor
F&P	Fountas and Pinnell
FACE	Family and Community Engagement
FAF	Financial Accounting Foundation
FAFSA	Free Application for Federal Student Aid
FAH	Financial Accounting Handbook
FAPE	Free Appropriate Public Education
FAQ	Frequently Asked Questions
FASB	Financial Accounting Standards Board
FBA	Functional Behavior Assessment
FB-ELC	Full Board Educator Licensure Committee
FBLA	Future Business Leaders of America
FCCLA	Family, Career, and Community Leaders of America
FD	Food Distribution
FDD	Food Distribution Division, FNS/USDA
FDPIR	Food Distribution Program on Indian Reservations, FNS/USDA
FE	Family Engagement
FEIN	Federal Employer Identification Number
FEMA	Federal Emergency Management Agency
FEMA	Federal Emergency Management Agency

FERPA	Family Educational Rights and Privacy Act of 1974
FFA	Future Farmers of America
FFS	Fee for Service
FFSC	Federation of Families, South Carolina
FFVP	Fresh Fruit and Vegetable Program
FHWA	Federal Highway Administration
FIEP	Facilitated Individual Education Program
FL	Family Literacy
FLAP	Foreign Language Assistance Program
FLES	Foreign Language in Elementary School
FMCSA	Federal Motor Carrier Safety Administration
FMLA	Family and Medical Leave Act
FMVSS	Federal Motor Vehicle Safety Standards
FNCS	Food, Nutrition and Consumer Services
FNIC	Food and Nutrition Information Center
FNS	Food and Nutrition Service
FNS	Food and Nutrition Service, USDA
FNSRO	Food and Nutrition Service (FNS) Regional Office
FOIA	Freedom of Information Act
FOIA	Freedom of Information Act
FS	First Steps
FSA	Farm Service Agency, USDA
FSDA	Food and Drug Administration, DHHS
FSIS	Food Safety and Inspection Service, USDA
FSMC	Food Service Management Companies
FSP	Food Stamp Program, FNS/USDA
FT	Field Test
FTE	Full-Time Equivalent
FTP	File Transfer Protocol
FY	Fiscal Year
FY	Fiscal Year
FYI	For Your Information
GAAP	Generally Accepted Accounting Principles
GAAS	Generally Accepted Auditing Standards
GAGAS	Generally Accepted Government Auditing Standards
GAN	Grant Award Notification
GAPS	Grants Accounting Processing System
GAS	Government Auditing Standards
GASB	Governmental Accounting Standards Board
GATE	Greenville Alternative Teacher Education Program
GCDF	Global Career Development Facilitator
GCE	Good Cause Exemption
GE	General Education

GED	General Educational Development
GEDTS	General Educational Development Testing Service
GEMS	Grant Electronic Management System
GENIP	Geographic Education National Implementation Project
GEPA	General Education Provisions Act
GFS	General Family Services
GIR	Governor’s Institute of Reading
GIS	Geographic Information System
GOB	General Obligation Bond
GPA	Grade Point Average
GPE	Grade Point Ratio
GPFS	General Purpose Financial Statement
GPRA	Government Performance and Results Act
GPS	Global Positioning System
GR	Gridded-Response
GRE	Graduate Record Exam
GRF	General Reserve Fund
GSAH	Governor’s School for the Arts and Humanities
GSGS	Good Start, Grow Smart
GSSM	Governor’s School for Science and Mathematics
GT	Gifted and Talented
HAC	Human Affairs Commission
HACCP	Hazard Analysis and Critical Control Point
HB	Homebound
HDTV	High Definition Television
HEAP	Health Education Assessment Project
HH	Hearing Handicapped
HHM	Homeless and Highly Mobile
HHP	Household Programs, FNS/USDA
HIAC	High Achieving Students
HLS	Home Language Survey
HMO	Health Maintenance Organization
HOSA	Health Occupations Students of America
HRIS	Human Resource Information System
HRM	Human Resource Management
HS	Head Start
HSAP	High School Assessment Program
HSAP-Alt	High School Assessment Program—Alternate
HSD	High School Diploma
HSED	High School Equivalency Diploma
HST	Health Science Technology
HSTS	High School Transcript Study

HSTW	High Schools That Work
HUD	United States Department of Housing and Urban Development
HVT	Human Voice Audio
IA	Iowa Assessment
IACET	International Association for Continuing Education Training
IAP	Impact Aid Program
IASA	Improving America's Schools Act
IB	International Baccalaureate
IBC	International Building Code
IC3	Internet and Computing Core Certification
ICE	Industry Competency Exams
ICT	Information and Communication Technologies
IDEA	Individuals with Disabilities Education Act
IDEAS	Item Development and Educational Assessment System
IDR	Identification and Recruitment
IDT	Interdepartmental Transfer
IELCE	Integrated English Literacy and Civics Education
IEP	Individualized Education Program
IF	Innovation & Finance Committee
IFB	Invitation for Bids
IFB	Invitation for Bid
IFSP	Individualized Family Service Plan
IGP	Individualized Graduation Plan
IHE	Institution of Higher Education
IHP	Individualized Health Plan
IIRP	International Institute for Restorative Practices
IL	Information Literacy
ILA	International Literacy Association
IMAC	Instructional Materials Advisory Committee
IMPACT	Improving Media Programs and Connecting with Teachers
INF	Innovation & Finance Committee
IRA	International Reading Association
IRM	Information Resource Management
IRT	Item Response Theory
ISCEDC	Interagency System for Caring for Emotionally Disturbed Children
ISLLC	Interstate School Leaders Licensure Consortium
ISR	Individual Student Report
ISTE	International Society for Technology in Education
IT	Information Technology
ITA	Index of Tax-Paying Ability
ITERS	Infant and Toddler Environment Rating Scale

ITOs	Indian Tribal Organizations
ITP	Individual Treatment Plan
ITV	Instructional Television
JBRC	Joint Bond Review Committee
JCEE	Joint Council on Economic Education
JCGE	Joint Committee on Geographic Education
JRE	Job Related Education
JROTC	Junior Reserve Officer Training Corps
KCCO	Kansas City Commodity Office, FSA/USDA
KPI	Key Performance Indicators (OHN)
KRA	Kindergarten Readiness Assessment
KW-APT	KWIDA-ACCESS Placement Test
LAC	Legislative Audit Council
LACES	Literacy Adult Community Education System
LAN	Local Area Network
LAP	Learning Accomplishment Profile
LAP	Literacy Assessment Portfolio
LARS	LEA Audit Reporting System
LBA	Local Board Approved
LCI	Labor, Commerce, and Industry (Committee of the S.C. House of Representatives)
LD	Learning Disabled
LEA	Local Education Agency
LECC	Law Enforcement Coordinating Committee
LIS	Legislative Information System
LMC	Library Media Center
LMCAC	Library Media Center Advisory Committee
LMP	Lodging Management Program
LMS	Learning Management Systems
LMS	Library Media Specialist
LOA	Local Operating Agencies
LOCIS	Library of Congress Information System
LOR	Letter of Resolution
LPITR	Legislative Printing and Information Technology Resources
LPN	Licensed Practical Nurse
LPR	Local Program Review
LPTIS	Legislative Printing, Information, and Technology Systems
LRE	Law-Related Education
LRE	Least Restrictive Environment
LRI	Local Reading Improvement (federal grant)
LS	Literacy Specialist (Office of Early Learning and Literacy)
MACTE	Montessori Accreditation Council for Teacher Education
MAPPS	Medical Adolescent Pregnancy Prevention Services

MARC	Machine-Readable Cataloging
MAT7	Metropolitan Achievement Tests, Seventh Edition
MBE	Minority Business Enterprise
MC	Multiple Choice Item
MCAD	Microsoft Certified Application Developer (title of certification)
MCEC	Military Child Education Coalition
MCO	Managed Care Organization
MCSD	Microsoft Certified Solution Developer (title of certification)
MCSE	Microsoft Certified Systems Engineer (title of certification)
MD&A	Management's Discussion and Analysis
MDE	Minimum Data Elements
MEP	Migrant Education Program, Education of Migratory Children Program
MGSSPI	Middle Grade School State Policy Initiative
MIC3	Military Interstate Children's Compact Commission
MIS	Management Information Systems
MIS2000	State Migratory Student Database
MMGW	Making Middle Grades Work
MMO	Materials Management Office
MOA	Memorandum of Agreement
MOE	Maintenance of Effort
MOS	Microsoft Office Specialist (title of certification)
MOU	Memorandum of Understanding
MPOs	Measurable Program Objectives and Outcomes
MRM	Multivariate Response Model
MS	Multi-Select Item
MSAP	Magnet Schools Assistance Program
MSFS	Maintenance of State Fiscal Support
MSG	Measurable Skills Gain
MSIX	National Migratory Student Information Exchange
MSW	Making Schools Work
MTSS	Multi-Tiered System of Supports
MUSC	Medical University of South Carolina
MVR	Motor Vehicle Record (driver's license check)
myIGDIs	Individual Growth and Development Indicators
N&D	Neglected, Delinquent, or At-Risk
NA	Not Applicable/Available
NAAEE	North American Association of Environmental Educators
NAAL	National Assessment of Adult Literacy
NAEA	National Art Education Association

NAEHCY	National Association for the Education of Homeless Children and Youth
NAEHS	National Adult Education Honor Society
NAEP	National Assessment of Educational Progress
NAEPDC	National Adult Education Professional Development Consortium
NAESP	National Association of Elementary School Principals
NAEYC	National Association for the Education of Young Children
NAF	National Academy Foundation
NAFDPIR	National Association of Food Distribution Programs on Indian Reservations.
NAFSCE	National Association for Family, School, and Community Engagement
NAGB	National Assessment Governing Board
NAGC	National Association of Gifted Children
NALS	National Adult Literacy Survey
NAMI-SC	National Alliance of Mental Illness, South Carolina
NAPE	National Association of Partners in Education
NAPT	National Association for Pupil Transportation
NASAD	National Association of Schools of Art & Design
NASBE	National Association of State Boards of Education
NASD	National Association of Schools of Dance
NASDPTS	National Association of State Directors of Pupil Transportation Services
NASDTEC	National Association of State Directors of Teacher Education and Certification
NASM	National Association of Schools of Music
NASN	National Association of School Nurses
NASP	National Association of School Psychologists
NASSMC	National Alliance of State Science and Mathematics Coalitions
NASSP	National Association of Secondary School Principals
NAST	National Association of Schools of Theatre
NBPTS	National Board for Professional Teaching Standards
NCATE	National Council for the Accreditation of Teacher Education
NCCER	National Center for Construction Education and Research
NCDA	National Career Development Association
NCES	National Center for Education Statistics
NCHE	National Center for Homeless Education
NCHS	National Center for History in the Schools
NCII	National Center for Intensive Intervention
NCLB	No Child Left Behind Act
NCME	National Council on Measurement in Education
NCPIE	National Coalition for Parent Involvement in Education

NCRC	National Career Readiness Certificate
NCSA	National Center for Supercomputing Applications
NCSI	National Center for Systemic Improvement
NCSS	National Council for the Social Studies
NCST	National Conference on School Transportation
NCTE	National Council of Teachers of English
NCTM	National Council of Teachers of Mathematics
NDE	NAEP Data Explorer
NECTAC	National Early Childhood Technical Assistance Center
NECTL	National Education Commission on Time and Learning
NEGP	National Education Goals Panel
NELP	National Educational Leadership Preparation
NETA	National Educational Telecommunications Association
NFIE	National Foundation for the Improvement of Education
NFPA	National Fire Protection Association
NFS	Network File System
NFSMI	National Food Service Management Institute
NHTSA	National Highway Traffic Safety Administration
NIC	Network Information Center
NIEER	National Institute for Early Education Research
NIEHS	National Institute of Environmental Health Sciences
NIMS	National Institute for Metalworking Skills
NIMS	National Incident Management Center
NISE	National Institute for Science Education
NLRB	National Labor Relations Board
NMEA	National Marine Educators Association
NMSA	National Middle School Association
NNPS	National Network of Partnership Schools
NOC	Network Operations Center
NOI	Net Off Invoice
NOPs	Nonprofit Organizations
NPA	National Processing Agreement
NPEFS	National Public Education Finance Survey
NPIN	National Parent Information Network
NPRM	Notice of Proposed Rulemaking
NQT	NAEP Question Tool
NRCS	Natural Resource Conservation Service
NRS	National Reporting System
NRT	Norm-Referenced Test
NSBA	National School Boards Association
NSBE	National Business Education Association
NSC	National Safety Council

NSC	NAEP State Coordinator
NSDC	National Staff Development Council
NSF	National Science Foundation
NSIP	Nutrition Services Incentive Program FNS/USDA
NSLP	National School Lunch Programs
NSLP	National School Lunch Program, FNS/USDA
NSPRA	National School Public Relations Association
NSSC	NAEP Support and Service Center
NSTA	National School Transportation Association
NSTA	National Science Teachers Association
NTSB	National Transportation Safety Board
O&M	Operations and Management Committee (S.C. General Assembly)
OA	Office of Assessment
OAE	Office of Adult Education
OAS	Office of Auditing Services
OAS	Oral Administration Script
OCR	Office of Civil Rights
OCTE	Office of Career and Technical Education
OD	Orthopedic Disability
ODS	Operational Data Store
OECE	Office of Early Childhood
OEELD	Office of Educator Effectiveness and Leadership Development
OELL	Office of Early Learning and Literacy
OEPP	Office of Executive Policy and Programs (S.C. General Assembly)
OES	Office of Educator Services
OFSA	Office of Federal and State Accountability
OGC	Office of General Counsel
OGC	Office of General Counsel, USDA
OH	Orthopedically Handicapped
OHN	Office of Health and Nutrition
OHR	Office of Human Resources
OIG	Office of the Inspector General, USDA
OIM	Office of Instructional Materials (SCDE)
OJT	On-the-Job Training
OLS	Operation Life Saver (a railroad crossing safety program)
OMB	Office of Management and Budget
OMB	Office of Management and Budget
OME	Office of Migrant Education (U.S. Department of Education)
OP	Operational Item
OPAC	Online Public Access Catalog

OPIP	Overall Permanent Improvement Program (S.C. General Assembly)
ORA	Office of Research and Analysis, FNS/USDA (aka/OANE)
ORDA	Office of Research and Data Analysis (S.C. Department of Education)
OSBHF	Office of School Based Health Finance
OSEP	Office of Special Education Programs (U.S. Department of Education)
OSES	Office of Special Education Services (S.C. Department of Education)
OSHA	Occupational Safety and Health Administration
OSIS	Office of Student Intervention Services
OSL	Office of Standards and Learning
OSY	Out-of-School Youth
OT	Occupational Therapy
OTETA	Omnibus Transportation Employee Testing Act of 1991
OTT	Online Tools Training
P&P	Private and Parochial
P.L.	Public Law
PA	Project Accounting
PAC	Parent Advisory Council
PACE	Program of Alternative Certification for Educators
PACT	Palmetto Achievement Challenge Tests
PACT-Alt	Palmetto Achievement Challenge Tests Alternate Assessment
PADEPP	Program for Assisting, Developing, and Evaluating Principal Performance
PAL	Planned Assistance Level
PALS	Phonological Awareness Literacy Screening
PARTS	Pupil Accounting Reporting and Transmission System
PAS	Pupil Accounting System
PAT	Parents as Teachers
PBDMI	Performance-Based Data Management Initiative
PBIS	Positive Behavioral Interventions and Supports
PCBL	Personalized, Competency Based Learning
PCC	Project Component Code
PCHP	Parent-Child-Home Program
PCIMS	Processed Commodities Inventory Management System
PCS	Professional Certified Staff
PD	Professional Development
PDA	Psychometric and Data Analysis
PDS	Persistently Dangerous Schools
PE	Physical Education
PEAP	Physician Education and Awareness Program

PEAP	Physical Education Assessment Program
PEM	Pearson Educational Measurement
PEP	Parent Education Profile
PFS	Priority for Services
PHC	Partners for Healthy Children (Medicaid)
PIAAC	Program for International Assessment of Adult Competencies
PIO	Public Information Office
PIP	Principal Induction Program
PIP	Pupils in Poverty
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
PK	Pre-Kindergarten
PL	Public Law OR Policy & Legislative Committee
PL	Personalized Learning
PLD	Performance Level Descriptors
PLO	Professional Learning Opportunities
PLP	Personal Learning Plan
PLP	Palmetto Literacy Project
PLT	Project Learning Tree
PLTW	Project Lead the Way
POLA	Professional and Occupational Licensing Agencies
POP	Period of Participation
PPI	Protected Personal Information
PPPS	Probation, Parole and Pardon Services
PPT	Physical Performance Tests (bus driver training)
PPTA	Physical Performance Tests Administrator
PR	Public Reprimand
PRC	Pre-Assessment Review Call
PRECODE	Printing Student Identification Information on PACT Test Forms
PROD	Production
PRT	Parks, Recreation, and Tourism
PRW	Pre-Release Workshop
PSC	Public Service Commission
PSCG	Profile of the SC Graduate
PSEL	Professional Standards for Education Leaders
PSSCA	Palmetto State School Counselor Association
PSTA	Palmetto State Teachers Association
PT	Physical Therapy
PTA	Parent-Teacher Association
PTA	Performance Tasks Assessment
PtBis	Point Biserial

PTCB	Pharmacy Technician Certification Board
PTI	Parent Training Institute
PTO	Parent-Teacher Organization
PTSI	Pupil Transportation Safety Institute
PYFP	Presidential Youth Fitness Program
QA	Quality Assurance
QC	Quality Control
QCR	Quality Control Review
QDC	Quarter Data Collection
QRM	Quality Review Measures
R2S	Read to Succeed Act
RA	Recipient Agency
RCCI	Residential Child Care Institution
REA	Reading Excellence Act
REAP	Rural Education Achievement Program
REMS	Readiness and Emergency Management in Schools
RF	Reading First
RFA	Revenue and Fiscal Affairs
RFC	Request for Comments
RFP	Request for Proposals
RFP	Request for Proposal
RLIS	Rural and Low-Income Schools
RMLE	Research in Middle Level Education
ROTC	Reserve Officers' Training Corps
RSES	Refrigeration Service Engineering Society
RTF	Rich Text Format
RTI	Response to Intervention (tiered model of service/interventions)
S&I	Schools & Institutions
SA	State Agency
SAAA	Single Auditing Act Amendments
SACERS	School Age Care Environment Rating Scale
SACPO	South Carolina Association of Crime Prevention Officers
SACS	Southern Association of Colleges and Schools
SAHE	State Agency/Agencies for Higher Education
SAM	System for Award Management
SAM	Self-Assessment of MTSS
SAMHSA	Substance Abuse and Mental Health Services Administration
SAS	Statements on Auditing Standards OR Student Accountability System
SAS	Statistical Analysis System (programming language)
SASBO	Southeastern Association of School Business Officials

SASI	School Administration Student Information
SASlxp	School Administrative Student Information/Cross Platform
SAT	Scholastic Aptitude Test
SBA	School Board Approved, State Board Approved
SBE	State Board of Education
SBIC	School Bus Information Council
SBP	School Breakfast Program
SBP	School Breakfast Program, FNS/USDA
SBRR	Scientifically Based Reading Research
SBRST	School Bus Road Skills Test
SBSO	School Bus Safety Officer
SBTCE	State Board for Technical and Comprehensive Education
SC	Summer Camps
SC READS	South Carolina Reading Excellence Act Demonstration Sites
SC READY	South Carolina College- and Career-Ready Assessments
SCAACE	South Carolina Association for Adult and Continuing Education
SCAAED	South Carolina Association of Adult Education Directors
SCAAS	South Carolina Association of Attendance Supervisors
SCABSE	South Carolina Alliance of Black School Educators
SCACTE	South Carolina Association of Career and Technical Education
SCAEA	South Carolina Art Education Association
SCAET	South Carolina Association for Educational Technology
SCAEYC	South Carolina Association for the Education of Young Children
SCAHPERD	South Carolina Association for Health, Physical Education, Recreation, and Dance
SC-Alt	South Carolina Alternate Assessment
SCAPS	South Carolina Automated Payment System (USDA)
SCAPT	South Carolina Association for Pupil Transportation
SCASA	South Carolina Association of School Administrators
SCASBO	South Carolina Association of School Business Officials
SCASL	South Carolina Association of School Librarians
SCASN	South Carolina Association of School Nurses
SCASP	South Carolina Association of School Psychologists
SCASRO	South Carolina Association of School Resource Officers
SCASS	State Collaborative on Assessment and Student Standards
SCBEA	South Carolina Business Education Association
SCBN	South Carolina Board of Nursing
SCBO	South Carolina Business Opportunities
SCCA	South Carolina Counseling Association
SCCAS	South Carolina Climate Assessment Survey

SCCCR	South Carolina Council for Conflict Resolution
SCCCRS	South Carolina College and Career Ready Standards
SCCEC	South Carolina Council for Exceptional Children
SCCEE	South Carolina Council on Economic Education
SCCH	South Carolina Council on the Holocaust
SCCHE	South Carolina Council for History Education
SCCSS	South Carolina Council for the Social Studies
SCCTM	South Carolina Council of Teachers of Mathematics
SCCTR	South Carolina Center for Teacher Recruitment
SCDC	South Carolina Department of Corrections
SCDDSN	South Carolina Department of Disabilities and Special Needs
SCDE	South Carolina State Department of Education
SCDHHS	South Carolina Department of Health and Human Services
SCDJJ	South Carolina Department of Juvenile Justice
SCDMH	South Carolina Department of Mental Health
SCDPS	South Carolina Department of Public Safety
SCDSS	South Carolina Department of Social Services
SCEA	South Carolina Education Association
SCED	School Codes for Exchange of Data (national course coding)
SCEDS	South Carolina Education Data System
SCEIN	South Carolina Education Information Network
SCEIS	South Carolina Enterprise Information System
SCELS	South Carolina Early Learning Standards
SCEMD	South Carolina Emergency Management Division
SCEPUR	South Carolina Educators for the Practical Use of Research
SCETV	South Carolina Educational Television
SCGA	South Carolina Geographic Alliance
SCGSAH	South Carolina Governor's School for the Arts and Humanities
SCGSSM	South Carolina Governor's School for Science and Mathematics
SCHA	South Carolina Hospital Association
SCHEA	South Carolina Home Educators Association
SCHSC	South Carolina High School Credential
SCISA	South Carolina Independent School Association
SCITDA	South Carolina Information Technology Directors Association
SCLEAD	South Carolina Leadership, Effectiveness, Advancement and Development (Effectiveness data system)
SCLL	South Carolina Literacy Leaders
SCLME	South Carolina Leaders of Mathematics Education
SCMEA	South Carolina Marine Music Educators Association

SCMEA	South Carolina Music Educators Association
SCMEP	South Carolina Migrant Education Program
SCMSA	South Carolina Middle School Association
SCOIS	South Carolina Occupational Information System
SCOPD	South Carolina Online Professional Development
SCPASS	South Carolina Palmetto Assessment of State Standards
SCPDE	South Carolina Partnership for Distance Education
SCRA	South Carolina Readiness Assessment
SCRAPI	South Carolina Readiness Assessment Profile Interactive
SCRF	South Carolina Reading First
SCRI	South Carolina Reading Initiative
SCRS	South Carolina Retirement System
SCS	School Control System
SCSBA	South Carolina School Boards Association
SCSDB	South Carolina School for the Deaf and Blind
SCSELA	South Carolina Science Education Leaders Association
SCSFA	South Carolina School Food Service Association
SCSSSA	South Carolina Social Studies Supervisors Association
SCTCS	South Carolina Technical College System
SCTLC	South Carolina: Teaching, Learning, Connecting
SCTOY	South Carolina Teacher of the Year
SCWF	South Carolina Wildlife Federation
SCYSPI	South Carolina Youth Suicide Prevention Initiative
SDA	State Distributing Agency aka/ DA
SDAC	School District Administrative Claiming
SDE	State Department of Education
SDFSCA	Safe and Drug-Free Schools and Communities Act
SDP	State Service Delivery Plan
SEA	State Education Agency (S.C. Department of Education)
SEA	State Education Agency
SECA	Southern Early Childhood Association
SEER	State Education and Environment Roundtable
SEFA	Schedule of Expenditures of Federal Awards
SEM	Standard Error of Measurement
SEPDS	Summary End Product Data Schedule
SERC	Satellite Educational Resources Consortium
SERO	South-East Regional Office (USDA)
SERVE	South-Eastern Regional Vision for Education
SESPTC	Southeastern States Pupil Transportation Conference
SETDA	State Educational Technology Directors Association
SFA	School Food Authority
SFM	State Fire Marshal

SFSP	Summer Food Service Program
SFTP	Secure File Transfer Protocol
SHA	State Health Agency
SHAPE America	Society of Health and Physical Educators
SHFA	Students Health and Fitness Act
SHFDA	State Housing, Finance and Development Authority
SIAG	School Improvement Advisory Group
SIC	School Improvement Council
SIDN	School Identification Number
SIG	State Improvement Grant
SIMRA	State Instructional Materials Review Association
SIP	Standards in Practice
SIP	Students in Poverty
SIS	Student Information System
SISEP	State Implementation & Scaling-up of Evidenced-based Practices Center
SL	Sign Language
SLA	Standards, Learning, and Accountability Committee
SLED	State Law Enforcement Division
SLEI	School Leadership Executive Institute
SLFS	School Level Finance Survey
SLJ	School Library Journal
SLMS	School Library Media Services
SLOC	Strong Letter of Concern
SLOs	Student Learning Objectives
SLP	Speech-Language Pathology
SLT	Speech-Language Therapist/Therapy
SMD	Standardized Mean Difference
SMH	School-Based Mental Health
SMSS	State Minimum Salary Schedule
SNA	School Nutrition Association
SNACS	School Nutrition Administrative Claims System
SNE	Society for Nutrition Education
SNP	Special Nutrition Programs, FNS/USDA
SNPAC	School Nurse Program Advisory Committee
SNS	Supplement Not Supplant
SNT	Special Needs Transportation
SOC	State Option Contracts [Program], AMS/FNS/USDA
SOP	Standard Operating Procedure
SOP	State-Operated Program
SOSOSY	Strategies, Opportunities, and Services for Out of School Youth
SP	Speech or Language Impairment

SPA	Specialized Professional Association
SPA	State Participation Agreement
SPH	Speech Handicapped
SPP	State Performance Plan
SQL	Structured Query Language
SR	Selected Response
SRA	State Recipient Agency
SRC	Sensitivity Review Committee
SRC	State-Required Code
SRC	Summer Reading Camps
SREB	Southern Regional Education Board
SRO	School Resource Officer
SS	Scale Score
SSI	Supplemental Security Income
SSIP	State Systemic Improvement Plan
SSO	Seamless Summer Operation
SST	Safety and Support Team
STARS	Statewide Accounting Reporting System
STC	School Test Coordinator
STD	Sexually Transmitted Disease
STEM	Science, Technology, Engineering, and Mathematics (subject areas)
STI	Sexually Transmitted Infection
STW	School-to-Work
SUNS	Student Unique Numbering System
SWD	Students with Disabilities
SWYCC	Statewide Youth Court Coordinators
SY	School Year
TA	Teacher Assistant
TA	Test Administrator
TA Funds	State Technical Assistance Funds
TABE	Test of Adult Basic Education
TAM	Test Administration Manual
TAN	Technical Assistance Network
TANF	Temporary Assistance for Needy Families
TAP	Teacher Advancement Program
TAR	Testing and Accountability Roundtable
TAS	Tutorial Assistance Sub-grants
TASC	Transportation Association of South Carolina
TASC	Transitional Alliance of South Carolina
TASC Test	Test Accessing Secondary Completion
TAV	Technical Assistance Visit
TB	Test Booklet

TBB	Thomas Built Buses
TCTW	Technology Centers That Work
TDA	Test Dependent Analysis
TE	Technology Enhanced Items
TEACCH	Treatment and Education of Autistic and Related Communication Handicapped Children
TEFAP	The Emergency Food Assistance Program, FNS/USDA
TESOL	Teachers of English to Speakers of Other Languages
TFA	Teach for America
TICG	Technology Innovation Challenge Grant
TIMSS	Trend in International Mathematics and Science Study
TM	Trainable Mentally Handicapped
TOT	Teachers of Tomorrow
TOY	Teacher of the Year
TPT	SCDMV Third Party Tester
TQC	Teacher Quality Collaborative
TSA	Technology Student Association
TSI	Teacher Salary Increase
TSV	Test Security Violation
TTELL	Taxonomy for Testing English Language Learners
TUDA	Trial Urban District Assessment
UAB	Unit Accreditation Board (an NCATE board)
UDL	Universal Design for Learning
UEB	Unified English Braille
UGG	Uniform Grant Guidance
UGP	Uniform Grading Policy
UL	Underwriters Laboratories, Inc.
UMIRS	Uniform Management Information Reporting System
UP	Unprofessional Conduct (aka UPC)
URL	Uniform Resource Locator
URM	Univariate Response Model
USC-SLIS	University of South Carolina School of Library and Information Science
USDA	United State Department of Agriculture
USDA	United States Department of Agriculture
USED	United States Department of Education
USHC	United States History and the Constitution
VAM	Value-Added Measure
VH	Visually Handicapped
VOC	Vocational
VPT	Value Pass Through
VR	Vocational Rehabilitation
VSL	Virtual Sign Language

WAN	Wide Area Network
WBSCM	Web Based Supply Chain Management
WIA	Workforce Investment Act
WIC	Women, Infants and Children, FNS/USDA
WICC	Writing Improvement Coordinating Council
WIDA	World-Class Instructional Design and Assessment Consortia
WIDA-M	WIDA Model
WIDA-S	WIDA Screener
WIN	Writing Improvement Network OR Worldwide Interactive Inc.
WIOA	Workforce Innovation and Opportunity Act
WPU	Weighted Pupil Unit
YAB	Youth Advisory Board
YAP	Young Adult Program
YCC	Youth Court Coordinator
YMHFA	Youth Mental Health First Aid
YRBS	Youth Risk Behaviors Survey

B. History

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2. History of significant events related to the agency, from agency's origin to the present.
- **1712**
 - South Carolina General Assembly passes "An Act for Founding and Erecting of a Free School in Charlestown" - first public expression of support for free public schools.
 - **1811**
 - General Assembly passes act authorizing the creation of schools in each district. The number of schools is to be based upon the number of representatives in legislature.
 - **1868**
 - South Carolina State Department of Education officially founded when General Assembly passes "Act to Provide for the Temporary Organization of the Educational Department of the State."
 - New constitution: Following South Carolina's re-entry into the Union after the Civil War, the state adopted a new constitution. This constitution provided for a "uniform system of public schools," open to all children regardless of race and color (in reality, most schools were segregated). The constitution also provided for an elected Superintendent of Education, whose duties were to be defined by the General Assembly, a school commissioner in each county, and what would later become a system of school districts. This system was to be funded by a poll tax and a new property tax.
 - Justus K. Jilison is elected first state Superintendent of Education.
 - **1869-70**
 - General Assembly passes School Act of 1869-1870, providing for state adoption of textbooks and examination/certification of teachers.
 - **1895**
 - New SC constitution ratified - made significant changes to education system. Among these changes were that the constitution provided for a dual (segregated) system of public education, established the State Board of Education, established different specifications for the school districts, and provided for district funding through bonds.
 - **1919**
 - General Assembly passes compulsory attendance law.
 - **1920**
 - Department of Education begins teacher certification.
 - **1947-1954**
 - *Briggs v. Elliott*: South Carolina court case consolidated, along with other cases, into *Brown v. Board of Education*. Supreme Court rules segregation unconstitutional.
 - **1955**
 - Decree issued by district court outlawing segregation in South Carolina and ordering desegregation.
 - **1950s-1960s**
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- Department of Education begins to play increasing role in administering federal funds.
 - **1951-1955**
 - Consolidation of school districts from over 1,200 to 102.
 - **1966**
 - Department of Education moves into Rutledge building.
 - **1970-71**
 - South Carolina schools fully desegregated.
 - **1973**
 - Article XI of the state constitution amended: shortened Article (educational information was codified, so it was likely not needed in the Constitution any longer), removed language regarding the dual system of education, and added language prohibiting public money from funding private or religious education.
 - **1977**
 - General Assembly passes Education Finance Act (59-20-10 et seq.), which lays out the state funding apparatus for public education and identifies “defined minimum program” of education.
 - **1978**
 - General Assembly passes Basic Skills Assessment Act (59-30-10 et seq.), creating the Basic Skills Assessment Program; requiring the state to establish educational objectives for reading, writing, and math for each grade level; and mandating that each student entering the first grade take a readiness test. This law was repealed in 2006.
 - **1979**
 - General Assembly passes Educator Improvement Act (59-26-10 et seq.), increasing standards for teachers and providing for the evaluation of contract teachers.
 - **1984**
 - Education Improvement Act (codified in scattered sections of the S.C. Code) passes, enacting a one-cent state sales tax increase in order to fund measures designed to increase student achievement.
 - **1989**
 - General Assembly passes Target 2000 (A194), expanding upon programs from the EIA and providing early childhood education and parent education.
 - **1990s**
 - Department of Education takes over Allendale School District: first district takeover by Department.
 - **1993**
 - General Assembly passes Early Childhood Development and Academic Assistance Act (59-139-105 et seq.), ordering the enactment of annually updated peer-reviewed strategic plans.
 - **1994**
 - General Assembly passes School-to-Work Transition Act (59-52-10 et seq.), mandating either tech prep or college prep curriculum. The Education and Economic Development Act replaced this law in 2005.
 - **1996**
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- General Assembly passes South Carolina Charter Schools Act (59-40-10 et seq.), allowing the operation of charter schools within the state.
- **1998**
 - General Assembly passes Education Accountability Act (59-18-100 et seq.), which created a performance-based accounting system, and made many changes to the existing public education system, including setting grade-level standards, mandating annual district and school report cards, introducing a principal induction program for first-year principals, and creating the Education Oversight Committee.
- **1999**
 - Uniform Grading System goes into effect, standardizing grading system and student transcripts.
- **2005**
 - General Assembly passes the Education and Economic Development Act (59-59-10 et seq.), developing career clusters for students, reducing student-to-guidance-personnel ratios, and implementing agreements between school districts and higher education institutions.
- **2006**
 - South Carolina adopts ADEPT model of teaching evaluation based on specified performance standards.
- **2014**
 - *Abbeville v. State* decided – State Supreme Court holds that South Carolina failed to provide students with a constitutionally mandated minimally adequate education
- **2017**
 - State Supreme Court vacates order in Abbeville decision.
 - Department of Education undertakes review of Title 59; sends suggestions for amendment, deletion, or addition to the General Assembly.
- **2018**
 - South Carolina votes to continue electing Superintendent of Education.
 - Department of Education takes over Florence School District Four.
 - Department of Education takes over Williamsburg School District.
 - Effective September 2018, Department of Education implements reorganization, removing the Chief of Staff/Chief Operating Officer position and implementing a structure consisting of the Superintendent of Education presiding over six divisions, each headed by a deputy superintendent.

3. Agency directors and time of service.

Name of Director	Time of Service
Justus K. Jillson	1868-1876
John R. Tolbert	Never took office
Hugh S. Thompson	1877-1882
Asbury Coward	1882-1886
James H. Rice	1886-1890
W.D. Mayfield	1890-1898

John J. McMahan	1898-1902
Oscar B. Martin	1902-1906
John E. Swearingen	1906-1922
James H. Hope	1922-1947
Jesse T. Anderson	1947-1967
Cyril B. Busbee	1967-1979
Charlie G. Williams	1979-1991
Barbara S. Nielsen	1991-1999
Inez M. Tenenbaum	1999-2007
Jim Rex	2007-2011
Mick Zais	2011-2015
Molly Spearman	2015-present

C. Governing Body, Organizational Chart, and Related Entities

4. **Agency's governing body, as outlined in the enabling statute.**

The governing authority of the agency is the State Superintendent of Education, elected to office under the Constitution of this State by qualified voters of this State.

SECTION 1-30-10. Departments of State Government.

(B)(1) The governing authority of each department shall be:

(i) a director or a secretary, who must be appointed by the Governor with the advice and consent of the Senate, subject to removal from office by the Governor pursuant to provisions of Section 1-3-240(B); or

(ii) a board to be appointed and constituted in a manner provided for by law; or

(iii) in the case of the Department of Agriculture and the Department of Education, the State Commissioner of Agriculture and the State Superintendent of Education, respectively, elected to office under the Constitution of this State; or

(iv) in the case of the Department of Transportation, a seven member commission constituted in a manner provided by law, and a Secretary of Transportation appointed by and serving at the pleasure of the Governor.

1895 Constitution of South Carolina

"There shall be elected by the qualified voters of the State a Secretary of State, an Attorney General, a Treasurer, a Superintendent of Education, Comptroller General, Commissioner of Agriculture, and an Adjutant General who shall hold their respective offices for a term of four years, coterminous with that of the Governor. The duties and compensation of such offices shall be prescribed by law and their compensation shall be neither increased nor diminished during the period for which they shall have been elected."

5. **Qualifications and duties of the agency director and governing body, as specified in law.**

1895 Constitution of South Carolina

"There shall be a State Superintendent of Education who shall be the chief administrative officer of the public education system of the State and shall have such qualifications as may be prescribed by law."

SECTION 59-3-10. Appointment, compensation, and qualifications of State Superintendent of Education.

The State Superintendent of Education shall be elected at each general election in the same manner as other State officers and shall enter upon the duties of his office at the time prescribed by law. Before entering upon the duties of his office he shall give bond for the use of the State in the penal sum of five thousand dollars, with good and sufficient sureties, to be approved by the Governor, conditioned for the faithful and impartial performance of the duties of his office, and he shall also, at the time of giving bond, take and subscribe the oath prescribed in Section 26 of Article III of the Constitution of the State, which shall be endorsed upon the back of the bond. The bond shall be filed with the Secretary of State, and by him recorded and, when so

recorded, shall be filed with the State Treasurer. The Superintendent of Education shall receive as compensation for his services such sum as the General Assembly shall by law provide, payable monthly out of the State Treasury, and his traveling expenses, not exceeding three hundred dollars, shall be paid out of the State Treasury upon duly itemized accounts rendered by him.

SECTION 59-3-20. Vacancy in office.

Section repealed upon the approval and ratification of an amendment to Section 7, Article VI of the South Carolina Constitution. See Editor's Note.

In case a vacancy occurs in the office of State Superintendent of Education, from any cause, such vacancy shall be filled by the Governor, by and with the advice and consent of the Senate, and the person so appointed shall qualify within fifteen days from the date of such appointment or else the office shall be deemed vacant. If the vacancy occur during the recess of the Senate, the Governor shall fill the same by appointment until the Senate can act thereon.

SECTION 59-3-30. General duties.

The State Superintendent of Education shall:

- (1) Serve as secretary and administrative officer to the State Board of Education.
- (2) Have general supervision over and management of all public school funds provided by the State and Federal Governments.
- (3) Organize, staff and administer a State Department of Education which shall include such division and departments as are necessary to render the maximum service to public education in the State.
- (4) Keep the public informed as to the problems and needs of the public schools by constant contact with all school administrators and teachers, by his personal appearances at public gatherings and by information furnished to the various news media of the State.
- (5) Have printed and distributed such bulletins, manuals, and circulars as he may deem necessary for the professional improvement of teachers and for the cultivation of public sentiment for public education, and have printed all forms necessary and proper for the administration of the State Department of Education.
- (6) Administer, through the State Department of Education, all policies and procedures adopted by the State Board of Education.
- (7) Assume such other responsibilities and perform such other duties as may be prescribed by law or as may be assigned by the State Board of Education.

6. Organizational Units Chart. See attached Excel chart.

7. **Role and responsibilities of the agency compared to its counterpart entities, if any, at the federal and local levels.**

Federal counterparts

United States Department of Education (USED)

The USED provides federal funding to the Department either for direct use or to sub-grant to LEAs for specific educational programs. As a recipient of federal funds, the Department must adhere to all federal laws and regulations, which it then requires all LEAs to adhere to. The USED monitors those federal programs the Department oversees and a key responsibility of the Department is to monitor the federal programs in the LEAs as subgrantees.

Local counterparts

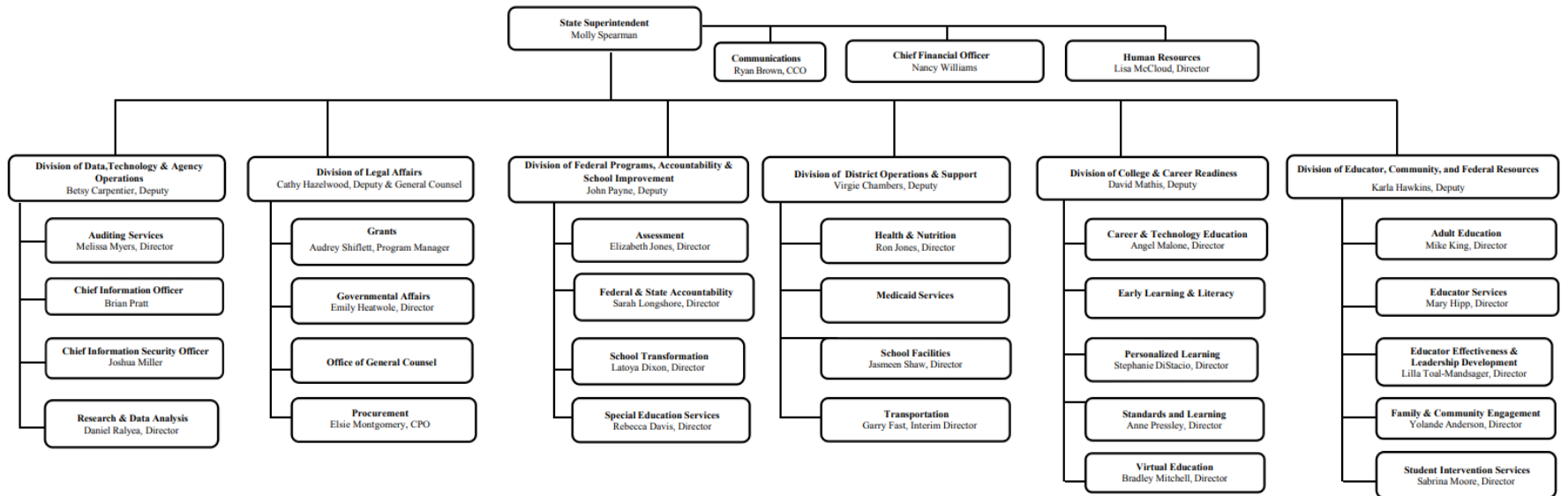
Local Educational Agencies (LEAs)

The Department passes through state education funds directly to LEAs in addition to the subgranting of federal funds discussed in the federal counterpart section and not repeated here. The Department provides support to the LEAs through development of standards, procurement of statewide assessments, technical assistance in a myriad of programs, the provision of school transportation, professional development, and in the evaluation of teaching. The Department does not teach students or hire the teachers to teach students.

8. Organizational Flow Chart.



South Carolina Department of Education • Organizational Chart



D. Successes and Issues

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9. 3-4 agency successes.
- School Safety**
- School bus replacement
Since Superintendent Spearman took office in 2015 the agency has secured over \$100,000,000 in funding from the General Assembly, which includes \$10,000,000 in recurring General Fund dollars to modernize the bus fleet. Approximately 62% of the fleet has been replaced since 2012, with only 342 of those buses purchased prior to 2015. By the close of 2018, the agency replaced over 408 buses (or over 7.9% of the fleet) and moved all of the 1995 transit buses out of service. These buses, while not the oldest in use, posed the greatest safety risk. In addition to the funds provided by the General Assembly, the agency has made application to be a recipient of the VW settlement funds. Superintendent Spearman has also reinstated the School Bus Specifications Committee to ensure that all buses secured meet the needs of the students in our state. The Superintendent has also worked closely with the State Materials Management Office to use recurring funds to lease/purchase buses; this allows the agency to secure approximately 62 buses for every \$1,000,000 appropriated versus 12 when buses are purchased.
 - School Resources Officers
Working with the Governor and the General Assembly, the Superintendent has secured additional funding to ensure each school has an SRO. For Fiscal Year 2019, an additional \$2,000,000 was directed to local law enforcement agencies partnering with 38 school districts to place an additional 38 SROs in schools. The General Assembly appropriated an additional \$10,000,000 for Fiscal Year 20, which will fund approximately 190-210 additional SROs, depending on the actual cost of salary and benefits for each officer.
 - Mental health training/counselors/threat assessment
The Superintendent, collaborating with the former Director of the Department of Mental Health, John Magill and SLED Chief Mark Keel has committed to supporting increased mental health services for students in school districts. In addition to supporting increased state funding to ensure that each school has a school based mental health counselor from the Department of Mental Health, the Superintendent convened a broad stakeholder group, facilitated by Dr. Melissa Reeves from Winthrop University. This group included mental health, law enforcement and district staff to develop threat assessment materials and templates to assist districts in identifying and providing services to students in need. In addition to the materials, the agency offered multiple training opportunities across the state this past spring. The materials are posted on the agency website here: <https://ed.sc.gov/districts-schools/school-safety/resources-and-training/safety-resources/sc-school-based-threat-assessment-guide/>
- Teacher Support**
- Salary increases
Superintendent Spearman, through the agency budget request, asked the General Assembly to increase state funding to support salary increases and support for teachers. Since she took office in 2015, the starting salary for a first year teacher with a bachelor's degree has increased from \$29,523 to \$35,000 and the state has added an additional year of experience on the state salary schedule. For the current fiscal year, the
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superintendent requested that teachers receive a five percent salary increase. The General Assembly funded a four percent salary increase and increased the starting salary from \$32,000 to \$35,000. Below is a brief summary of the funded changes in the state salary schedule. The issue of teacher salaries will continue to be at the forefront for the near future.

- 2016-17 – a 2% increase and added a STEP on the statewide schedule
 - 2018-19 - Current year 1% and starting salary to \$32,000 from \$30,113, which is up from \$29,523.
 - 2019-20 - Current year 4% and starting salary to \$35,000 from \$32,000
- Reduction of paperwork efforts

A major complaint from many educators is the unnecessary, repetitive and cumbersome paperwork requirements that seemingly prevent many from focusing solely on the job of educating students in the classroom. In 2019, the General Assembly passed and Governor McMaster signed Act 99, a Joint Resolution directing the department to provide recommendations to the General Assembly on ways to streamline requirements. As a step in this process the agency surveyed teachers, school level administrators and district level administrations to ascertain perceptions regarding not only paperwork, but also other duties that take time away from directly teaching. Additionally, the agency is working to reorganize the Office of Federal and State Accountability in order to streamline requirements and reduce the “paperwork burden” on teachers and districts.

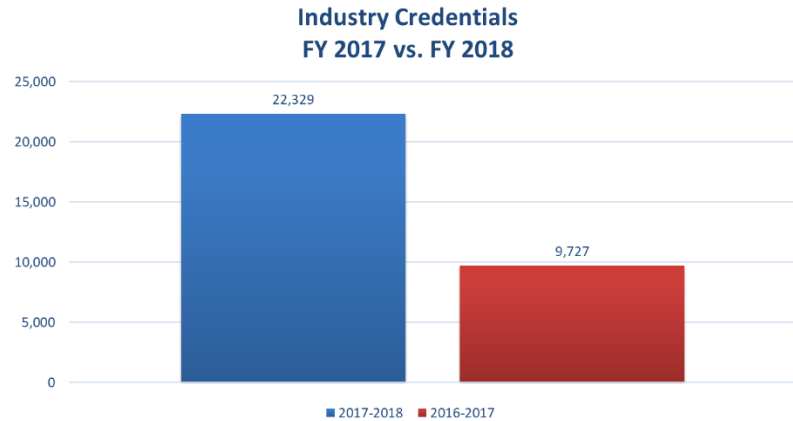
Student Outcomes and Opportunities

- Increased and improved technical assistance to low performing schools

Since 2016, the Office of School Transformation has supported 38 low-performing Priority Schools, placing transformation coaches in each school. Additionally, transformation coaches are in place in the three districts that are under a state of emergency declaration. These districts are Allendale, Florence Four, and Williamsburg. After review of the November 2018 school report cards, 84% of the low-performing schools served since 2016 are no longer performing in the bottom 5%; 76% of those same schools are performing above the bottom 10% of all schools in the state under our new accountability system. Only 6 (15%) of the 38 schools remain in the bottom 5% in performance. We have been successful at moving schools forward by being able to provide high quality technical assistance, provide a transformation coach for each school and/or district in need, and support and guide their improvement efforts in using evidence-based interventions.
- Career and Technical Education (CTE)

The Profile of the South Carolina Graduate strives to ensure that all students are ready for the next step after high school, whether that is work, technical college or college. Increased access and participation in Career and Technical Education is one component to ensuring that students are developing the skills they need while in high school. Data shows that there is multi-year improvement in this area. As of Fiscal Year 2018, **17,834** students were CTE completers in grades 9-12. Of these completers, over **98%** of those in the 12th grade graduated on time, **2,500** attained dual credit through Technical College courses and **50%** received industry credential prior to graduation. Over **122,468** students have had work-based learning experiences and apprenticeships, which represents an increase of **43%** since 2014. Approximately **22,329** certifications were attained during the 2017-2018 academic year, which is more than a **56%** increase over the 2016-2017 academic year. Additionally, innovative courses may be created by school districts for

credit towards graduation. For example, a student in building construction may choose to take a course that involves a review of Algebra 1 and Geometry with a focus in the construction industry instead of taking Algebra 2 for graduation credit.



School District Efficiency

- Alvarez and Marsal Study

The department, per Proviso 1.92 included in the Fiscal Year 2016-17 Appropriations Act, contracted with Alvarez and Marsal to conduct efficiency studies in the districts that had not previously participated in such a study. The studies focused on the following central operations: (1) finance; (2) human resources; (3) procurement; (4) transportation; and (5) overhead with the goal of identifying opportunities that would yield not only increased efficiency and financial management, but also better services to the students. The studies revealed that many of the state's smaller districts exhibit commonalities across them that include: high fixed costs, a lack of economies of scale, a difficult time hiring and retaining teachers, staffing constraints at the district office, difficulty maintaining proper fund balances and higher fixed costs. The studies showed that all districts would benefit from collaborative purchasing and procurement. The corresponding analysis identified key one-time modernization investments in items such as technology combined with collaboration and shared services would create more efficiency across the system as a whole.

- Consolidation and Shared Services

The agency has worked with many of our states smaller school districts to support consolidation of central office services and promote collaboration across district lines to increase academic opportunities for students. When operations in Florence Four were assumed during the state of emergency, the agency began exploring opportunities to contract services with surrounding Florence districts. Thus far, this has resulted in a savings of over \$500,000 and increased CTE opportunities for students who are now able to take courses in neighboring Florence One. Additionally, the Superintendent has worked closely with the General Assembly to increase state support for expanded consolidation and in the current fiscal year, there is \$50,000,000 available to support districts opting to consolidate services with priority given to the districts with fewer than 1,500 students. Funds may be used to update facilities, equalize salaries and reduce millage rates. In addition to creating administrative savings, consolidation will allow districts to offer expanded academic opportunities to students especially across career and technical courses and AP courses.

10. 3-4 agency challenges.

Student Outcomes

- Read to Succeed Implementation

Since the passage of the legislation, the focus of interventions has been on the lowest achieving students. The agency and districts have taken several steps in order to improve outcomes for students who are not reading on grade level. The Palmetto Literacy Project will serve the schools around the state with the highest number of students not reading on grade level. Additionally, districts will have the flexibility to utilize funding, when aligned to their reading plans, for direct student interventions, not just coaches. The agency is providing additional training and support for literacy coaches. Included in the Academic Achievement component of the ESSA Consolidated State Plan, the following literacy goals for students in grades 3–8 are included: by 2035, 90 percent of students will score at Level 2 or higher on the ELA state summative assessment and 70 percent of students will score at Level 3 or higher on the ELA state summative assessment.

Teacher Retention and Recruitment

- Increases to the state salary schedule are positive for educators; however, these increases are only one piece of the puzzle when it comes to attracting and retaining high quality educators. According to the annual “Supply and Demand” report issued by the Center for Educator Recruitment, Retention and Advancement there are still approximately 5,000 educators reporting leaving the classroom each year. Additionally, districts reported 621 vacancies at the beginning of the 2018-19 school year. (See link to report below). Educators often cite issues other than salary, though it is one factor which leads them to leave the profession. Issues range from student behavior, to parent involvement (lack thereof or over involvement), to school and district leadership. Teachers report increasing frustration at an inability to teach their students and more focus on teaching to a test or completing paperwork that is often viewed as superfluous or repetitive. Compounding the issue are fewer college students choosing education as a major thus resulting in a reduced number of available applicants annually. Comprehensive policy changes and competitive salaries must be considered by the General Assembly and the agency and other key stakeholders, such as CERRA, should support innovative recruiting of educators to our school districts, especially those most in need.

https://www.cerra.org/uploads/1/7/6/8/17684955/2018-19_supply_demand_report_update_jan_16.pdf

Meeting the needs of an ever changing workforce

- [Fulfilling the Profile of the SC Graduate](#)
The Profile of the South Carolina Graduate strives to ensure that each student in the state is prepared for whatever their next step after high school. Students must have access to courses that align with current workforce needs or prepare students for higher education without the need for remediation. The Diploma Pathways legislation, Act 54 of 2017, supports the profile by ensuring students are able to align coursework with their desired pathway, which is tied directly to their plans after high school. A challenge that remains in ensuring that all students have access to high quality instruction and the courses they need. In some of our smaller, rural districts, students are not afforded the same opportunities to access advanced placement, dual credit and CTE opportunities. One of the goals of district consolidation and collaboration is to increase this access by encouraging students to cross-district lines when needed.



Changes to the Education Funding Model

- Finding Sustainability

Public school funding at the state level relies on state sales tax revenue and is allocated to districts through many different formulae many of which are outdated and complicated. The Governor, the President of the Senate and the Speaker of the House have requested that Revenue and Fiscal Affairs complete a study of current school funding and recommend changes in state law to support a more streamlined funding mechanism that will direct more funding to the classroom. Any changes in state funding streams will have an impact on the amount of funding received by a district and consideration should be given to ensuring continuity of programs and increasing services to and opportunities for students while reducing administrative costs.

11. 3-4 emerging issues.

Instructional Materials Replacement

- The process and cycle by which instructional materials are adopted and purchased should run concurrently with the update of state academic standards. Annually, the Advisory Committee meets to determine the prioritized recommendations for the purchase of unfunded state adopted materials that will be recommended to the State Board of Education for approval. The agency ensures that the list complies with any legislative mandates, such as the requirement to provide cursive writing materials and computer science instruction for graduation. Areas are funded based on the appropriations by the General Assembly each year. No area will be partially funded. While the approved instructional materials are reviewed and updated concurrently with the standards, there have not been adequate state funds to cover the purchase of the new materials. This has left districts unable to access online materials as contracts have expired and students are currently using texts in some subjects that do not align with current state standards, an example being that math and ELA texts are still aligned with Common Core State Standards. The agency received an increase of \$20,000,000 in lottery funds with up to an additional \$15,000,000 in unclaimed prize funds appropriated for Fiscal Year 20. The agency requested \$60,000,000 for Fiscal Year 20. Below is a chart outlining appropriations for the past five fiscal years:

15-16				16-17		17-18	18-19	19-20		
EIA	EIA NR	Lottery	118-14	EIA	Lottery	EIA	EIA	EIA	Lottery	Excess above 18-19 Certified Lottery Surplus
\$20,922,839	\$0	\$0	\$14,508,278	\$20,922,839	\$18,000,000	\$20,922,839	\$20,922,839	\$20,922,839	\$20,000,000	all remaining, not sure exact amount yet. Likely between \$5M and \$15M
Balance of EIA CF/Surplus				Balance of EIA CF/Surplus						

Data Systems and Infrastructure

- In order to target funding and services to districts and students, as well as identify ways to recruit, retain and support educators the agency must be able to gather, analyze and report accurate data in a timely fashion. During the past year, as part of the work on S. 419, the agency identified a need for a specific data system to house educator preparation program and provider data. It would serve as one location for records relating to accreditation, program approval, and reporting. This is just one example of a way that data systems could be streamlined and modernized. A dedicated funding stream established would allow the agency to acquire needed technology and secure staff to operate and maintain the systems.

Serving Additional Underperforming Schools and Districts

- Changes under ESSA require that the agency provide support and services to 117 schools that are performing at or below the 10th percentile among all schools in the state. The agency is currently able to provide transformation coaches to all schools performing at or below the fifth percentile. Proposed changes to state law in Senate Bill 419 call for intervention if a district has 50% or more schools identified as low performing. Based on current data, this would extend agency support to 22 districts and require external reviews of each district that meets the criteria established in the legislation. Expanded support and services would require additional appropriations from the General Assembly. The cost of a diagnostic or external team review does vary based on the size of the district. In 2017, a district external team/diagnostic review for a district with five or fewer schools came to \$108,000.00. Assuming an inflation over the past two years the agency can anticipate that on average, a single diagnostic review would cost approximately \$120,000.00. This would require an additional \$2,750,000.00 to \$3,625,000.00 depending on how many schools and districts are served. If the agency continued the practice of placing a district level transformation coach in districts when there is significant intervention needed there would be an added cost. Currently, a single transformation coach salary is approximately \$107,100.00 (76.5K+ 40% for fringe). The agency desires to continue the same level of high quality interventions and services currently provided to low performing schools and districts.
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II. Agency Records, Policies, and Risk Mitigation Practices

A. Records and Policies Management

12. (A) Agency's records management policy.

TITLE OF POLICY: ARCHIVES
SECTION: ADMINISTRATION
POLICY NO.: 301-3

EFFECTIVE DATE: November 20, 2014

OFFICE OF RESPONSIBILITY: CHIEF INFORMATION SECURITY OFFICE

THE LANGUAGE USED IN THIS DOCUMENT DOES NOT CREATE AN EMPLOYMENT CONTRACT BETWEEN THE EMPLOYEE AND THE AGENCY. THIS DOCUMENT DOES NOT CREATE ANY CONTRACTUAL RIGHTS OR ENTITLEMENTS. THE AGENCY RESERVES THE RIGHT TO REVISE THE CONTENT OF THIS DOCUMENT, IN WHOLE OR IN PART. NO PROMISES OR ASSURANCES, WHETHER WRITTEN OR ORAL, WHICH ARE CONTRARY TO OR INCONSISTENT WITH THE TERMS OF THIS PARAGRAPH CREATE ANY CONTRACT OF EMPLOYMENT.

POLICY

It is the policy of the South Carolina Department of Education (SCDE) to comply with all laws and regulations governing the archiving of SCDE records.

PROCEDURE

Responsibility of Divisions/Executive Offices

The Chief Information Security Office is designated as the office responsible for coordinating the archiving efforts between the SCDE and the Department of Archives and History. The Director of the Chief Information Security Office will designate a member of his staff to serve as the SCDE liaison to the Department of Archives.

Each division and executive office must appoint at minimum of one individual to work with the SCDE liaison to coordinate archiving efforts for their respective division/executive office.

On a quarterly basis, each division/executive office will review and determine which records shall be destroyed or transferred to the Department of Archives. This effort will be coordinated by the SCDE liaison.

Retentions Schedules

The State of South Carolina has a general records retention schedule, and the SCDE has a specific schedule. The agency shall follow the specific schedule if it applies and use the general schedule for records that are not specifically listed on the agency schedule. The agency schedule is located in the Archives folder on the "P" drive. The general retention schedules are located on the

Department of Archives and History website:
<http://rm.sc.gov/generalschedules/Pages/default.aspx>

Destruction of Records

Agency records may not be destroyed until such time as they are no longer required to be retained by the retention schedules. Upon destruction of records, the office must complete the appropriate Department of Archives forms. Offices must ensure proper destruction of records, which include at a minimum the shredding of documents that include confidential information. The destruction of electronic media may take special care. Offices shall consult with the Chief Information Officer's Office with regard to the proper destruction of electronic media.

Retention and Transfer of Records to the Department of Archives

Some agency records must be transferred to the Department of Archives. Each office is responsible for the transfer of its records to the Department of Archives, if required by the retention schedules. The office must follow the Department of Archives' rules regarding the packaging of records. Confidential records that are transferred to the Department of Archives must be clearly marked as "Confidential."

Specific Guidance Related to E-mail

Executive-Level E-mail

The SCDE designates the following positions as executive-level positions for the purpose of determining the retention schedule for correspondence: Superintendent, Chief Operating Officer, Chief Financial Officer, Chief Information Officer, Chief Information Security Office, General Counsel, Director of the Office of Legislative and Public Affairs, Director of the Office of Internal Auditing, Deputy for the Office of Policy and Research, and each division deputy.

Executive-level e-mail will be automatically archived by the agency and retained for a minimum of three years. Some executive e-mail will be archived longer and/or transferred to the Department of Archives after three years.

Nonexecutive-Level E-mail

Nonexecutive-level e-mail must be retained until no longer needed. The SCDE has established an e-mail protocol whereby e-mail that is in nonexecutive "in boxes" and "sent boxes" will be deleted after 30 days, unless the employee moves the e-mail into a folder. E-mail that is moved to a folder will be automatically "archived" by the system after 90 days. However, the employee may delete e-mail from the archive or from a folder at any time it is no longer needed.

(B) Agency's status in regards to compliance with the records management

The agency is current in meeting policy requirements.

policy and explanation for non-compliance, if the agency is non-compliant.

13. Agency’s schedule for regularly reviewing and updating, as necessary, all agency policies and explanation for lack of a schedule, if the agency does not have a schedule.

Annually, Deputy Superintendents and other key staff attend a daylong retreat to discuss, modify, and update the agency’s strategic plan. Included within these discussions are any internal policy changes or updates needed, reorganization of offices within divisions if warranted, and the State Superintendent’s priorities for the upcoming year. In addition to this daylong retreat, senior staff has a standing meeting with the Superintendent every Monday morning to review all internal issues, policy changes needed, and any upcoming events or initiatives that support the Profile of the South Carolina Graduate.

Monthly, all Deputies and Directors meet with the Superintendent to implement their relevant portions of the strategic plan and discuss any necessary changes. Furthermore, every month the Superintendent meets one-on-one with each Deputy to discuss any issues within their division, how to address those issues, and implementation of initiatives within that division. In the interim, Deputies are encouraged to meet or reach out to the Superintendent with any issues or requests that may arise.

<p>14. (A) Agency’s status in regards to compliance with S.C. Code Ann. §1-23-120(J) that requires agencies to conduct a formal review of its regulations every five years.</p>	<p>Annually, each office within the agency reviews and submits regulations that require amendments or deletion. The agency has not yet submitted a formal report to the Code Commissioner per the statute, but the review of some regulations have been completed by each office.</p>
<p>(B) Last time the agency conducted a formal review of its regulations.</p>	<p>According to Legislative Council there is no record of the Department of Education submitting a formal report to the Code Commissioner, however Regulations are reviewed by each office annually or bi-annually.</p>
<p>(C) Last time the agency submitted new or revised regulations to the General Assembly.</p>	<p>The agency submits revised regulations annually, with the last submission being in 2018.</p>
<p style="text-align: right;">https://www.scstatehouse.gov/state_register.php?first=FILE&pdf=1&file=index2018.pdf</p>	
<p>15. Agency’s status in regards to compliance with S.C. Code Ann. §2-1-230 that requires agencies to submit reports to Legislative Services Agency for publication online, and the State Library.</p>	<p>All reports that are available for posting have been submitted to LSA. Reports are sent to LSA upon completion.</p>
<p style="text-align: right;">https://www.scstatehouse.gov/reports/reports.php</p>	
<p>16. How the agency collaborates with other agencies to seek funding (e.g. grant and federal funding).</p>	<p>The South Carolina Department of Education (SCDE) collaborates with other agencies using research, networking, and responding with applications as primary methods to seek funding. The agency’s Grants Program, housed within the Division of Legal Services, researches and monitors federal funding via federal agency resources (i.e., Grants.gov, federal agency websites, federal agency funding forecasts); this includes maintaining active subscriptions to receive regular emails via grants.gov. As the state agency over education (i.e., the state education agency or SEA), the SCDE receives the majority of its federal funding from the U.S. Department of Education (USED). The agency receives other federal funding from the U.S. Department of Agriculture, the U.S. Department of Health and Human Services (the Centers for Disease Control (CDC) and the Substance Abuse and Mental Health Administration (SAMHSA)), the U.S. Department of Labor, and the Environmental Protection Agency (EPA).</p> <p>When a funding opportunity requires or invites collaboration among state agencies, the SCDE invites colleagues in those agencies to plan projects to propose for funding. For example, in Spring 2018, the SCDE partnered with the South Carolina Department of Mental Health (SCDHM) as required to apply for a SAMHSA Advancing Wellness and Resiliency in Education (AWARE) grant. South Carolina’s project was funded in the Fall 2018; the two agencies are jointly</p>

administering this five-year project, SC's AWARE, to strengthen mental health resources for students in three school districts: Anderson School District Two, Florence School District One, and Sumter School District.

The SCDE also collaborated with the South Carolina Law Enforcement Division (SLED) and the US Attorney's Office for the District of South Carolina in Summer 2018 to apply for a USED School Emergency Management grant. The SCDE received this grant in Fall 2018 to implement "Strengthening School Emergency Management in South Carolina," a five-year project to enable the agency to help schools and their districts strengthen their emergency operations plans through technical assistance and a system of supports for ongoing training.

B. Audit and/or Other Risk Mitigation Practices

17. Updated version of the agency's "Report and External Review Template" from the Accountability Report.

See updated report attached.

18. (A) Agency's internal audit process and/or other risk mitigation practices.

The Office of Auditing Services (OAS) contains an internal audit unit. OAS reports to Betsy Carpentier, Deputy Superintendent of the Division of Data, Technology, and Agency Operations. Melissa Myers is the Director of OAS and Hershula Davis is the Audits Manager. The internal auditors are Alfreda Dozier, Donna Langley, and Carl Quin. Donna Langley performs audits of each county bus shop. Alfreda Dozier and Carl Quin perform internal audits of the agency's other internal operations. (Attached is a copy of the OAS charter.) In 2011, the agency's internal audit function had a reinstatement, after a reduction-in-force took place. General subject matters audited include inventory and procurement compliance for the county bus shops. General subject matters for other internal operations include federal and state compliance, financial, and operational audits. Melissa Myers decides on whether to perform internal audits. Audits are also requested by Senior Management. Internal auditors have begun routinely conducting an agency wide risk assessment. Senior staff is ultimately responsible for routinely evaluating the agency's performance measurement and improvement systems. Since fiscal year 2014-15, eighteen internal audits were performed. There has not been a peer review or self-assessment by the S.C. State Internal Auditors Association or other entity.

(B) List of areas reviewed in agency internal audits during the last five years.

Audit Name	Report Issue Date
Mobile Device Usage	September 8, 2014
Social Media	September 16, 2014
Time and Effort Reporting	February 17, 2015
Asset Management	March 13, 2015
IT Governance	September 23, 2015
Data Request for the Title II Report	November 23, 2015
O Drive Accountability Folder Issue	March 29, 2016
Direct Certification	May 13, 2016
Contract Administration and Monitoring	February 17, 2017
Allocation Method of CDEP funds	March 17, 2017
EFA Fringe	June 20, 2017
Allocation Method of Retiree Insurance Contributions	June 20, 2017
SCDE Use of Lottery Funds	April 16, 2018
Allocation Method of Lottery K-12 Technology Funds	April 20, 2018
Allocation Method of Modernize Vocational Equipment Funds	September 7, 2018

Business Continuity and Disaster Recovery	June 29, 2018
Audit of CERDERP Allocation	November 30, 2018
Various Bus Shop Audits	Various

19. Issues or recommendations from external reviews or audits conducted of the agency during the last five years, which the agency has not yet fully addressed or implemented.

Issue or Recommendation	Agency's Status in Addressing or Implementing	Date External Review or Audit completed	Entity Conducting the Audit or Review
N/A			

III. Agency Spending

20. Finance Overview Chart.	See attached Excel chart.
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IV. Agency Legal Directives, Services, and Performance

A. Laws

See Legal Standards Chart from the agency's most recent Accountability Report.

B. Deliverables

21. Deliverables Chart.	See attached Excel chart.
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C. Performance

22. Performance Measures Chart.	See attached Excel chart.
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V. Agency Ideas and Recommendations

23. Recommendations for changes in law.

Title 59 Changes

LAW CHANGE #1			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-1-360. Audiovisual Properties may be loaned.	<p><u>Current Law:</u> Authorizes the SCDE to lend audiovisual properties.</p> <p><u>Recommendation:</u> Repeal</p>	No longer applicable; the SCDE no longer has anything to lend.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
<u>Current Law Wording</u>		<u>Proposed Revisions to Law Wording</u>	
<p>The State Department of Education is authorized to lend film, filmstrips, recordings or other audiovisual properties to nonpublic institutions of higher learning and to other educational institutions and schools that are eleemosynary in nature.</p> <p>HISTORY: 1962 Code Section 21-19.3; 1974 (58) 2626.</p>		Repeal entire statute.	
LAW CHANGE #2			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-1-451. Costs of the Target 2000-School Reform for the Next Decade Act; provisions not mandatory; local school districts not prohibited from implementing similar provisions.	<p><u>Current Law:</u> Directs funding of the Target 2000-School Reform for the Next Decade Act.</p> <p><u>Recommendation:</u> Repeal</p>	Act no longer in effect.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
<u>Current Law Wording</u>		<u>Proposed Revisions to Law Wording</u>	

<p>All costs of implementing the provisions of the Target 2000-School Reform for the Next Decade Act (1989 Act No. 194) must be paid from funds appropriated for that purpose by the General Assembly. The programs of the Target 2000-School Reform for the Next Decade Act (1989 Act No. 194) must be implemented to the extent possible using funds appropriated by the General Assembly, but no provision of the Target 2000-School Reform for the Next Decade Act (1989 Act No. 194) is mandatory beyond the appropriation provided by the General Assembly. Nothing in this section prohibits local school districts from implementing programs similar to or as described in the Target 2000-School Reform for the Next Decade Act (1989 Act No. 194) on the district's initiative.</p> <p>HISTORY: 1989 Act No. 194, Section 37.</p>	<p>Repeal entire statute.</p>
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LAW CHANGE #3

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
<p>Section 59-1-452. Public school employee cost savings program.</p>	<p><u>Current Law:</u> Directs the administration of the Public School Employee Cost Savings Program.</p> <p><u>Recommendation:</u> Repeal</p>	<p>Program no longer exists.</p>	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>

Current Law Wording	Proposed Revisions to Law Wording
<p>(A) The Public School Employee Cost Savings Program is established for the purpose of making cash awards to individual school district employees for cost saving ideas which are proven to be workable. The program must be administered by the State Department of Education with the advice and assistance of a special committee to screen suggested ideas and recommend those with potential merit to be implemented and evaluated. The committee must be composed of:</p> <p>(1) one member who is serving on a public school board, appointed by the State Board of Education upon the recommendation of the South Carolina School Boards Association;</p> <p>(2) one member who is serving as a public school superintendent, or district financial administrator, appointed by the State Board of Education upon the recommendation of the South Carolina Association of School Administrators;</p> <p>(3) one member who is serving as a public school principal, career and technology</p>	<p>Repeal entire statute.</p>

center director, or school administrator, appointed by the State Board of Education;

(4) one public school teacher with a minimum of fifteen years service, appointed by the State Board of Education upon the recommendation of the South Carolina Education Association;

(5) one public school teacher with a minimum of fifteen years service, appointed by the State Board of Education upon the recommendation of the Palmetto State Teachers Association;

(6) two members appointed by the State Superintendent of Education; and

(7) five private sector business persons, who hold no public office, one appointed by the Governor, one appointed by the Chairman of the Senate Finance Committee, one appointed by the Chairman of the House Ways and Means Committee, one appointed by the Chairman of the House Education and Public Works Committee, and one appointed by the Chairman of the Senate Education Committee.

(B) Committee members shall serve three-year terms except that of those initially appointed, four shall serve initial terms of one year, four shall serve initial terms of two years, and four shall serve initial terms of three years, these initial terms to be determined by lot at the first meeting of the committee. A member of the committee may not serve on the Education Improvement Act Education Oversight Committee, the Business-Education Partnership for Excellence in Education, or the Business-Education Subcommittee while serving on the committee created under this section. A committee member shall attend at least eighty percent of the meetings of the committee in each fiscal year or be replaced. A vacancy must be filled in the manner of original appointment.

(C) The State Board shall promulgate regulations and establish procedures to administer the program. The regulations must limit individual cash awards to twenty-five percent of the cost savings for one fiscal year or five thousand dollars, whichever is less. An employee may not receive an award for an idea that could have been implemented by the employee through his normal job duties. An employee of the State Department of Education may participate in the program.

(D) The State Department of Education shall provide administrative support for the program. The State Board of Education shall waive or modify its regulations when appropriate and necessary to achieve cost savings.

<p>(E) The General Assembly shall provide funds to initiate and support the program. Two years after initial implementation of the program, the program must be self-supporting. It is the intent of the General Assembly that the funds appropriated for this program must be used then for assessing the impact of the programs developed under Target 2000.</p> <p>HISTORY: 1989 Act No. 194, Section 30; 1998 Act No. 400, Section 15; 2005 Act No. 49, Section 3, eff May 3, 2005.</p>	
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LAW CHANGE #4

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-1-453. Oversight Committee.	<p><u>Current Law:</u> Directs the Education Oversight Committee to oversee the implementation of the Target 200-School Reform for the Next Decade Act</p> <p><u>Recommendation:</u> Repeal</p>	Act no longer in effect.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>

Current Law Wording	Proposed Revisions to Law Wording
<p>For the purposes of the Target 2000-School Reform for the Next Decade Act (1989 Act No. 194), the Education Oversight Committee, as provided for in Section 59-6-10, shall serve as the oversight committee for the provisions of the Target 2000-School Reform for the Next Decade Act (1989 Act No. 194). The Education Oversight Committee shall oversee the planning, development, and implementation of the provisions as contained in Target 2000 and shall monitor the expenditures of the funds appropriated. Each state agency and entity responsible for implementing Target 2000 funded programs must submit annually to the Education Oversight Committee programs and expenditure reports and budget requests in a manner prescribed by the Education Oversight Committee.</p> <p>HISTORY: 1989 Act No. 194, Section 35; 1998 Act No. 400, Section 15.</p>	Repeal entire statute.

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-1-525. Grant program to enhance teaching of grade specific standards and increase K-5 performance in core academic areas; criteria.	<p><u>Current Law:</u> Provides for schoolwide grant program and includes criteria for use of lottery funds.</p> <p><u>Recommendation:</u> Review for obsolescence and strike language regarding Project Read if no funding avenues are available.</p>	The grant for Project Read is no longer applicable unless funded by a proviso.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p>

		<p>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly: N/A</p>
Current Law Wording	Proposed Revisions to Law Wording	
<p>The State Department of Education shall implement a schoolwide grant program to enhance the teaching of the grade specific standards adopted by the State Board of Education and to increase the academic performance of students in grades K-5 in the core academic areas of reading, mathematics, social studies, and science. The grant shall include an evaluation component to measure the success of increasing student performance and the teaching of the standards. Of the reading, mathematics, social studies, and science appropriation for this purpose from lottery proceeds each year, \$500,000 must be used for teacher in-service training and professional development related to Project Read.</p> <p>The awarding of grants shall be based upon their ability to promote the goals of providing every student with the competencies to:</p> <ol style="list-style-type: none"> (1) read, view, and listen to complex information in the English language; (2) write and speak effectively in the English language; (3) solve problems by applying mathematics; (4) conduct research and communicate findings; (5) understand and apply scientific concepts; (6) obtain a working knowledge of world, United States, and South Carolina history, government, economics, and geography; and (7) use information to make decisions. <p>Additionally, grants shall be awarded based upon the likelihood that receiving such grants shall strengthen the above referenced skills and increase the academic performance of students in the core academic areas. In the awarding of grants every effort should be made to ensure that all geographic areas of the State are represented. First priority shall be given to acceptable grants from schools rated as below average or unsatisfactory and grants designed to increase academic performance of historically underachieving students.</p>	<p>No specific wording revisions proposed until review conducted.</p>	

Grant applications received by the State Department of Education shall be reviewed by a panel of individuals with knowledge and expertise of the subject area and of programs that have proven to be successful within the State or throughout the nation.

HISTORY: 2002 Act No. 356, Section 31.

LAW CHANGE #5

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-3-80. Cooperation with Federal Government in program for children of working mothers.	<p><u>Current Law:</u> State Department directed to cooperate with federal government for preschool program for children ages two to six.</p> <p><u>Recommendation:</u> Repeal</p>	Obsolete.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>

Current Law Wording	Proposed Revisions to Law Wording
<p>The State Department of Education shall have the power to cooperate with the Federal Government, its agencies or instrumentalities, in the administration of an educational program for the care of pre-school children, ages two to six, and children of school age who are without home care during the day before and after school hours due to employment of their mothers. The State Department of Education shall receive and expend all funds made available to the Department by the Federal Government for administration, supervision and coordination of state and local programs to meet such needs.</p> <p>HISTORY: 1962 Code Section 21-28; 1952 Code Section 21-47; 1943 (43) 226.</p>	Repeal entire statute.

LAW CHANGE #6

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-5-67. Reduction in paper work; computerization; grants for improving teaching practices and procedures.	<p><u>Current Law:</u> Directs Department to ensure continuous training for the use, selection, and evaluation of software; provides for teacher grant program aimed at improving teaching practices.</p> <p><u>Recommendation:</u> Review Section A for obsolescence; repeal Section B.</p>	Teacher grant program (Section B) has not been funded since 2009. Section A simply refers to helping districts select software.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>

Current Law Wording	Proposed Revisions to Law Wording
<p>(A) The State Department of Education shall provide for continuous training for district personnel to operate the computers provided and for continuous selection and evaluation of software.</p> <p>(B) The State Board of Education, acting through the State Department of Education, shall establish and administer a competitive grant program whereby teachers will be awarded grants for the purpose of improving teaching practices and procedures within the budgetary limitations authorized by the General Assembly. The respective local school districts shall act as the fiscal agent for the grants. For purposes of this section the term "teacher" includes teachers, librarians, guidance counselors, and media specialists.</p> <p>HISTORY: 1984 Act No. 512, Part II, Section 9, Division II, Subdivision C, SubPart 4, Sections 2, 3; 1985 Act No. 201, Part II, Sections 9(C), (N).</p>	<p>No proposed revisions to wording.</p>

LAW CHANGE #7

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
<p>Section 59-5-95. Panels created to review accreditation requirements; membership; duties.</p>	<p><u>Current Law:</u> State Board and Commission on Higher Education to appoint review panel for National Council for Accreditation of Teacher Education.</p> <p><u>Recommendation:</u> Repeal</p>	<p>NCATE no longer in use.</p>	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>

Current Law Wording	Proposed Revisions to Law Wording
<p>The State Board of Education and the Commission on Higher Education shall appoint a collegial panel of middle grade classroom teachers and teacher preparation faculty to review the National Council for Accreditation of Teacher Education (NCATE) accreditation requirements and recommend any additional training standards and needs for middle grade teacher preparation and professional development courses. The panel shall be a continuing body, shall include representatives of professional organizations, and shall:</p> <p>(1) review the state's academic standards in the four core academic areas and current teaching courses;</p> <p>(2) determine the knowledge and skills needed by teachers at the middle grades level to teach these standards and assess student progress in learning the</p>	<p>Repeal entire statute.</p>

standards; (3) establish syllabi to guide the development of high quality teacher preparation courses; and (4) develop assessments to determine the strengths and weaknesses of the curriculum. HISTORY: 2000 Act No. 393, Section 5.	
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LAW CHANGE #8

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-5-100. Powers and duties of State Educational Finance Commission devolved upon Board; general duties.	<u>Current Law:</u> State Board of Education to disburse funds, effect consolidations of school districts. <u>Recommendation:</u> Repeal	Duties described are no longer undertaken by the State Board.	<u>Presented and approved by agency's governing body:</u> N/A <u>Other entities potentially impacted:</u> N/A <u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A

Current Law Wording	Proposed Revisions to Law Wording
The Board of Education, as successor to the State Educational Finance Commission, shall disburse such funds as are provided by the General Assembly and shall have such further powers as are committed to it by this Title. It shall promote the improvement of the school system and its physical facilities. It shall make plans for the construction of necessary public school buildings. It shall make surveys incident to the acquisition of sites for public schools. It shall seek the more efficient operation of the pupil transportation system. It shall effect desirable consolidations of school districts throughout the entire State. And it shall make provision for the acquisition of such further facilities as may be necessary to operate the public school system in an efficient manner. HISTORY: 1962 Code Section 21-56; 1952 Code Section 21-56; 1951 (47) 546.	Repeal entire statute.

LAW CHANGE #9

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-5-110. Powers and duties of State Educational Finance Commission devolved upon Board; survey of school systems.	<u>Current Law:</u> State Board to survey entire school system and make recommendations for improvements. <u>Recommendation:</u> Repeal	Obsolete.	<u>Presented and approved by agency's governing body:</u> N/A <u>Other entities potentially impacted:</u> N/A

			<u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly: N/A</u>
Current Law Wording		Proposed Revisions to Law Wording	
As soon as practicable the Board of Education, as successor to the State Educational Finance Commission, shall make a survey of the entire school system, which shall set forth the needs for new construction, new equipment, new transportation facilities and such other improvements as are necessary to enable all children of the State to have adequate and equal educational advantages. HISTORY: 1962 Code Section 21-57; 1952 Code Section 21-57; 1951 (47) 546.		Repeal entire statute.	
LAW CHANGE #10			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-5-120. Powers and duties of State Educational Finance Commission devolved upon Board; rules and regulations.	<u>Current Law:</u> State Board to proscribe rules and regulations in line with 59-5-100 and 59-5-110. <u>Recommendation:</u> Repeal.	No longer needed, as the sections referenced are obsolete as well.	<u>Presented and approved by agency's governing body:</u> N/A <u>Other entities potentially impacted:</u> N/A <u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A
Current Law Wording		Proposed Revisions to Law Wording	
The Board of Education, as successor to the State Educational Finance Commission, shall prescribe and promulgate, in the manner provided by law, reasonable rules and regulations to carry out the provisions of Sections 59-5-100 and 59-5-110, Chapter 21 of this Title, Article 3 of Chapter 67 of this Title and Articles 1 and 5 of Chapter 71 of this Title and such rules and regulations shall have the full force and effect of law.		Repeal entire statute.	
LAW CHANGE #11			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-5-135. Governor's Institute of Reading; functions; funding.	<u>Current Law:</u> Provides for administration of Governor's Institute of Reading. <u>Recommendation:</u> Repeal	Program no longer in effect - replaced by Read to Succeed.	<u>Presented and approved by agency's governing body:</u> N/A <u>Other entities potentially impacted:</u> N/A

		<p>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly: N/A</p>
Current Law Wording	Proposed Revisions to Law Wording	
<p>(A) The General Assembly finds that:</p> <p>(1) reading is the most important academic skill and the basis for success in school and work;</p> <p>(2) test results indicate that a significant portion of South Carolina students score below the fiftieth percentile on nationally normed achievement tests; and</p> <p>(3) it is necessary and proper to establish a comprehensive long-term commitment to improve reading as well as overall academic performance.</p> <p>(B) There is created within the State Department of Education the Governor's Institute of Reading. The purpose of the institute is to create a collaborative effort to mobilize education, business, and community resources to ensure that all children learn to read independently and well by the end of the third grade. The purpose of the institute also is to mobilize efforts to improve the reading abilities of students in the middle grades and accelerate the learning of students reading below grade level. The Governor's Institute of Reading is based upon a collaborative effort of education professionals and reading experts and designed to promote reading in every school district. To accomplish this mission, the institute shall:</p> <p>(1) review the best practices in the teaching of reading;</p> <p>(2) provide teachers with professional development and support for implementing best practices in the teaching of reading; and</p> <p>(3) award competitive grants to school districts for designing and providing a comprehensive approach to reading instruction based on best practices.</p> <p>The State Board of Education shall develop guidelines for administering and allocating funds for the Governor's Institute of Reading. Grants must be awarded, beginning with fiscal year 1999-2000, to districts for implementing programs designed to achieve exemplary reading. The department may carry forward any unexpended appropriations to be used for this same purpose from fiscal year to</p>	<p>Repeal entire statute.</p>	

fiscal year.	
HISTORY: 1999 Act No. 100, Part II, Section 46; 2000 Act No. 393, Section 7.	

LAW CHANGE #12

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-6-15. Business-Education Partnership for Excellence in Education; Business-Education Subcommittee.	<p><u>Current Law:</u> Provides specifications for the Business-Education Partnership and corresponding subcommittee.</p> <p><u>Recommendation:</u> Repeal</p>	Business-Education Partnership and corresponding subcommittee no longer exist.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>

Current Law Wording	Proposed Revisions to Law Wording
<p>(A) There is created the Business-Education Partnership for Excellence in Education and a permanent standing subcommittee of the partnership for the purpose of reviewing the implementation of the South Carolina Education Improvement Act of 1984 and recommending other major education initiatives.</p> <p>The Business-Education Partnership for Excellence in Education consists of the following persons:</p> <p>(1) Thirty-two prominent civic and business leaders of which fourteen are appointed by the Governor; six appointed by the State Superintendent of Education; three appointed by the Speaker of the House of Representatives; three appointed by the President of the Senate; three appointed by the Chairman of the Education and Public Works Committee of the House of Representatives; and three appointed by the Chairman of the Education Committee of the Senate;</p> <p>(2) Twenty educators of which eight are appointed by the State Superintendent of Education; four appointed by the Governor; two appointed by the Speaker of the House of Representatives; two appointed by the President of the Senate; two appointed by the Chairman of the Education and Public Works Committee of the House of Representatives; and two appointed by the Chairman of the Education Committee of the Senate;</p> <p>(3) Lieutenant Governor or his designee;</p>	Repeal entire statute.

- (4) Chairman of the Committee on Children or his designee;
- (5) Chairman of the Education Oversight Committee or his designee;

(6) The Governor and State Superintendent of Education shall serve as ex officio members.

The term of office of the members of the Business-Education Partnership must be four years except that of those first appointed an equal number must serve terms of two, three, and four years respectively as determined by lot. Except in those cases where the term of a member of the Business-Education Subcommittee has not expired, no member of the Business-Education Partnership may serve more than two consecutive terms. The number of appointments provided for in items (1) and (2) above must be reduced proportionately by the membership requirements of subsection (B).

The chairman of the Business-Education Partnership for Excellence in Education must be elected by the members of the partnership and must be chosen from among the thirty-two business and civic leaders serving on the partnership. The Business-Education Partnership must meet at the call of the chairman but not less than quarterly. The Governor must preside at all regular and special meetings of the partnership in which he is in attendance; at those meetings at which the Governor is not in attendance the State Superintendent of Education must preside, and in the absence of the Superintendent, the chairman of the partnership must preside.

The partnership in conjunction with the State Department of Education may cause to be held statewide public forums for the purpose of fostering open discussions regarding the impact of the Education Improvement Act on the state's education system and education reform in general.

(B) The Business-Education Partnership must establish a permanent standing subcommittee called the Business-Education Subcommittee. The subcommittee must be composed of sixteen members of the Business-Education Partnership elected by the Business-Education Partnership. The composition of the subcommittee must be:

- (1) ten civic and business leaders; and
- (2) six educators.

The eighteen members serving on the Joint Business-Education Subcommittee must remain on the Business-Education Subcommittee as reconstituted on the effective date of this section. The term of office for members of the Business-Education Subcommittee must be six years except that of the initial members an equal number must serve terms of two, four, or six years respectively as determined by lot. The chairman of the subcommittee is to be elected by the members of the subcommittee and must be one of the ten civic and business leaders serving on the subcommittee. Vacancies on the subcommittee must be filled from the membership of the Business-Education Partnership by a majority vote of the members of the partnership.

HISTORY: 1989 Act No. 191, Section 1; 1989 Act No. 194, Section 24; 1991 Act No. 248, Section 6; 1998 Act No. 400, Section 15.

LAW CHANGE #13

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-6-16. Leadership network.	<p><u>Current Law:</u> Directs the State Board and Business-Education Subcommittee to appoint leadership network.</p> <p><u>Recommendation:</u> Repeal</p>	Partnership no longer exists.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>

Current Law Wording	Proposed Revisions to Law Wording
<p>The State Board of Education in consultation with the Business-Education Subcommittee shall appoint a leadership network of representatives from the private sector. The leadership network shall assist the State Board of Education business-education partnership program by: (1) promoting business-education partnerships, (2) evaluating business-education partnerships, (3) disseminating the benefits of business-education partnerships, and (4) formulating recommendations on goals and activities for the business-education partnership program. The leadership network shall meet at least quarterly and make regular reports to the Business-Education Subcommittee, State Board of Education, and Education Oversight Committee.</p> <p>HISTORY: 1989 Act No. 194, Section 31; 1998 Act No. 400, Section 15.</p>	Repeal entire statute.

LAW CHANGE #14

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
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Section 59-6-17. School attendance as a requirement for licensing for operation of a motor vehicle.	<p><u>Current Law:</u> Directs Business-Education Subcommittee to study conditioning licensure upon school attendance and provide a report.</p> <p><u>Recommendation:</u> Repeal</p>	Partnership and subcommittee no longer exist.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
Current Law Wording		Proposed Revisions to Law Wording	
<p>The Business-Education Subcommittee in consultation with the Education Oversight Committee shall study requiring school attendance as a condition of licensing for the privilege of the operation of a motor vehicle and shall provide a report to the General Assembly by January 1, 1990.</p> <p>HISTORY: 1989 Act No. 194, Section 36; 1998 Act No. 400, Section 15.</p>		Repeal entire statute.	
LAW CHANGE #15			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-6-20. Public Accountability Division.	<p><u>Current Law:</u> Directs State Department to establish the Public Accountability Division to review programs implemented under the Education Improvement Act; division to be eliminated July 1, 1991.</p> <p><u>Recommendation:</u> Repeal</p>	Public Accountability Division no longer exists.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
Current Law Wording		Proposed Revisions to Law Wording	
<p>The State Board of Education and State Superintendent of Education must establish within the State Department of Education a special unit at the division level called the Public Accountability Division. This special unit must be eliminated on July 1, 1991. The unit head shall hold a position comparable to a deputy superintendent and must be under the direct supervision of and shall report to the State Superintendent of Education.</p> <p>The deputy superintendent must provide all reports to the Governor, Education Oversight Committee, Business-Education Partnership for Excellence in Education, Business-Education Subcommittee, and State Board of Education, and respond to any inquiries for information.</p>		Repeal entire statute.	

The Business-Education Subcommittee shall serve as a screening committee for the selection of the unit head. The screening committee shall recommend for consideration three applicants. Final selection of the unit head must be made by the State Superintendent of Education after consulting with the Governor. All other positions must be filled following current state personnel and State Department of Education employment procedures.

The new unit is responsible for planning, monitoring, and reviewing programs developed under the Education Improvement Act and shall provide information, recommendations, and an annual assessment of the Education Improvement Act to the Governor, Education Oversight Committee, and Business-Education Subcommittee.

The operating procedures for the new unit are the same as the operating procedures for the three established divisions in the State Department of Education. The Business-Education Subcommittee shall review and approve all products produced by the new unit and make recommendations to the State Board of Education for final approval.

HISTORY: 1984 Act No. 512, Part II, Section 9, Division II, Subdivision E, SubPart 3, Section 2, 1987 Act No. 81 Section 1; 1989 Act No. 191, Section 2; 1989 Act No. 194, Section 25; 1998 Act No. 400, Section 15.

LAW CHANGE #16

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-6-30. Reports by State Board of Education; Business-Education Subcommittee to report to Business-Education Partnership; recommendations by Partnership; Business-Education staff to serve Business-Education Partnership.	<p><u>Current Law:</u> Directs State Board to provide a special assessment of Education Improvement Act to the Business-Education Subcommittee and General Assembly.</p> <p><u>Recommendation:</u> Repeal</p>	Business-Education Partnership no longer exists.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
Current Law Wording	Proposed Revisions to Law Wording		
The State Board of Education shall provide an assessment of the South Carolina Education Improvement Act of 1984 for consideration by the Business-Education Subcommittee and the General Assembly. A special assessment shall be provided on March 1, 1985. Commencing in 1985, an annual assessment must be provided by December first of each year and an appropriate amount of funding must be	Repeal entire statute.		

provided for this purpose. The Business-Education Subcommittee shall provide a report on the assessment to the Business-Education Partnership, and the partnership shall submit its recommendations to the General Assembly prior to February first. The staff of the Business-Education Subcommittee shall serve as the primary staff to the Business-Education Partnership and may solicit the assistance of the staffs of the House Education and Public Works Committee, the Senate Education Committee, the Education Oversight Committee, the Public Accountability Division, and the Governor's Office.

HISTORY: 1984 Act No. 512, Part II, Section 9, Division II, Subdivision E, SubPart 3, Section 3; 1985 Act No. 201, Part II, Section 9(M); 1989 Act No. 191, Section 3; 1989 Act No. 194, Section 26; 1998 Act No. 400, Section 15.

LAW CHANGE #17

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Chapter 13 – County Superintendents of Education	<p><u>Current Law:</u> Provides for the all aspects of county superintendents of education.</p> <p><u>Recommendation:</u> Repeal</p>	County school districts no longer employ county superintendents.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
Current Law Wording	Proposed Revisions to Law Wording		
<p style="text-align: center;">CHAPTER 13 County Superintendents of Education</p> <p>SECTION 59-13-10. Election, term, oath and bond of county superintendent of education.</p> <p>Except as otherwise expressly provided, there shall be elected by the qualified electors of the county a county superintendent of education for each county, who shall, except as otherwise expressly provided, hold his office for a term of four years and until his successor is elected and qualified. He shall, before being commissioned and entering upon the duties of his office, give bond to the State for the use of the county in which he is elected, for educational purposes, in the penal sum of one thousand dollars, except as otherwise provided, with good and sufficient sureties, to be approved by the governing body of the county, conditioned for the faithful and impartial discharge of the duties of his office, and he shall take and subscribe the oath of office prescribed in Section 26, article III of</p>	Repeal entire chapter.		

the Constitution of this State, which he shall file in the office of the Secretary of State. When commissioned he shall immediately enter upon the discharge of his duties. His failure to qualify within thirty days after notice of his election shall create a vacancy.

HISTORY: 1962 Code Section 21-61; 1952 Code Section 21-61; 1942 Code Section 5301; 1932 Code Sections 4398, 5308; Civ. C. '22 Section 2566; Civ. C. '12 Section 1717; Civ. C. '02 Section 1186; 1896 (22) 150; 1903 (23) 58; 1907 (25) 652; 1908 (25) 1350; 1909 (26) 124, 180; 1910 (26) 698, 699, 700; 1911 (27) 62; 1912 (27) 683, 684; 1914 (28) 494, 497, 647; 1915 (29) 185, 515; 1919 (31) 75; 1920 (31) 1068; 1921 (32) 104, 130; 1923 (33) 41; 1924 (33) 1157; 1925 (34) 121, 144; 1927 (35) 254; 1928 (35) 1291; 1929 (36) 1, 7, 33, 227, 267; 1931 (37) 40, 77, 389.

SECTION 59-13-20. Qualifications of superintendents and administrative officers of county boards of education.

The person appointed as administrative officer to the board of education and the person appointed superintendent of any school district shall meet the qualifications required and possess the superintendent certificate issued by the State Board of Education.

The board of education of any county and the board of trustees of any school district, however, may impose any additional qualifications which it may deem proper. This section shall not affect any person presently serving as county or district superintendent of education.

HISTORY: 1962 Code Section 21-61.5; 1973 (58) 416.

SECTION 59-13-30. Commencement of term of office.

The term of office of the county superintendent of education shall run from July first throughout four consecutive scholastic years in each county.

HISTORY: 1962 Code Section 21-66; 1952 Code Section 21-66; 1942 Code Section 5301; 1932 Code Sections 4398, 5308; Civ. C. '22 Section 2566; Civ. C. '12 Section 1717; Civ. C. '02 Section 1186; 1896 (22) 150; 1903 (23) 58; 1907 (25) 652; 1908 (25) 1350; 1909 (26) 124, 180; 1910 (26) 698, 699, 700; 1911 (27) 62; 1912 (27) 683, 684; 1914 (28) 494, 497, 647; 1915 (29) 185, 515; 1919 (31) 75; 1920 (31) 1068; 1921 (32) 104, 130; 1923 (33) 41; 1924 (33) 1157; 1925 (34) 121, 144; 1927 (35) 254; 1928 (35) 1291; 1929 (36) 1, 7, 33, 227, 267; 1931 (37) 40, 77, 389.

SECTION 59-13-40. Vacancies in office.

The State Board of Education shall, except as otherwise expressly provided, fill all vacancies in the office of county superintendent of education for the unexpired term.

HISTORY: 1962 Code Section 21-67; 1952 Code Section 21-67; 1942 Code Section 5302; 1932 Code Section 5309; Civ. C. '22 Section 2567; Civ. C. '12 Section 1718; Civ. C. '02 Section 1187; 1896 (22) 150; 1932 (37) 1364; 1935 (39) 439, 456.

SECTION 59-13-50. Office; supplies and equipment.

The governing body of each county shall furnish to the county board of education for the use of the county superintendent of education a comfortable and convenient office and suitable office furniture and shall supply such office with fuel, lights, stationery, postage and such other incidentals as are necessary to the proper transaction of the legitimate business of such office.

HISTORY: 1962 Code Section 21-69; 1952 Code Section 21-69; 1942 Code Section 5308; 1932 Code Section 5322; Civ. C. '22 Section 2572; Civ. C. '12 Section 1723; Civ. C. '02 Section 1192; 1896 (22) 158.

SECTION 59-13-60. General duties of county and district superintendents.

Each county and district superintendent of education shall assume such responsibilities and perform such duties as may be prescribed by law or by rules and regulations of the State Board of Education or as may be assigned or prescribed by the county board of education or the district board of trustees.

HISTORY: 1962 Code Section 21-70; 1952 Code Section 21-70; 1942 Code Section 5303; 1932 Code Section 5310; Civ. C. '22 Section 2568; Civ. C. '12 Section 1719; Civ. C. '02 Section 1188; 1896 (22) 150; 1974 (58) 1927.

SECTION 59-13-70. Superintendent shall keep record of school district bonds.

All county superintendents of education shall keep a complete and full record in a suitable book of all bonds issued by the respective school districts in the respective counties of this State. The book shall contain the following data: Date of issue of bonds; amount of bonds; maturity of bonds; date of interest of bonds;

interest due periods of bonds; and sale price of bonds. The book required to be kept by the county superintendents of education in this State shall be paid for by the respective counties of this State upon order of the county superintendent of education. The county superintendent of education shall keep the book herein required of him on file in the office of the clerk of court or register of deeds. Whenever the bonds have been paid, the superintendent of education shall enter in the book herein provided to be kept by him the date of payment. Any violation of the provisions of this section shall be punishable by a fine of not more than one hundred dollars or by imprisonment in the county jail or upon the public works of the county for a period of not more than thirty days, in the discretion of the court.

HISTORY: 1962 Code Section 21-76; 1952 Code Section 21-76; 1942 Code Section 5304; 1932 Code Section 5311; 1924 (33) 998; 1997 Act No. 34, Section 1.

SECTION 59-13-80. Superintendent shall keep register of claims and other matters.

The county superintendent of education shall keep a register of all claims approved by him and of such other matters as the State Superintendent of Education shall require of him, in the form prescribed by the State Superintendent.

HISTORY: 1962 Code Section 21-77; 1952 Code Section 21-77; 1942 Code Section 5310; 1932 Code Section 5324; Civ. C. '22 Section 2574; Civ. C. '12 Section 1725; Civ. C. '02 Section 1194; 1896 (22) 158.

SECTION 59-13-90. Annual report to county treasurer of claims approved.

The county superintendent of education shall, on or before the fifteenth day of July in each year, report to the county treasurer, by school districts, all school claims approved by him for the school year last preceding, and the county treasurer shall thereupon close the school accounts for that year, carrying over any balance to the credit of each school district to the then current fiscal year.

HISTORY: 1962 Code Section 21-78; 1952 Code Section 21-78; 1942 Code Section 5309; 1932 Code Section 5323; Civ. C. '22 Section 2573; Civ. C. '12 Section 1724; Civ. C. '02 Section 1193; 1896 (22) 158.

SECTION 59-13-100. Expenses of superintendents.

Unless otherwise provided by law, each county superintendent of education shall receive annually, in addition to his salary, such sums as may be necessary to pay the actual expenses incurred by him in attending meetings called for the purpose of advancing educational interests and in visiting schools in other counties in order to become familiar with their management and mode of teaching.

HISTORY: 1962 Code Section 21-81; 1952 Code Section 21-81; 1942 Code Section 5313; 1932 Code Section 5328; Civ. C. '22 Section 2578; Civ. C. '12 Section 1728; Civ. C. '02 Section 1198; 1883 (18) 535; 1891 (20) 1114, 1268, 1391; 1893 (21) 492; 1899 (21) 1057; 1905 (24) 836; 1917 (30) 125; 1927 (35) 32; 1929 (36) 8, 63; 1932 (37) 1307; 1940 (41) 1664.

SECTION 59-13-110. Procedure for payment of expenses.

Such expenses shall be paid on the warrant of the county board of education. The superintendent's claim for services and expenses shall be presented in the form of an itemized account against the county board of education, verified by affidavit to the effect that said account is just and true, that the service therein named was honestly and faithfully rendered and that the sum therein claimed is rightfully due and remains unpaid. When such account shall have been duly audited and approved by the county board of education, it shall be filed with the county treasurer, who shall pay the same ratably out of the funds apportioned to the several school districts in proportion to the average number of children attending the free public schools in each school district.

HISTORY: 1962 Code Section 21-82; 1952 Code Section 21-82; 1942 Code Section 5313; 1932 Code Section 5328; Civ. C. '22 Section 2578; Civ. C. '12 Section 1728; Civ. C. '02 Section 1198; 1883 (18) 535; 1891 (20) 1114, 1268, 1391; 1893 (21) 492; 1899 (21) 1057; 1905 (24) 836; 1917 (30) 125; 1927 (35) 32; 1929 (36) 8, 63; 1932 (37) 1307; 1940 (41) 1664.

SECTION 59-13-120. Annual reports to superintendent.

Any teacher, principal or superintendent employed in the schools of this State, supported in whole or in part at public expense, shall file within two weeks after the close of the session of such school a full and accurate report as required by law. Any person neglecting, refusing or omitting to file such report when requested by the county superintendent of education shall be liable to the cancellation of his certificate to teach by the State Board of Education and to a fine of not more than twenty-five dollars to be imposed at the discretion of the county board of education.

HISTORY: 1962 Code Section 21-87; 1952 Code Section 21-87; 1942 Code Section 350; 1932 Code Sections 159, 5376; Civ. C. '22 Section 2622; Cr. C. '22 Section 507; 1913 (28) 191.

SECTION 59-13-130. Private schools required to report to superintendents.

All private schools shall report to the county superintendent of education, upon request therefor of the county wherein such school is located, the number of pupils receiving instruction, the number in regular attendance, the number of teachers employed and such other facts as will show the grade and amount of educational work actually done in such private school. The management of any private school neglecting, refusing or omitting to file such report within two weeks after the close of the regular session shall be subject to a fine of not more than twenty-five dollars.

HISTORY: 1962 Code Section 21-89; 1952 Code Section 21-89; 1942 Code Section 5351; 1932 Code Sections 1560, 5377; Civ. C. '22 Section 2623; Cr. C. '22 Section 508; 1913 (28) 191.

SECTION 59-13-140. Annual reports to State Board of Education.

Each county superintendent of education shall file with the State Board of Education within two months after the close of the scholastic year a full and accurate report of all schools under his supervision, which report shall contain such statistics and such other information as the law and the State Board may require. In any county which does not have a county superintendent of education, the report shall be made by the district superintendent.

HISTORY: 1962 Code Section 21-90; 1952 Code Section 21-90; 1942 Code Sections 5352, 5354; 1932 Code Sections 1558, 5378, 5380; Civ. C. '22 Sections 2624, 2626; Cr. C. '22 Section 506; 1913 (28) 191; 1925 (34) 181; 1974 (58) 1927.

SECTION 59-13-150. Contents of annual reports.

The annual report of the county superintendent of education shall contain the complete statistics of all schools within his county supported in whole or in part from the public funds, as may be required of him by the State Superintendent of Education.

HISTORY: 1962 Code Section 21-91; 1952 Code Section 21-91; 1942 Code Section 5306; 1932 Code Section 5313; Civ. C. '22 Section 2570; Civ. C. '12 Section 1721; Civ. C. '02 Section 1190; 1896 (22) 150.

LAW CHANGE #18

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-18-500. Omitted by 2008 Act No. 282, Section 1, eff June 5, 2008.	<p><u>Current Law:</u> Omitted</p> <p><u>Recommendation:</u> Repeal</p>	Omitted	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
<u>Current Law Wording</u>		<u>Proposed Revisions to Law Wording</u>	
N/A		Repeal entire statute.	

LAW CHANGE #19

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-21-30. Schools to which preceding section not applicable.	<p><u>Current Law:</u> Sets minimum average daily attendance.</p> <p><u>Recommendation:</u> Repeal</p>	Obsolete	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
<u>Current Law Wording</u>		<u>Proposed Revisions to Law Wording</u>	
<p>No school in any school district shall continue open a longer period of time than that fixed by (a) the board of trustees in the district in which such school is located or (b) the county board of education in any county which may operate under a county unit plan. No school shall receive any benefits under the provisions of Section 59-21-20 which does not have the minimum average daily attendance for the previous scholastic year, or for the current scholastic year, fixed in the schedules below.</p> <p>In three-teacher high schools the minimum average daily attendance shall be 48;</p>		Repeal entire statute.	

in four-teacher high schools the minimum average daily attendance shall be 68; in five-teacher high schools the minimum average daily attendance shall be 90; in six-teacher high schools the minimum average daily attendance shall be 114; in seven-teacher high schools the minimum average daily attendance shall be 140; in eight-teacher high schools the minimum average daily attendance shall be 168; in nine-teacher high schools the minimum average daily attendance shall be 198; in ten-teacher high schools the minimum average daily attendance shall be 230; in eleven-teacher high schools the minimum average daily attendance shall be 264; in twelve-teacher high schools the minimum average daily attendance shall be 300; and in all high schools with more than twelve teachers the minimum average daily attendance shall be 26 pupils for each teacher.

In one-teacher elementary schools the minimum average daily attendance shall be 17; in two-teacher elementary schools the minimum average daily attendance shall be 36; in three-teacher elementary schools the minimum average daily attendance shall be 60; in four-teacher elementary schools the minimum average daily attendance shall be 84; in five-teacher elementary schools the minimum average daily attendance shall be 110; in six-teacher elementary schools the minimum average daily attendance shall be 138; in seven-teacher elementary schools the minimum average daily attendance shall be 168; in eight-teacher elementary schools the minimum average daily attendance shall be 200; in nine-teacher elementary schools the minimum average daily attendance shall be 234; and in all elementary schools with more than nine teachers the minimum average daily attendance shall be 26 pupils per teacher. In addition to the number of teachers a district is entitled to under the above schedule, a district shall receive benefits to pay additional teachers, high or elementary, according to the excess average daily attendance in each school, such excess to be added together by level. The high school excess average daily attendance shall be divided by 26 and the elementary excess average daily attendance by 26. Each district shall receive benefits for the salaries resulting from such excess, provided that the school board of trustees shall not employ a teacher in any school based on the average daily attendance of another school within the district.

HISTORY: 1962 Code Section 21-253; 1952 Code Section 21-253; 1942 Code Section 5423; 1933 (38) 567; 1935 (39) 467; 1937 (40) 623; 1947 (45) 306; 1964 (53) 1918; 1967 (55) 719; 1969 (56) 444.

LAW CHANGE #20

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-21-50. Participation of small schools which cannot be consolidated.	<u>Current Law:</u> Provides that small schools may participate if impractical to consolidate.	Obsolete	<u>Presented and approved by agency's governing body:</u> N/A

	<u>Recommendation</u> : Repeal		<u>Other entities potentially impacted</u> : N/A <u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly</u> : N/A
Current Law Wording		Proposed Revisions to Law Wording	
No one-teacher school shall be deprived of the benefits of this chapter because such school fails to meet the minimum requirements of enrollment and average daily attendance when it is impracticable to consolidate the school with some other school because of mountains, rivers, islands, swamps or other natural causes. The board of education of the county in which the school is located shall be the competent judge in such case. HISTORY: 1962 Code Section 21-255; 1952 Code Section 21-255; 1942 Code Section 5423; 1933 (38) 567; 1935 (39) 467; 1937 (40) 623; 1947 (45) 306.		Repeal entire statute.	
LAW CHANGE #21			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-21-60. Part-time teachers not covered.	<u>Current Law</u> : Provides that part-time teachers may not partake in benefits of 59-21-20. <u>Recommendation</u> : Repeal	Obsolete	<u>Presented and approved by agency's governing body</u> : N/A <u>Other entities potentially impacted</u> : N/A <u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly</u> : N/A
Current Law Wording		Proposed Revisions to Law Wording	
No person who teaches daily less than four periods of forty-five minutes each shall receive any pay under the provisions of Section 59-21-20, except the superintendent of a school system employing more than ten teachers. HISTORY: 1962 Code Section 21-256; 1952 Code Section 21-256; 1942 Code Section 5423; 1933 (38) 567; 1935 (39) 467; 1937 (40) 623; 1947 (45) 306.			
LAW CHANGE #22			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-21-120. Allowance for maintenance and operation.	<u>Current Law</u> : Allows for \$10 per pupil annually for maintenance and operation.	Obsolete	<u>Presented and approved by agency's governing body</u> : N/A

	<u>Recommendation</u> : Repeal		<u>Other entities potentially impacted</u> : N/A <u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly</u> : N/A
Current Law Wording		Proposed Revisions to Law Wording	
In addition to all other State aid, each school district or operating unit shall be allowed, for maintenance and operation, ten dollars a school year for each pupil. Such allowance shall be based on enrollment. These funds shall be disbursed monthly along with the disbursement of funds for teachers' salaries. HISTORY: 1962 Code Section 21-261; 1955 (49) 190, 329; 1966 (54) 2424.		Repeal entire statute.	
LAW CHANGE #23			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-21-390. Employment of architects and other personnel.	<u>Current Law</u> : Allow Board to employ personnel in carrying out 59-21-360. <u>Recommendation</u> : Repeal	Obsolete	<u>Presented and approved by agency's governing body</u> : N/A <u>Other entities potentially impacted</u> : N/A <u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly</u> : N/A
Current Law Wording		Proposed Revisions to Law Wording	
The Board may employ architects, consultants and sufficient personnel to assist the county boards of education in the preparation of the county plans required under Section 59-21-360. HISTORY: 1962 Code Section 21-286; 1952 Code Section 21-286; 1951 (47) 546; 1967 (55) 719.		Repeal entire statute.	
LAW CHANGE #24			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-24-10. Assessment of leadership and management capabilities before appointment as principal.	<u>Current Law</u> : Provides that principals must be assessed prior to appointment and a report forwarded to the district superintendent and board of trustees. <u>Recommendation</u> : Repeal	Obsolete – the Department no longer offers this assessment.	<u>Presented and approved by agency's governing body</u> : N/A <u>Other entities potentially impacted</u> : N/A

			<u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly: N/A</u>
Current Law Wording		Proposed Revisions to Law Wording	
<p>Beginning with the school year 1999-2000, before permanent appointment as a principal for an elementary school, secondary school, or career and technology center, a person must be assessed for instructional leadership and management capabilities by the Leadership Academy of the South Carolina Department of Education. A district may appoint a person on an interim basis until the assessment is completed. A report of this assessment must be forwarded to the district superintendent and board of trustees. The provisions of this section do not apply to a person currently employed as principal on the effective date of this section or to a person hired as principal before the beginning of school year 1999-2000.</p> <p>HISTORY: 1984 Act No. 512, Part II, Section 9, Division II, Subdivision D, SubPart 1, Section 1; 1985 Act No. 201, Part II Section 9(D); 1987 Act No. 85 Section 1; 1996 Act No. 458, Part II, Section 70A; 1998 Act No. 400, Section 4; 2005 Act No. 49, Section 9, eff May 3, 2005.</p>		Repeal entire statute.	
LAW CHANGE #25			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-24-20. Requirements for admission to graduate programs in school administration.	<p><u>Current Law:</u> Beginning in the 1986-87 school year, requires all state-supported institutions of higher education which offer graduate programs in school administration to increase requirements and enumerate such requirements.</p> <p><u>Recommendation:</u> Repeal</p>	Obsolete - actions required have been completed.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
Current Law Wording		Proposed Revisions to Law Wording	
<p>Beginning with the school year 1986-87, the Commission on Higher Education, with the assistance of the State Board of Education, shall require all state-supported colleges and universities which offer graduate degrees in school administration to increase the entrance requirements for admission to these graduate programs and shall specifically enumerate what increases are necessary to each college and university offering these programs.</p>		Repeal entire statute.	

HISTORY: 1984 Act No. 512, Part II, Section 9, Division II, Subdivision D, SubPart 1, Section 1.

LAW CHANGE #26

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-24-50. Continuous professional development programs.	<p><u>Current Law:</u> By Jan. 1999, professional development programs to be developed.</p> <p><u>Recommendation:</u> Repeal</p>	Deadline has passed.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>

Current Law Wording	Proposed Revisions to Law Wording
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<p>By January 1, 1999, the South Carolina Department of Education's Leadership Academy shall develop, in cooperation with school districts, district consortia, and state-supported institutions of higher education, continuous professional development programs which meet national standards for professional development and focus on the improvement of teaching and learning. By July 1, 1999, programs funded with state funds must meet these standards and must provide training, modeling, and coaching on effective instructional leadership as it pertains to instructional leadership and school-based improvement, including instruction on the importance of school improvement councils and ways administrators may make school improvement councils an active force in school improvement. The training must be developed and conducted in collaboration with the School Council Assistance Project.</p> <p>HISTORY: 1984 Act No. 512, Part II, Section 9, Division II, Subdivision D, SubPart 1, Section 1; 1989 Act No. 194, Section 27; 1998 Act No. 400, Section 5.</p>	Repeal entire statute.
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LAW CHANGE #27

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-24-100. Establishment and funding of school principle incentive program.	<p><u>Current Law:</u> Establishes and directs funding for school principle incentive program.</p> <p><u>Recommendation:</u> Repeal</p>	This provision is obsolete and unfunded.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing</u></p>

			<u>it and providing it to the General Assembly: N/A</u>
Current Law Wording		Proposed Revisions to Law Wording	
<p>The State Board of Education acting with the assistance of the Education Oversight Committee shall cause to be developed and implemented a school principal incentive program to reward school principals who demonstrate superior performance and productivity. Funds for school principal incentive programs must be provided by the General Assembly in the annual general appropriation act.</p> <p>HISTORY: 1984 Act No. 512, Part II, Section 9, Division II, Subdivision D, SubPart 1, Section 1; 1998 Act No. 400, Section 15.</p>		<p>Repeal entire statute.</p>	
LAW CHANGE #28			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
<p>Section 59-24-110. Guidelines for development of program; promulgation of regulations; distribution of funds to school district on per principal basis.</p>	<p><u>Current Law:</u> Provides guidelines for school principal incentive program.</p> <p><u>Recommendation:</u> Repeal</p>	<p>This provision is obsolete and unfunded.</p>	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
Current Law Wording		Proposed Revisions to Law Wording	
<p>The school principal incentive program must be developed based on the following guidelines:</p> <p>(1) The State Board of Education shall identify incentive criteria in school year 1984-85. The State Board shall cause no more than three programs to be developed or selected in nine school districts in school year 1985-86. Pilot testing of no more than these three programs must occur in nine school districts, designated by the State Board upon the recommendation of the Education Oversight Committee, in school year 1986-87 and by regulation implemented statewide beginning with school year 1987-88.</p> <p>(2) No school principals shall receive funds under the incentive program unless the individual meets or exceeds all eligibility standards set out in the district's program.</p> <p>(3) Prior to the 1987-88 school year, the State Board, with the assistance of an advisory committee it appoints, and acting through the State Department of</p>		<p>Repeal entire statute.</p>	

Education, shall establish by regulation an incentive program for rewarding and retaining principals who demonstrate superior performance and productivity.

(4) The incentive program shall include: (a) evaluation for instructional leadership performance as it related to improved student learning and development; (b) evaluation by a team which includes school administrators, teachers, and peers; (c) evidence of self-improvement through advanced training; (d) meaningful participation of school principals in the development of the plan; and (e) working with student teachers whenever possible.

(5) Funds for the school principal incentive program must be distributed to the school districts of the State on a per principal basis. Principal incentive rewards may not exceed five thousand dollars a principal.

The State Board of Education shall promulgate regulations that ensure that the districts of the state utilize the funds in an appropriate manner and establish a procedure for redistributing funds from districts that do not require all of their allocations.

HISTORY: 1984 Act No. 512, Part II, Section 9, Division II, Subdivision D, SubPart 1, Section 1; 1986 Act No. 540, Part II, Section 5; 1998 Act No. 400, Section 15.

LAW CHANGE #29

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-25-30. Officials not permitted to designate place for teacher to board or live.	<p><u>Current Law:</u> Prohibits officials from mandating that educators live in a designated place or area. Includes a provision that the violation of this will result in a misdemeanor with the punishments of either a fine of \$25-100 or imprisonment for 10-30 days.</p> <p><u>Recommendation:</u> Review for determination if necessary to modify.</p>	The law needs to be reviewed to determine if the law is still applicable.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>

Current Law Wording	Proposed Revisions to Law Wording
It shall be unlawful for any trustee of any public school or any superintendent or other official thereof to require any teacher to board or live at any teacherage or specified place. Each individual teacher shall have the right to choose his or her boarding place, and for so doing his right to teach shall not be voided by the trustees of any school board or superintendent or other official. Any school trustee or superintendent who shall violate the provisions of this section shall be	The agency does not have a recommendation for specific wording since the determination is centrally focused on the utility of this law.

<p>guilty of a misdemeanor and, upon conviction, shall be fined not less than twenty-five dollars nor more than one hundred dollars or be imprisoned for not less than ten days nor more than thirty days, in the discretion of the court.</p> <p>HISTORY: 1962 Code Section 21-356; 1952 Code Section 21-356; 1942 Code Section 5383; 1936 (39) 1693.</p>	
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LAW CHANGE #30

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
<p>Section 59-25-40. Effective date of pay increase resulting from examination.</p>	<p><u>Current Law:</u> Mandates that pay increases for teachers that become eligible for these increases via examination are to go into effect the semester following the date of examination.</p> <p><u>Recommendation:</u> Repeal</p>	<p>Increases in pay for teachers are no longer linked to examination. Additional compensation is based on upgrades in credential classification for attainment of advanced degrees and coursework.</p>	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>

Current Law Wording	Proposed Revisions to Law Wording
<p>In the event that a teacher takes the teacher's examination and becomes entitled to a pay increase as a result thereof such increase shall become effective and payable commencing with the semester following the date of examination.</p> <p>HISTORY: 1962 Code Section 21-360; 1967 (55) 669.</p>	<p>Repeal entire statute.</p>

LAW CHANGE #31

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
<p>Section 59-25-57. Salaries negotiable below schedule for non-TERI retired teachers.</p>	<p><u>Current Law:</u> School districts are allowed to negotiate salaries below the school district salary schedule for retired teachers who are not participants in the TERI program. School districts are allowed to do this annually until July 1, 2020.</p> <p><u>Recommendation:</u> Review to determine relevance to the upcoming school year (expires in July 2020).</p>	<p>The issue present in this piece of legislation is that it expires in July of 2020 and needs to be reviewed prior to determine if the legislation is still useful in the present.</p>	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>

Current Law Wording	Proposed Revisions to Law Wording
<p>Notwithstanding another provision of law, school districts uniformly may negotiate salaries below the school district salary schedule for the 2014-2015 school year for retired teachers who are not participants in the Teacher and Employee Retention Incentive program. Thereafter, school districts annually may</p>	<p>The agency provides no suggestions for proposed revisions to wording as it suggests that the law be simply reviewed for utility.</p>

continue to uniformly negotiate salaries below the school district salary schedule for retired teachers who are not participants in the Teacher and Employee Retention Incentive program for each upcoming school year through the 2019-2020 school year. The provisions of this section expire on July 1, 2020.	
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LAW CHANGE #32

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-25-115. Notice to enrollee in teacher education program regarding effect of prior criminal record; criminal records check and fingerprinting requirements.	<p><u>Current Law:</u> Colleges/Universities must notify people enrolled in a teacher education program in South Carolina that a prior criminal record could prevent certification as a teacher. Candidates for certification must undergo a state and national background check and they are liable for the costs.</p> <p><u>Recommendation:</u> Modify this piece of legislation.</p>		<p><u>Presented and approved by agency's governing body:</u></p> <p><u>Other entities potentially impacted:</u></p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u></p>

Current Law Wording	Proposed Revisions to Law Wording
<p>(A) A person enrolled in a teacher education program in South Carolina must be advised by the college or university that his prior criminal record could prevent certification as a teacher in this State in accordance with State Board of Education guidelines.</p> <p>(B) Before beginning full-time clinical teaching experience in this State, a teacher education candidate shall undergo a state criminal records check by the South Carolina Law Enforcement Division and a national criminal records check supported by fingerprints by the Federal Bureau of Investigation. The cost associated with the FBI background checks are those of the applicant. Information reported relative to prior arrests or convictions will be reviewed by the State Department of Education, and the State Board of Education when warranted, according to board guidelines. A teacher education candidate with prior arrests or convictions of a serious nature that could affect his fitness to teach in the public schools of South Carolina may be denied the opportunity to complete the clinical teaching experience and qualify for initial teacher certification. An individual who is denied this opportunity as a result of prior arrests or convictions, after one year, may request reconsideration under guidelines established by the State Board of Education.</p> <p>(C) A graduate of a teacher education program applying for initial teacher certification must have completed the FBI fingerprint process within eighteen months of formally applying for initial teacher certification or the fingerprint process must be repeated.</p> <p>HISTORY: 1990 Act No. 387, Section 1; 2004 Act No. 195, Section 1, eff January 1, 2005.</p>	

LAW CHANGE #33

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
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Section 59-25-120. Examination on United States Constitution and loyalty thereto.	<p><u>Current Law:</u> Persons applying for a teaching certificate must pass an examination on the provisions and principles of the Constitution of the United States.</p> <p><u>Recommendation:</u> Review to determine if still necessary.</p>	No examination of this kind is administered to certification applicants.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
Current Law Wording		Proposed Revisions to Law Wording	
<p>All persons applying for certificates authorizing them to become teachers in the public schools of this State shall, in addition to other requirements and before receiving such certificate, be required to pass a satisfactory examination upon the provisions and principles of the Constitution of the United States and shall also satisfy the examining power of their loyalty thereto.</p> <p>HISTORY: 1962 Code Section 21-372; 1952 Code Section 21-372; 1942 Code Section 5324; 1932 Code Section 5342; 1924 (33) 1186.</p>		The agency provides no proposed revisions to the wording as it simply needs to be reviewed.	
LAW CHANGE #34			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-25-130. Record of teachers' certificates.	<p><u>Current Law:</u> The State Department of Education is required to keep a full record of teaching certificates along with identifying demographic information included about the certified persons.</p> <p><u>Recommendation:</u> Amend outdated language regarding required demographic information.</p>	The language utilized in the original law is outdated.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
Current Law Wording		Proposed Revisions to Law Wording	
<p>A full record of all teachers' certificates shall be kept in the State Department of Education showing the name, age, sex, color and date of certificate of each person and such other information as may be desired.</p> <p>HISTORY: 1962 Code Section 21-373; 1952 Code Section 21-373; 1942 Code Section 5381; 1932 Code Section 5295; Civ. C. '22 Section 2553; 1920 (31) 965; 1933 (38) 323.</p>		A full record of all teachers' certificates shall be kept in the State Department of Education showing the name, age, sex, race/ethnicity of each educator; dates and areas of certification; and such other information as may be desired.	
LAW CHANGE #35			

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-25-140. Fee for duplicate certificate.	<p><u>Current Law:</u> The board of examiners can charge fifty cents for copies of duplicate certificates. The proceeds from these fees are used to pay for the travel expenses of the director of the board of examiners.</p> <p><u>Recommendation:</u> Modify the language to allow for a reasonable fee (currently \$10) to be charged for a duplicate certificate. Delete outdated language and provisions.</p>	The fee for duplicate certificates is outdated. Segments of the statute are obsolete.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
Current Law Wording		Proposed Revisions to Law Wording	
<p>The board of examiners for teachers may charge a fee of fifty cents for every duplicate certificate. The proceeds from such fees shall be deposited with the State Treasurer to be used by the board of examiners to cover the expense and labor of issuing duplicate certificates promptly and to pay the traveling expenses of the director of the board of examiners while in the discharge of his official duties. All disbursements of such fees shall be made only on vouchers approved by the State Superintendent of Education. An itemized statement of such expenditures shall be kept and published in the annual report of the State Superintendent of Education.</p> <p>HISTORY: 1962 Code Section 21-374; 1952 Code Section 21-374; 1942 Code Section 5381; 1932 Code Section 5295; Civ. C. '22 Section 2553; 1920 (31) 965; 1933 (38) 323.</p>		<p>The board of examiners for teachers <u>SCDE</u> may charge a <u>reasonable</u> fee of fifty cents for every duplicate certificate. The proceeds from such fees shall be deposited with the State Treasurer to be used by the board of examiners <u>SCDE</u> to cover the expense and labor of issuing duplicate certificates promptly, and to pay the traveling expenses of the director of the board of examiners while in the discharge of his official duties. All disbursements of such fees shall be made only on vouchers approved by the State Superintendent of Education. An itemized statement of such expenditures shall be kept and published in the annual report of the State Superintendent of Education.</p>	
LAW CHANGE #36			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-25-160. Revocation or suspension of certificate.	<p><u>Current Law:</u> A certificate may be revoked or suspended for just cause. Just cause is defined as including a variety of unprofessional behavior included as a list in this section.</p> <p><u>Recommendation:</u> Review to ensure the statute adequately captures intent of the law and current situations. Amend text to include additional examples of "just cause" enumerated in Regulation 43-58 Disciplinary Action on Educator Certificates. Consider definitions of terms (e.g., "moral turpitude") and update language (e.g., drunkenness), as appropriate.</p>	Regulation 43-58 includes additional examples of "just cause" for which the State Board may take disciplinary action on an educator certificate. Language should be reviewed for currency and clarity.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
Current Law Wording		Proposed Revisions to Law Wording	

<p>"Just cause" may consist of any one or more of the following:</p> <ul style="list-style-type: none"> (1) Incompetence; (2) Wilful neglect of duty; (3) Wilful violation of the rules and regulations of the State Board of Education; (4) Unprofessional conduct; (5) Drunkenness; (6) Cruelty; (7) Crime against the law of this State or the United States; (8) Immorality; (9) Any conduct involving moral turpitude; (10) Dishonesty; (11) Evident unfitness for position for which employed; or (12) Sale or possession of narcotics. <p>HISTORY: 1962 Code Section 21-375.1; 1974 (58) 1928.</p>	<p>The agency has no suggested language for a holistic review for the intent and language of the law.</p>
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LAW CHANGE #37			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-25-200	<p><u>Current Law</u>: Sets forth several timelines for request of hearing, having the hearing, and having the State Board's final ruling in the case.</p> <p><u>Recommendation</u>: Modify</p>	Some of the time lines stated in the law are too defined to be realistic for current and future operations.	<p><u>Presented and approved by agency's governing body:</u></p> <p><u>Other entities potentially impacted:</u></p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u></p>
Current Law Wording		Proposed Revisions to Law Wording	

<p>Within fifteen days after receipt of notice of revocation or suspension, such person may serve upon the chairman of the State Board of Education or the State Superintendent of Education a written request for either a public or private hearing before the board. The hearing shall be held by the board not less than ten days nor more than twenty days after the request is served, and a notice of the time and place of the hearing shall be given the person not less than four days prior to the date of the hearing. At the hearing, which shall be as summary and as simple as reasonably may be, the parties may appear in person and by counsel, if desired, and may present any testimony, under oath, or other evidence as may be pertinent. Within fifteen days following the hearing, the board shall determine whether there existed just cause for the notice of revocation or suspension and shall render its written order accordingly either affirming, withdrawing, or modifying the notice of revocation or suspension.</p>	<p>Within fifteen days after receipt of notice of revocation or suspension, such person may serve upon the chairman of the State Board of Education or the State Superintendent of Education a written request for either a public or private hearing before the board. The hearing shall be held by the board after the request is served, and a notice of the time and place of the hearing shall be given the person not less than ten days prior to the date of the hearing. At the hearing, which shall be as summary and as simple as reasonably may be, the parties may appear in person and by counsel, if desired, and may present any testimony, under oath, or other evidence as may be pertinent. The board shall determine whether there existed just cause for the revocation or suspension and shall render its written order accordingly at the first board meeting held after the hearing officer's final recommendation.</p>
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LAW CHANGE #38

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
<p>Section 59-25-280. Crimes warranting revocation, refusal to issue or nonrenewal of certificate.</p>	<p><u>Current Law:</u> This section defines the crimes for which a certificate may be revoked, refused to be issued, or not renewed.</p> <p><u>Recommendation:</u> Review code section references for accuracy.</p>	<p>Amendments to other sections of code warrant a review of this section for accuracy and completeness regarding the crimes and offenses listed.</p>	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
Current Law Wording		Proposed Revisions to Law Wording	
<p>(A) The State Board of Education permanently shall revoke, refuse to issue, or renew a certificate without a hearing, if the holder of or applicant for the certificate pleads guilty, pleads nolo contendere, or is found guilty of the following crimes, whether or not a sentence is imposed and regardless of where the matter was tried:</p> <p>(1) a violent crime as defined in Section 16-1-60;</p> <p>(2) certain offenses related to obscenity, material harmful to minors, child</p>			

<p>exploitation, and child prostitution, including Sections 16-15-305, 16-15-335, 16-15-345, 16-15-355, 16-15-365, 16-15-385, 16-15-387, 16-15-395, 16-15-405, 16-15-410, 16-15-415, and 16-15-425; or</p> <p>(3) a criminal offense similar in nature to the crimes listed in items (1) and (2) committed in other jurisdictions or pursuant to federal law.</p> <p>(B) A school district may not employ an educator in any capacity whose South Carolina certificate is revoked pursuant to subsection (A).</p> <p>HISTORY: 2004 Act No. 307, Section 4, eff September 8, 2004.</p>	
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LAW CHANGE #39

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-25-330. Alternative route certification.	<p><u>Current Law:</u> A person who receives a passport certificate issued by ABCTE, who also holds a bachelor’s degree from a college/university or an institution with a teacher education program, and has met the requirements of 59-25-320 must be issued an alternative route certificate.</p> <p><u>Recommendation:</u> The number of years the certificate may be renewed should amended from two to three to allow for a maximum of four alternative route certificates for individuals participating in this pathway.</p>	§59-26-30 allows for a maximum of four conditional (or alternative route) certificates. The American Board statute allows for no more than three. Amendment would align the two statutes.	<p><u>Presented and approved by agency’s governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>

Current Law Wording	Proposed Revisions to Law Wording
<p>A person who has received a passport certificate issued by the ABCTE, who has a minimum of a bachelor's degree from a regionally accredited college or university or an institution with a teacher education program that has been approved by the State Board of Education for certification purposes, and who has met the requirements of Section §59-25-320 is considered to have met the requirements for certification and must be issued an appropriate alternative route certificate as determined by the State Board of Education. The alternative route certificate must be valid for one year and may be renewed annually for two additional years upon the successful completion of teaching and of the hiring district's induction program.</p> <p>HISTORY: 2007 Act No. 75, Section 2, eff June 13, 2007.</p>	<p>A person who has received a passport certificate issued by the ABCTE, who has a minimum of a bachelor's degree from a regionally accredited college or university or an institution with a teacher education program that has been approved by the State Board of Education for certification purposes, and who has met the requirements of Section §59-25-320 is considered to have met the requirements for certification and must be issued an appropriate alternative route certificate as determined by the State Board of Education. The alternative route certificate must be valid for one year and may be renewed annually for two three additional years upon the successful completion of teaching and of the hiring district's induction program.</p>

LAW CHANGE #40

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
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<p>Section 59-26-10. Intent; guidelines for implementation.</p>	<p><u>Current Law:</u> This section outlines the goals and purposes of this chapter as creating a fair system for the holistic process of training, certifying, and employing educators.</p> <p><u>Recommendation:</u> Modify the language in the section from “educator training programs” to “educator preparation programs”.</p>	<p>The term, “educator preparation programs,” reflects current language and norms; the term “educator training programs” is obsolete.</p>	<p><u>Presented and approved by agency’s governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
<p>Current Law Wording</p>		<p>Proposed Revisions to Law Wording</p>	
<p>It is the intent of this chapter to provide for a fair, cohesive, and comprehensive system for the training, certification, initial employment, evaluation, and continuous professional development of public educators in this State. The following guidelines, which further constitute the intent of this chapter must be adhered to by all state and local officials, agencies, and boards in interpreting and implementing the provisions of this chapter so that the system provided for herein shall:</p> <p>(a) upgrade the standards for educators in this State in a fair, professional, and reasonable manner;</p> <p>(b) assure that prospective teachers have basic reading, mathematics, and writing skills;</p> <p>(c) improve the educator training programs and the evaluation procedures for those programs;</p> <p>(d) assure that prospective teachers know and understand their teaching areas and are given assistance toward the achievement of their potential;</p> <p>(e) assure that school districts implement a comprehensive system for assisting, developing, and evaluating teachers employed at all contract levels.</p> <p>HISTORY: 1979 Act No. 187 Section 1; 1997 Act No. 72, Section 1.</p>		<p>It is the intent of this chapter to provide for a fair, cohesive, and comprehensive system for the training, certification, initial employment, evaluation, and continuous professional development of public educators in this State. The following guidelines, which further constitute the intent of this chapter must be adhered to by all state and local officials, agencies, and boards in interpreting and implementing the provisions of this chapter so that the system provided for herein shall:</p> <p>(a) upgrade the standards for educators in this State in a fair, professional, and reasonable manner;</p> <p>(b) assure that prospective teachers have basic reading, mathematics, and writing skills;</p> <p>(c) improve the educator training programs <u>educator preparation programs</u> and the evaluation procedures for those programs;</p> <p>(d) assure that prospective teachers know and understand their teaching areas and are given assistance toward the achievement of their potential;</p> <p>(e) assure that school districts implement a comprehensive system for assisting, developing, and evaluating teachers employed at all contract levels.</p>	
<p>LAW CHANGE #41</p>			
<p>Law</p>	<p>Summary of Current Law(s) and Recommended Change(s)</p>	<p>Basis for Recommendation</p>	<p>Approval and Others Impacted</p>

<p>Section 59-26-20. Duties of State Board of Education and Commission on Higher Education.</p>	<p><u>Current Law:</u> This section outlines the various goals and responsibilities of the State Board of Education and the Commission on Higher Education in terms of the preparation, certification, and evaluation of public educators.</p> <p><u>Recommendation:</u></p> <ul style="list-style-type: none"> • Review all sections of §59-26-20 for currency. • Add a provision that all educator preparation providers and programs must be approved and evaluated (both traditional and alternative). • Update language to reflect current norms (e.g., training program vs. preparation program). • Repeal sections (e) through (g). The State no longer administers a basic skills assessment but has adopted assessments for this purpose under §59-26-30. • Review §59-26-20 (j) and requirements for South Carolina teacher loan program. 	<p>The current language of the statute only addresses undergraduate and graduate level educator preparation programs in colleges and universities and does not address program approval standards and evaluation of alternative route programs. Additionally, the State no longer administers a basic skills assessment to teacher candidates. The SBE has adopted a basic skills examination under §59-26-30.</p>	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
<p>Current Law Wording</p>		<p>Proposed Revisions to Law Wording</p>	
<p>The State Board of Education, through the State Department of Education, and the Commission on Higher Education shall:</p> <p>(a) develop and implement a plan for the continuous evaluation and upgrading of standards for program approval of undergraduate and graduate education training programs of colleges and universities in this State;</p> <p>(b) adopt policies and procedures which result in visiting teams with a balanced composition of teachers, administrators, and higher education faculties;</p> <p>(c) establish program approval procedures which shall assure that all members of visiting teams which review and approve undergraduate and graduate education programs have attended training programs in program approval procedures within two years prior to service on such teams;</p> <p>(d) render advice and aid to departments and colleges of education concerning their curricula, program approval standards, and results on the examinations provided for in this chapter;</p> <p>(e) adopt program approval standards so that all colleges and universities in this State that offer undergraduate degrees in education shall require that students successfully complete the basic skills examination that is developed in compliance with this chapter before final admittance into the undergraduate teacher education program. These program approval standards shall include, but not be limited to, the following:</p>		<p>The agency provides no suggestions for proposed revisions to wording other than recommendations above.</p>	

(1) A student initially may take the basic skills examination during his first or second year in college.

(2) Students may be allowed to take the examination no more than four times.

(3) If a student has not passed the examination, he may not be conditionally admitted to a teacher education program after December 1, 1996. After December 1, 1996, any person who has failed to achieve a passing score on all sections of the examination after two attempts may retake for a third time any test section not passed in the manner allowed by this section. The person shall first complete a remedial or developmental course from a post-secondary institution in the subject area of any test section not passed and provide satisfactory evidence of completion of this required remedial or developmental course to the State Superintendent of Education. A third administration of the examination then may be given to this person. If the person fails to pass the examination after the third attempt, after a period of three years, he may take the examination or any sections not passed for a fourth time under the same terms and conditions provided by this section of persons desiring to take the examination for a third time.

Provided, that in addition to the above approval standards, beginning in 1984-85, additional and upgraded approval standards must be developed, in consultation with the Commission on Higher Education, and promulgated by the State Board of Education for these teacher education programs.

(f) administer the basic skills examination provided for in this section three times a year;

(g) report the results of the examination to the colleges, universities, and student in such form that he will be provided specific information about his strengths and weaknesses and given consultation to assist in improving his performance;

(h) adopt program approval standards so that all colleges and universities in this State that offer undergraduate degrees in education shall require that students pursuing courses leading to teacher certification successfully complete one semester of student teaching and other field experiences and teacher development techniques directly related to practical classroom situations;

(i) adopt program approval standards whereby each student teacher must be evaluated and assisted by a representative or representatives of the college or university in which the student teacher is enrolled. Evaluation and assistance processes shall be locally developed or selected by colleges or universities in accordance with State Board of Education regulations. Processes

shall evaluate and assist student teachers based on the criteria for teaching effectiveness developed in accordance with this chapter. All college and university representatives who are involved in the evaluation and assistance process shall receive appropriate training as defined by State Board of Education regulations. The college or university in which the student teacher is enrolled shall make available assistance, training, and counseling to the student teacher to overcome any identified deficiencies;

(j) the Commission on Higher Education, in consultation with the State Department of Education and the staff of the South Carolina Student Loan Corporation, shall develop a loan program in which talented and qualified state residents may be provided loans to attend public or private colleges and universities for the sole purpose and intent of becoming certified teachers employed in the State in areas of critical need. Areas of critical need shall include both geographic areas and areas of teacher certification and must be defined annually for that purpose by the State Board of Education. The definitions used in the federal Perkins Loan Program shall serve as the basis for defining “critical geographical areas”, which shall include special schools, alternative schools, and correctional centers as identified by the State Board of Education. The recipient of a loan is entitled to have up to one hundred percent of the amount of the loan plus the interest canceled if he becomes certified and teaches in an area of critical need. Should the area of critical need in which the loan recipient is teaching be reclassified during the time of cancellation, the cancellation shall continue as though the critical need area had not changed. Additionally, beginning with the 2000-2001 school year, a teacher with a teacher loan through the South Carolina Student Loan Corporation shall qualify, if the teacher is teaching in an area newly designated as a critical needs area (geographic or subject, or both). Previous loan payments will not be reimbursed. The Department of Education and the local school district are responsible for annual distribution of the critical needs list. It is the responsibility of the teacher to request loan cancellation through service in a critical needs area to the Student Loan Corporation by November first.

Beginning July 1, 2000, the loan must be canceled at the rate of twenty percent or three thousand dollars, whichever is greater, of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in either an academic critical need area or in a geographic need area. The loan must be canceled at the rate of thirty-three and one-third percent, or five thousand dollars, whichever is greater, of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in both an academic critical need area and a geographic need area. Beginning July 1, 2000, all loan recipients teaching in the public schools of South Carolina but not in an academic or geographic critical need area are to be charged

an interest rate below that charged to loan recipients who do not teach in South Carolina.

Additional loans to assist with college and living expenses must be made available for talented and qualified state residents attending public or private colleges and universities in this State for the sole purpose and intent of changing careers in order to become certified teachers employed in the State in areas of critical need. These loan funds also may be used for the cost of participation in the critical needs certification program pursuant to Section 59-26-30(A)(8). Such loans must be cancelled under the same conditions and at the same rates as other critical need loans.

In case of failure to make a scheduled repayment of an installment, failure to apply for cancellation of deferment of the loan on time, or noncompliance by a borrower with the intent of the loan, the entire unpaid indebtedness including accrued interest, at the option of the commission, shall become immediately due and payable. The recipient shall execute the necessary legal documents to reflect his obligation and the terms and conditions of the loan. The loan program, if implemented, pursuant to the South Carolina Education Improvement Act, is to be administered by the South Carolina Student Loan Corporation. Funds generated from repayments to the loan program must be retained in a separate account and utilized as a revolving account for the purpose that the funds were originally appropriated. Appropriations for loans and administrative costs incurred by the corporation are to be provided in annual amounts, recommended by the Commission on Higher Education, to the State Treasurer for use by the corporation. The Education Oversight Committee shall review the loan program annually and report to the General Assembly.

Notwithstanding another provision of this item:

(1) For a student seeking loan forgiveness pursuant to the Teacher Loan Program after July 1, 2004, "critical geographic area" is defined as a school that:

- (a) has an absolute rating of below average or unsatisfactory;
- (b) has an average teacher turnover rate for the past three years that is twenty percent or higher; or
- (c) meets the poverty index criteria at the seventy percent level or higher.

(2) After July 1, 2004, a student shall have his loan forgiven based on those schools or districts designated as critical geographic areas at the time of employment.

(3) The definition of critical geographic area must not change for a student who has a loan, or who is in the process of having a loan forgiven before July 1, 2004.

(k) for special education in the area of vision, adopt program approval standards for initial certification and amend the approved program of specific

course requirements for adding certification so that students receive appropriate training and can demonstrate competence in reading and writing braille;

(l) adopt program approval standards so that students who are pursuing a program in a college or university in this State which leads to certification as instructional or administrative personnel shall complete successfully training and teacher development experiences in teaching higher order thinking skills;

(m) adopt program approval standards so that programs in a college or university in this State which lead to certification as administrative personnel must include training in methods of making school improvement councils an active and effective force in improving schools;

(n) the Commission on Higher Education in consultation with the State Department of Education and the staff of the South Carolina Student Loan Corporation, shall develop a Governor's Teaching Scholarship Loan Program to provide talented and qualified state residents loans not to exceed five thousand dollars a year to attend public or private colleges and universities for the purpose of becoming certified teachers employed in the public schools of this State. The recipient of a loan is entitled to have up to one hundred percent of the amount of the loan plus the interest on the loan canceled if he becomes certified and teaches in the public schools of this State for at least five years. The loan is canceled at the rate of twenty percent of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in a public school. However, beginning July 1, 1990, the loan is canceled at the rate of thirty-three and one-third percent of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in both an academic critical need area and a geographic need area as defined annually by the State Board of Education. In case of failure to make a scheduled repayment of any installment, failure to apply for cancellation or deferment of the loan on time, or noncompliance by a borrower with the purpose of the loan, the entire unpaid indebtedness plus interest is, at the option of the commission, immediately due and payable. The recipient shall execute the necessary legal documents to reflect his obligation and the terms and conditions of the loan. The loan program must be administered by the South Carolina Student Loan Corporation. Funds generated from repayments to the loan program must be retained in a separate account and utilized as a revolving account for the purpose of making additional loans. Appropriations for loans and administrative costs must come from the Education Improvement Act of 1984 Fund, on the recommendation of the Commission on Higher Education to the State Treasurer, for use by the corporation. The Education Oversight Committee shall review this scholarship loan program annually and report its findings and recommendations to the General Assembly. For purposes of this item, a 'talented and qualified state resident' includes freshmen students who graduate in the top ten percentile of their high school

<p>class, or who receive a combined verbal plus mathematics Scholastic Aptitude Test score of at least eleven hundred and enrolled students who have completed one year (two semesters or the equivalent) of collegiate work and who have earned a cumulative grade point average of at least 3.5 on a 4.0 scale. To remain eligible for the loan while in college, the student must maintain at least a 3.0 grade point average on a 4.0 scale.</p> <p>HISTORY: 1979 Act No. 187 Section 2; 1981 Act No. 80, Sections 1, 2; 1984 Act No. 512, Part II, Section 9, Division II, Subdivision C, SubPart 1, Section 3, and SubPart 3, Sections 1, 3; 1989 Act No. 178, Section 1; 1989 Act No. 194, Sections 7, 28; 1990 Act No. 612, Part II, Section 11; 1992 Act No. 259, Sections 1, 2; 1992 Act No. 282, Section 1,; 1997 Act No. 72, Section 2; 1998 Act No. 400, Section 15; 2000 Act No. 393, Section 10; 2004 Act No. 307, Section 3, eff September 8, 2004; 2008 Act No. 353, Section 2, Pt 1.1.1, eff July 1, 2008.</p>			
LAW CHANGE #42			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
<p>Section 59-26-30. Cognitive assessments for teachers and teacher certification; examinations; regulations.</p>	<p><u>Current Law:</u> Defines types and purposes of examinations to be adopted by the State Board of Education for assessment and certification of educators.</p> <p><u>Recommendation:</u> Amend to align with current practice and terminology regarding the nationally recognized basic skills and certification assessments adopted by the State Board of Education and to reflect that all score reporting to individual test-takers and providers is done by the testing company.</p>	<p>Section 59-26-30 (A)(1-6) should be updated to reflect current language, practice, and procedures.</p>	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
Current Law Wording		Proposed Revisions to Law Wording	
<p>Cognitive assessments for teachers and teacher certification; examinations; regulations.</p> <p>(A) In the area of cognitive assessments for teachers and teacher certification, the State Board of Education, acting through the State Department of Education, shall:</p> <p>(1) adopt a basic skills examination in reading, writing, and mathematics that is suitable for determining whether students may be admitted fully into an undergraduate teacher education program. The examination must be designed so that results are reported in a form that shall provide colleges, universities, and students with specific information about his strengths and weaknesses. Procedures, test questions, and information from existing examinations must be validated in accordance with current legal requirements. The passing score on the examination shall be set at a level that reflects the degree of competency in the</p>		<p>The agency provides no suggestions for proposed revisions to wording.</p>	

basic skills that, in the judgment of the State Board of Education, a prospective school teacher reasonably is expected to achieve;

(2) adopt nationally recognized teaching examinations that measure the cognitive teaching area competencies desired for initial job assignments in typical elementary and secondary schools in this State. The examinations shall contain a minimum amount of common or general knowledge questions. They shall be designed so that results are reported in a form that provide a student with specific information about the student's strengths and weaknesses. Procedures, test questions, and information from existing examinations and lists of validated teacher competencies are used to the maximum extent in the development of the examinations. An examination that is completely developed by an organization other than the special project may be considered for use as a whole only if the State Board of Education concludes that the development and maintenance of a specific area test is impractical or would necessitate exorbitant expenses. The examinations must be validated. The teaching examinations must be developed or selected only for those areas in which State Board of Education approved area examinations are not available;

(3) use nationally recognized specific teaching area examinations approved by the State Board of Education for certification purposes. The qualifying scores on the area examinations shall be set at the same level at which they are now set. The State Board of Education shall examine these levels to determine if adjustments are required. Periodic examinations shall be made to assure the validity of qualifying scores. The qualifying scores may be adjusted if new legal requirements or validity studies indicate the adjustments are necessary. In an area in which an area teaching examination approved by the State Board of Education is not available, the state board shall use the teaching examinations developed in accordance with this section for certification purposes as soon as those examinations are prepared, validated, and ready for use;

(4) report the results of the teaching examinations to the student in written form that provides specific information about the student's strengths and weaknesses. Every effort must be made to report the results of the area examinations and common examinations in written form that provides specific information about the student's strengths and weaknesses;

(5) report to each teacher training institution in the State the performance of the institution's graduates on the teaching examinations. The report to the institution must be in a form that assists the institution in further identifying strengths and weaknesses in its teacher training programs;

(6) provide for the security and integrity of the tests that are administered under the certification program as currently provided by the State Department of Education;

(7) award a teaching certificate to a person who successfully completes the scholastic requirements for teaching at an approved college or university and the examination he is required to take for certification purposes;

(8) award a conditional teaching certificate to a person eligible to hold a teaching certificate who does not qualify for full certification under item (7) above provided the person has earned a bachelor's degree from an accredited college or university with a major in a certification area for which the board has determined there exists a critical shortage of teachers, and the person has passed the appropriate teaching examination. The board may renew a conditional teaching certificate annually for a maximum of three years, if the holder of the certificate shows satisfactory progress toward completion of a teacher certification program prescribed by the board. In part, satisfactory progress is the progress that the holder of a conditional certificate should complete the requirements for full certification within three years of being conditionally certified;

(9) promulgate regulations and procedures whereby course credits that may be applied to the recertification requirements of all public school teachers are earned in courses that are relevant to the area in which the teacher is recertified.

(B) For purposes of assisting, developing, and evaluating professional teaching, the State Board of Education acting through the State Department of Education shall:

(1) adopt a set of state standards for teaching effectiveness which shall serve as a foundation for the processes used for assisting, developing, and evaluating teacher candidates, as well as teachers employed under induction, annual, or continuing contracts;

(2) promulgate regulations to be used by colleges and universities for evaluating and assisting teacher candidates. Evaluation and assistance programs developed or adopted by colleges or universities must include appropriate training for personnel involved in the process. Teacher candidates must be provided with guidance and assistance throughout preparation programs, as well as provided with formal written feedback on their performance during their student teaching assignments with respect to state standards for teaching effectiveness;

(3) promulgate regulations to be used by local school districts for providing formalized induction programs for teachers employed under induction contracts. Induction programs developed or adopted by school districts must provide teachers with comprehensive guidance and assistance throughout the school year, as well as provide teachers with formal written feedback on their strengths and weaknesses relative to state standards for teaching effectiveness;

(4) promulgate regulations to be used by local school districts for evaluating and assisting teachers employed under annual contracts. Formal evaluation processes developed or adopted by school districts must address legal and technical requirements for teacher evaluation and must assess typical teaching

performance relative to state standards for teaching effectiveness. Evaluation results must be provided in writing and appropriate assistance must be provided when weaknesses in performance are identified;

(5) promulgate regulations to be used by local school districts for conducting evaluations of teachers employed under continuing contracts. Continuing contract teachers must be evaluated on a continuous basis. At the discretion of the local school district, evaluations for individual teachers may be formal or informal. Formal evaluation processes developed or adopted by school districts must address legal and technical requirements for teacher evaluation and must assess typical teaching performance relative to state standards for teaching effectiveness. Evaluation results must be provided in writing and appropriate assistance must be provided when weaknesses in performance are identified. Informal evaluations must be conducted with a goals-based process that requires teachers to continuously establish and accomplish individualized professional development goals. Goals must be established by the teacher in consultation with a building administrator and must be supportive of district strategic plans and school renewal plans;

(6) promulgate regulations so that college, university, and school district strategies, programs, and processes for assisting, developing, and evaluating teachers pursuant to this section must be approved by the State Board of Education. Regulations also must establish procedures for conducting periodic evaluations of the quality of the strategies, programs, and processes adopted by school districts and institutions of higher education in implementing the provisions of this chapter in order to provide a basis for refining and improving the programs for assisting, developing, and evaluating teacher candidates and teachers on induction, annual, and continuing contracts, planning technical assistance, and reporting to the General Assembly on the impact of the comprehensive system for training, certification, initial employment, evaluation, and continuous professional development of public educators in this State;

(7) promulgate regulations that establish procedures for the State Department of Education to provide colleges, universities, and school districts with ongoing technical assistance for assisting, developing, and evaluating teachers pursuant to this section;

(8) promulgate regulations and procedures so that school districts shall report to the State Department of Education teacher evaluation results and teaching contract decisions on an annual basis. The State Department of Education shall maintain this information and make it available to colleges, universities, and school districts upon request;

(9) beginning with the 1997-98 school year, the Assessments of Performance in Teaching (APT) must not be used to evaluate student teachers. Until regulations promulgated pursuant to this section become effective, colleges and universities

<p>shall evaluate and assist teacher candidates in accordance with State Board of Education guidelines; and</p> <p>(10) during the 1997-98 school year, the APT must not be required for evaluating induction contract teachers. During this year, if school districts are ready to implement a formal induction program for induction contract teachers as required by this section, they may do so. If school districts are not ready to implement such a program, they must progress toward developing or adopting a program to be implemented beginning with the 1998-99 school year. In this circumstance, school districts may use the APT. Beginning with the 1998-99 school year, a school district may not use the APT for evaluating induction contract teachers. Until regulations promulgated pursuant to this section become effective, school district strategies, programs, and processes for assisting, developing, and evaluating teachers must be developed, adopted, and implemented in accordance with State Board of Education guidelines.</p> <p>HISTORY: 1979 Act No. 187 Section 3; 1981 Act No. 80, Sections 3-5; 1984 Act No. 512, Part II, Section 9, Division II, Subdivision C, SubPart 1, Section 4; 1984 Act No. 512, Part II, Section 13; 1989 Act No. 194, Sections 8-10; 1997 Act No. 72, Section 3; 2004 Act No. 283, Section 1, eff July 22, 2004.</p>	
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LAW CHANGE #43

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
<p>Section 59-26-40. Induction, annual and continuing contracts; evaluations; termination of employment for annual contract teacher; hearing.</p>	<p><u>Current Law:</u> A person who receives a teaching certificate is eligible to receive an induction contract through an induction program. The induction period is three years. At the end of this period, the educator is eligible for an annual contract. An educator may not teach under an induction contract for more than three years.</p> <p><u>Recommendation:</u> Amend §59-36-40 [c].</p>	<p>Provide flexibility in offering contracts to districts when hiring an Induction-contract released from employment by another district.</p>	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
Current Law Wording	Proposed Revisions to Law Wording		
<p>(C) At the end of each year of the three-year induction period, the district may employ the teacher under another induction contract, an annual contract, or may terminate his employment. If employment is terminated, the teacher may seek employment in another school district at the induction contract level. At the end of the three-year induction contract period, a teacher shall become eligible for employment at the annual contract level. At the discretion of the local school district in which the induction teacher was employed, the district may employ the teacher under an annual contract or the district may terminate his employment. If employment is terminated, the teacher may seek employment in another school</p>	<p>At the end of each year of the three-year induction period, the district may employ the teacher under another induction contract, an annual contract, or may terminate his employment. If employment is terminated, the teacher may seek employment in another school district at the induction contract <u>or annual contract level, at the discretion of the new employer.</u></p>		

<p>district at the annual contract level. A person must not be employed as an induction teacher for more than three years. This subsection does not preclude his employment under an emergency certificate in extraordinary circumstances if the employment is approved by the State Board of Education. During the induction contract period, the employment dismissal provisions of Article 3, Chapter 19 and Article 5, Chapter 25 of this title do not apply.</p>	
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LAW CHANGE #44

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-26-45. Retired educator teaching certificates.	<p><u>Current Law:</u> Retired educators are eligible to apply for a retired educator certificate which allows the retired educator to maintain certification for the purposes of substituting.</p> <p><u>Recommendation:</u> Review §59-26-45 (a) (3) to provide more recourse for previously suspended licenses.</p>	With the present wording, a teacher with a previously suspended credential who is in good standing at the time of retirement cannot obtain a retired educator’s certificate.	<p><u>Presented and approved by agency’s governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>

Current Law Wording	Proposed Revisions to Law Wording
<p>(A) A retired educator certificate is a renewable certificate established in regulation by the State Board of Education that allows a retired South Carolina educator to be eligible to maintain certification for the purpose of substituting. A person is initially eligible for a South Carolina retired educator certificate if he:</p> <p>(1) held a valid South Carolina renewable, professional educator certificate at the time of retirement;</p> <p>(2) is either a:</p> <p>(i) retired member of the South Carolina Retirement System; or</p> <p>(ii) current or former participant in the State Optional Retirement Program who would have met the eligibility requirements for retirement under the South Carolina Retirement System had he participated in that system rather than the State Optional Retirement Program;</p> <p>(3) does not hold another valid South Carolina educator certificate and has never held a valid South Carolina educator certificate that has been suspended, revoked, or voluntarily surrendered; and</p> <p>(4) meets all other qualifications to serve as a substitute educator as specified in state statute, regulation, and guidelines.</p>	<p>(3) does not hold another valid South Carolina educator certificate and, <u>at the time of retirement, holds a certificate in good standing. If the applicant has never held a valid South Carolina educator certificate that has been suspended, revoked, or voluntarily surrendered, the application for the retired educator certificate must be approved by the State Board of Education prior to issuance;</u> and</p>

LAW CHANGE #45

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
<p>Section 59-26-50. Creation and membership of Educator Improvement Task Force; duties and powers.</p>	<p><u>Current Law:</u> Creates the agency of the Educator Improvement Task Force and instructs the procedures for membership and leadership.</p> <p><u>Recommendation:</u> Repeal due to obsolescence.</p>	<p>The SCEITF is no longer in use and it is no longer necessary to maintain legislation on the topic.</p>	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
Current Law Wording	Proposed Revisions to Law Wording		
<p>a) There is created as an agency of state government the South Carolina Educator Improvement Task Force composed of thirteen members. The State Superintendent of Education with the advice and consent of the State Board of Education shall appoint six members, one of whom may be himself, one of whom must be a public school teacher and one of whom must be a public school administrator. The Governor shall appoint seven members, one from each congressional district and not less than two of whom must be employed at state institutions of higher education and not less than one of whom is a member of a local school board. A vacancy must be filled in the manner of the original appointment. The members shall receive per diem, mileage, and subsistence as provided by law for members of state boards, committees, and commissions to be paid from funds appropriated for the operation of the State Department of Education. Every consideration must be given to insure appropriate racial balance in appointments.</p> <p>(b) The Task Force shall organize by electing such other officers as it deems necessary. Bylaws may be adopted by a majority vote as deemed necessary.</p> <p>(c) The powers and duties of the Task Force shall be as follows:</p> <p>(1) Employ as director of the special project a person who has specific skills and experience to carry out the requirements of this chapter.</p> <p>(2) Exercise supervision over the special project to insure that the intent of this chapter is carried out.</p> <p>(3) Seek input from the public and other state agencies concerning the implementation of this chapter.</p>	<p>Repeal entire statute.</p>		

(4) Confer periodically with the State Board of Education and submit a final report to the Board concerning the implementation of this chapter. The report shall include a plan for the implementation of the responsibilities assigned to the Task Force by this chapter. The Board shall approve or disapprove the implementation plan within forty-five days. If the Board disapproves the plan, it shall submit the reasons for disapproval to the Chairman of the Task Force within fifteen days, and the Task Force shall, after consideration of the reasons for the disapproval, submit a revised implementation plan or the original plan with justification therefor to the State Board of Education within thirty days. If the Board then disapproves the original or revised plan, the Chairman of the Task Force and the Chairman of the Board shall within thirty days call a joint meeting and a majority vote of the Board and Task Force shall determine the plan to be implemented.

(5) Report to the Governor, the State Board of Education, the Chairman of the Senate Education Committee and the Chairman of the House Education and Public Works Committee by March 1, 1980, and annually thereafter, on the status of the implementation of this chapter. The annual report shall include any recommendations for legislative or executive action to facilitate achieving the intent of this chapter.

(6) Provide advice to the Board of Education and Commission on Higher Education concerning actions that may be needed to upgrade teacher training programs or otherwise facilitate progress toward achieving the intent of this chapter. Such advice shall include a determination of the minimum financial support per provisional and annual contract teacher that should be provided to local school districts by the General Assembly to compensate the districts for the additional duties imposed upon them by the provisions of this chapter.

(d) The Task Force shall terminate July 1, 1982, and may be extended only by a vote of two-thirds of the members of the House present and voting and two-thirds of the members of the Senate present and voting. If any of the implementation dates set forth in this chapter are extended by the General Assembly, the termination date of the Task Force may be extended for the same length of time by a majority vote of the members of the House and a majority vote of the members of the Senate.

HISTORY: 1979 Act No. 187 Section 5; 1991 Act No. 248, Section 6; 2012 Act No. 279, Section 27, eff June 26, 2012.

LAW CHANGE #46

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
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Section 59-26-60. Educational Improvement Task Force; appropriation.	<p><u>Current Law:</u> Directs the appropriation of funds to the Educator Improvement Task Force.</p> <p><u>Recommendation:</u> Repeal due to obsolescence.</p>	The SCEITF is no longer in use and it is no longer necessary to maintain legislation on the topic.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
Current Law Wording		Proposed Revisions to Law Wording	
The General Assembly shall appropriate the necessary funds for operation of the Educator Improvement Task Force.		Repeal entire statute.	
HISTORY: 1979 Act No. 187, Section 6.			
LAW CHANGE #47			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-26-70. Adjustments in instructional time permitted; foreign language requirements for diploma.	<p><u>Current Law:</u> Provides that no foreign language may be required for diploma.</p> <p><u>Recommendation:</u> Repeal</p>	Pursuant to Section 59-39-100 and the requirements laid out in R43-234, foreign language is now required for graduation.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
Current Law Wording		Proposed Revisions to Law Wording	
The State Board of Education, through the State Department of Education, in order to offer students more instructional time in a particular basic skill, may allow adjustments in the amount of instructional time required in each of the subjects in the State's defined minimum program. No commission or agency of the State shall require any public high school in this State to require foreign language as a prerequisite to receiving a regular high school diploma.		Repeal entire statute.	
HISTORY: 1984 Act No. 512, Part II, Section 9, Division II, Subdivision B, SubPart 3, Section 4.			
LAW CHANGE #48			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted

<p>Section 59-26-85. NBPTS recertification; development of application fee loan program.</p>	<p><u>Current Law:</u> Outlines the certification/recertification requirements needed to be met in order for educators to successfully utilize the NBPTS program</p> <p><u>Recommendation:</u> Review this section to determine if an update is necessary.</p>	<p>Review statute based on changes in National Board certification to five years instead of ten.</p>	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
<p>Current Law Wording</p>		<p>Proposed Revisions to Law Wording</p>	
<p>(A)(1) Teachers who are certified by the National Board for Professional Teaching Standards (NBPTS) before July 1, 2010, shall enter a recertification cycle for their South Carolina certificate consistent with the recertification cycle for National Board certification and NBPTS certified teachers moving to this State are exempted from initial certification requirements and are eligible for continuing contract status and their recertification cycle will be consistent with National Board certification. Teachers receiving national certification from the NBPTS before July 1, 2010, shall receive an increase in pay for the initial ten-year National Board certification and no more than one ten-year renewal of National Board certification. The pay increase shall be determined annually in the appropriations act. The established amount shall be added to the annual pay of the nationally certified teacher.</p> <p>(2) Teachers who apply on or after July 1, 2010, for certification by the NBPTS shall enter a recertification cycle for their South Carolina certificate and consistent with the initial ten-year cycle for National Board certification, and teachers moving to this State who apply for National Board certification on or after July 1, 2010, and subsequently achieve National Board certification are exempted from initial certification requirements and are eligible for continuing contract status and their recertification cycle will be consistent with the initial ten-year cycle. Teachers receiving national certification from the NBPTS on or after July 1, 2010, only shall receive an increase in pay for the initial ten years of the certification. The pay increase shall be determined annually in the appropriations act. The established amount shall be added to the annual pay of the nationally certified teacher.</p> <p>(B) The Center for Teacher Recruitment shall develop guidelines and administer the programs whereby teachers applying to the National Board for Professional Teaching Standards for certification before July 1, 2010, may receive a loan equal to the amount of the application fee. One-half of the loan principal amount and</p>		<p>The agency provides no suggestions for proposed revisions to wording other than possible amendment to address the transition of National Board certification to a period of five years instead of ten.</p>	

<p>interest shall be forgiven when the required portfolio is submitted to the National Board. Teachers attaining certification within three years of receiving the loan will have the full loan principal amount and interest forgiven. This subsection does not apply to any application submitted on or after July 1, 2010.</p> <p>HISTORY: 2000 Act No. 393, Section 11; 2010 Act No. 201, Section 1, eff June 3, 2010.</p>			
LAW CHANGE #49			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-26-90. Teacher of the year honorarium.	<p><u>Current Law:</u> Requires that the State Department of Education develops incentives for teachers who serve as mentors and utilize extra training.</p> <p><u>Recommendation:</u> Add language that makes the monetary awards exempt from South Carolina State income taxes.</p>	FY 2020 Proviso 1A.10 includes a provision that the awards are SC State tax exempt. The code should be updated if the intent is for the awards to be exempt from State tax permanently.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
Current Law Wording		Proposed Revisions to Law Wording	
<p>The State Department of Education shall establish a program for the State Teacher of the Year to include an honorarium of no less than twenty-five thousand dollars. In addition, the program is to recognize the four honor roll teachers of the year with awards of no less than ten thousand dollars each and award local district teachers of the year with honoraria of no less than one thousand dollars each.</p> <p>HISTORY: 2000 Act No. 393, Section 13.</p>			
LAW CHANGE #50			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-26-110. Youth suicide prevention teacher training.	<p><u>Current Law:</u> All teachers employed in a middle school or high school as defined in Section 59-1-150 must take two hours of suicide prevention courses and these courses count towards the renewal credit required by the Department of Education.</p> <p><u>Recommendation:</u> Modify language to require that all certified, employed educators complete two hours of suicide prevention training regardless of the school setting in which they work.</p>	Currently, this training is only required of teachers in middle and high schools. However, recent trends suggest this should be expanded to schools serving younger children as well.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>

Current Law Wording		Proposed Revisions to Law Wording	
<p>(A) Beginning with the 2013-2014 school year, the Department of Education shall require two hours of training in youth suicide awareness and prevention as a requirement for the renewal of credentials of individuals employed in a middle school or high school as defined in Section 59-1-150. The required training shall count toward the one hundred twenty renewal credits specified in Department of Education regulations for renewal of credentials.</p> <p>(B)(1) The department shall develop guidelines suitable for training and materials that may be used by schools and districts; however districts may approve materials to be used in providing training for employees.</p> <p>(2) The training required in this section may be accomplished through self-review of suicide prevention materials that meet guidelines developed by the Department of Education.</p> <p>(C) No person shall have a cause of action for any loss or damage caused by any act or omission resulting from the implementation of the provisions of this section or resulting from any training, or lack of training, required by this section unless the loss or damage was caused by wilful or wanton misconduct. The training, or lack of training, required by the provisions of this section must not be construed to impose any specific duty of care.</p> <p>HISTORY: 2012 Act No. 170, Section 2, eff May 14, 2012.</p>		<p>The agency does not have a recommendation for specific wording.</p>	
LAW CHANGE #51			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-28-220. Development of employer tax credit incentives for paid parent-employee release time.	<p><u>Current Law:</u> Directs the Education Oversight Committee, along with various other state agencies to study and develop recommendations regarding the implementation of certain employer tax credits.</p> <p><u>Recommendation:</u> Repeal</p>	Study complete.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
Current Law Wording		Proposed Revisions to Law Wording	
<p>The Education Oversight Committee, in cooperation with representatives of the Department of Commerce, the Department of Revenue, and the South Carolina Chamber of Commerce, shall develop recommendations for employer tax credits as incentives to:</p>		<p>Repeal entire statute.</p>	

<p>(1) provide parent-employee release time for parent-teacher conferences or attendance at their children's academic-related events without loss of pay; and</p> <p>(2) develop workplace policies which enable parents to improve their literacy, assist their children with academics, and become more involved in their child's education as a result of employers working with local school officials.</p> <p>Recommendations shall be reported to the Senate Finance and Education Committees, House Ways and Means Committee, and the House Education and Public Works Committee no later than January 1, 2001.</p> <p>HISTORY: 2000 Act No. 402, Section 1.</p>	
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LAW CHANGE #52

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-29-20. Required subjects; nature and effect of alcoholic drinks and narcotics.	<p><u>Current Law:</u> Directs the nature and effect of alcohol and narcotics to be taught in all grammar and high schools.</p> <p><u>Recommendation:</u> Repeal</p>	Subject now covered under the Comprehensive Health Act.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>

Current Law Wording	Proposed Revisions to Law Wording
<p>The nature of alcoholic drinks and narcotics and special instruction as to their effect upon the human system shall be taught in all the grammar and high schools of this State which receive any State aid whatsoever and shall be studied and taught as thoroughly and in the same manner as all other required branches in such schools, as may be required by the State Board of Education. The State Board of Education shall provide for the enforcement of the provisions of this section.</p> <p>HISTORY: 1962 Code Section 21-412; 1952 Code Section 21-412; 1942 Code Section 5323; 1941 (42) 263.</p>	Repeal entire statute.

LAW CHANGE #53

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-29-40. Required subjects; films depicting nature of alcoholic drinks and narcotics;	<p><u>Current Law:</u> Directs that films showing the nature and effect of alcohol and narcotics be shown in junior and high schools, as well as in orientation for state institutions of higher learning.</p>	Subject now covered under the Comprehensive Health Act.	<p><u>Presented and approved by agency's governing body:</u> N/A</p>

special instruction as to their effect.	<u>Recommendation</u> : Repeal		<u>Other entities potentially impacted</u> : N/A <u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly</u> : N/A
Current Law Wording		Proposed Revisions to Law Wording	
Films depicting the nature of alcoholic drinks and narcotics and special instructions as to their effect upon the human system shall be taught in all the junior high and high schools of this State and shall be studied and taught as thoroughly and in the same manner as all other required branches in such schools, as may be required by the State Board of Education. Such films shall be presented at orientation programs of all State-supported institutions of higher learning. The South Carolina Television Center shall make available to such schools and institutions television programs and films with commentary relative to such subject matter and the school shall require each student enrolled therein to view such program or film. The State Board of Education or the college or university officials, as the case may be, shall provide for the enforcement of the provisions of this section. HISTORY: 1962 Code Section 21-412.2; 1969 (56) 702.		Repeal entire statute.	
LAW CHANGE #54			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-29-80. Courses in physical education; ROTC programs.	<u>Current Law</u> : Provides for a physical education program for all public schools; ROTC program qualifies as the equivalent to such program. <u>Recommendation</u> : Repeal	Subject now covered under the Comprehensive Health Act.	<u>Presented and approved by agency's governing body</u> : N/A <u>Other entities potentially impacted</u> : N/A <u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly</u> : N/A
Current Law Wording		Proposed Revisions to Law Wording	
(A) There is established and provided in all the public schools of this State physical education, training, and instruction of pupils of both sexes. Every pupil attending public school, in so far as he is physically fit and able to do so, shall take the course or courses provided by this section. Suitable modified courses must be provided for students physically or mentally unable or unfit to take the course or courses prescribed for normal pupils. However, in public school that offers a		Repeal entire statute.	

military or naval ROTC program sponsored by one of the military services of the United States, training in such a program must be considered to be the equivalent of physical education instruction and must be accepted in lieu of such instruction for all purposes, academic or nonacademic, as may hereinafter be provided. Additionally, in a public school that offers instruction in marching band based on the South Carolina Academic Standards for the Visual and Performing Arts and that incorporates the South Carolina Academic Standards for Physical Education, this instruction must be considered to be the equivalent of physical education instruction and must be accepted in lieu of physical education instruction for all purposes; provided the district first shall submit a plan to the department documenting that all South Carolina Academic Standards for Physical Education are met in the proposed marching band instruction, and upon approval of the plan by the department, this instruction may be offered and considered to be the equivalent of physical education instruction.

(B) A student may be exempted from physical education requirements by seeking a waiver from the local school board of trustees. The local board may grant such a request based on the following criteria:

(1) The student must present a statement by his attending physician indicating that participation in physical education will jeopardize the student's health and well-being; or

(2)(a) The parent and student must show that the student's attending physical education classes will violate their religious beliefs and would not be merely a matter of personal objection; and

(b) the parent or student must be members of a recognized religious faith that objects to physical education as part of its official doctrine or creed.

The local board shall encourage the student to take, as an alternative to physical education, appropriate instruction in health education or other instruction in lifestyle modification if an exemption is granted pursuant to this section.

HISTORY: 1962 Code Section 21-416; 1952 Code Section 21-416; 1942 Code Section 5325; 1932 Code Section 5343; 1924 (33) 996; 1974 (58) 2309; 1996 Act No. 368, Section 1; 2018 Act No. 185 (S.302), Section 1, eff May 17, 2018.

LAW CHANGE #55

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-29-100. Supervision of administration of physical	<u>Current Law:</u> Directs the Superintendent to oversee the physical education program laid out in Section 59-29-80	Subject now covered under the Comprehensive Health Act.	<u>Presented and approved by agency's governing body:</u> N/A

education program by State Superintendent of Education.	and the State Board to promulgate regulations in order to carry out provisions of the section. <u>Recommendation:</u> Repeal		<u>Other entities potentially impacted:</u> N/A <u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A
Current Law Wording		Proposed Revisions to Law Wording	
<p>The State Superintendent of Education shall supervise the administration of Section 59-29-80 and shall prescribe the necessary course or courses in physical education, training, and instruction. Beginning with school year 1995-96, the required physical education course in the secondary schools shall occur over two semesters. For one semester, a personal fitness and wellness component must be taught and for one semester a lifetime fitness component must be taught either over the semester or in two nine-week divisions. The State Board of Education is authorized to promulgate regulations and prepare or cause to be prepared, published, and distributed a manual of instruction, courses of study, or other matters as it considers necessary or suitable to carry out the provisions of this section.</p> <p>HISTORY: 1962 Code Section 21-418; 1952 Code Section 21-418; 1942 Code Section 5325; 1932 Code Section 5343; 1924 (33) 996; 1994 Act No. 441, Section 1.</p>		Repeal entire statute.	
LAW CHANGE #56			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-29-130. Duration of instruction in essentials of United States Constitution.	<u>Current Law:</u> Provides that instruction regarding the U.S. Constitution be given for at least one year for high school and college students. <u>Recommendation:</u> Repeal	Obsolete – students now required to take U.S. History and the EOCEP for U.S. History in order to graduate.	<u>Presented and approved by agency's governing body:</u> N/A <u>Other entities potentially impacted:</u> N/A <u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A
Current Law Wording		Proposed Revisions to Law Wording	
The instruction provided for in Section 59-29-120 shall be given for at least one year of the high school, college and university grades, respectively.		Repeal entire statute.	

HISTORY: 1962 Code Section 21-421; 1952 Code Section 21-421; 1942 Code Section 5324; 1932 Code Section 5342; 1924 (33) 1186.			
LAW CHANGE #57			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-29-140. Enforcement of program of study of United States Constitution by State Superintendent.	<p><u>Current Law:</u> Empowers Superintendent to carry out provisions regarding instruction on U.S. Constitution.</p> <p><u>Recommendation:</u> Repeal</p>	Obsolete if Section 59-29-130 is repealed as recommended.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
Current Law Wording		Proposed Revisions to Law Wording	
<p>The State Superintendent of Education shall make due arrangements for carrying out the provisions of Sections 59-29-120 and 59-29-130. For such purpose the State Superintendent shall prescribe suitable texts adapted to the needs of the high schools, universities and colleges for the instruction required under Sections 59-29-120 and 59-29-130.</p> <p>HISTORY: 1962 Code Section 21-422; 1952 Code Section 21-422; 1942 Code Section 5324; 1932 Code Section 5342; 1924 (33) 1186.</p>		Repeal entire statute.	
LAW CHANGE #58			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-29-179. Identification of higher order thinking and problem solving skills.	<p><u>Current Law:</u> Directs State Board to establish a committee to identify dimensions of higher order thinking and problem solving.</p> <p><u>Recommendation:</u> Repeal</p>	Subject now covered under the Profile of the South Carolina Graduate.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
Current Law Wording		Proposed Revisions to Law Wording	
<p>The State Board of Education shall establish a committee, which includes, but is not limited to, personnel from the State Department of Education, school districts, and institutions of higher education. The purpose of the committee shall be to assist the State Board of Education in the identification of the dimensions of thinking which shall constitute "higher order thinking and problem solving" for</p>		Repeal entire statute.	

purposes of Sections 59-26-30(b)(3), 59-26-30(b)(7), 59-26-30(j), 59-29-179, 59-29-180, 59-29-181, 59-29-182, 59-29-183, 59-30-110, and 59-31-600.			
HISTORY: 1989 Act No. 194, Section 6.			
LAW CHANGE #59			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-29-180. Emphasis on higher order problem solving skills.	<p><u>Current Law:</u> Directs Department to emphasize high order problem solving skills and advise school districts on the subject.</p> <p><u>Recommendation:</u> Repeal</p>	Subject now covered under the Profile of the South Carolina Graduate.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
Current Law Wording		Proposed Revisions to Law Wording	
The State Department of Education and all school districts shall emphasize higher order problem solving skills in curricula at all levels. The State Department of Education shall assist the school districts by locating, developing, and advising the districts on the development of materials and other aids which may be used to teach higher order problem solving skills within existing subjects.		Repeal entire statute.	
HISTORY: 1984 Act No. 512, Part II, Section 9, Division II, Subdivision A, SubPart 1, Section 4; 1989 Act No. 194, Section 12.			
LAW CHANGE #60			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-29-182. Review of procedures to assess higher order thinking and problem solving skills.	<p><u>Current Law:</u> Directs State Board to review procedures in assessing student achievement in higher order thinking and problem solving skills.</p> <p><u>Recommendation:</u> Repeal</p>	Obsolete if Sections 59-29-179 and 180 are repealed as recommended.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
Current Law Wording		Proposed Revisions to Law Wording	
The State Board of Education shall review the use of procedures to assess student achievement in higher order thinking and problem solving skills which are different from traditional achievement tests.		Repeal entire statute.	

HISTORY: 1989 Act No. 194, Section 15.			
LAW CHANGE #61			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-39-20. Board of trustees of high schools.	<p><u>Current Law:</u> Board of trustees of any district in which a high school is established become high school board of trustees.</p> <p><u>Recommendation:</u> Repeal</p>	High school boards of trustees system no longer in existence.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
Current Law Wording		Proposed Revisions to Law Wording	
<p>Except as otherwise expressly provided, if a single school district establish a high school, the board of trustees of such district shall be the high school board of trustees; and if any two or more districts establish a high school, the board of trustees of the district wherein the high school is located, together with the chairman of each of the cooperating districts, shall constitute the high school board of trustees. And except as otherwise expressly provided, if three or more adjoining school districts, none of which contains an incorporated town of twenty-five hundred inhabitants according to the last preceding census, shall cooperate to establish a centralized high school, the chairmen of the several cooperating districts shall constitute the board of trustees for the centralized high school.</p> <p>HISTORY: 1962 Code Section 21-622; 1952 Code Section 21-622; 1942 Code Sections 5405, 5406; 1932 Code Sections 5599, 5600; Civ. C. '22 Sections 2717, 2718; Civ. C. '12 Section 1831; 1907 (25) 520; 1916 (29) 875; 1919 (31) 248; 1923 (33) 92; 1949 (46) 461.</p>		Repeal entire statute.	
LAW CHANGE #62			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-39-30. High schools established prior to February 19, 1907 may claim privileges of article.	<p><u>Current Law:</u> Privileges of article applied to high schools established before Feb. 19, 1907.</p> <p><u>Recommendation:</u> Repeal</p>	High school district system no longer in existence.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it</u></p>

			<u>and providing it to the General Assembly: N/A</u>
Current Law Wording		Proposed Revisions to Law Wording	
<p>Any public high school established prior to February 19, 1907 may claim the privileges of this article; provided, that it conforms to the requirements of this article and the regulations of the State Board of Education. But nothing in this article shall be construed to repeal any of the privileges granted special school districts in the special acts of the General Assembly.</p> <p>HISTORY: 1962 Code Section 21-623; 1952 Code Section 21-623; 1942 Code Section 5407; 1932 Code Section 5601; Civ. C. '22 Section 2719; Civ. C. '12 Section 1828; 1907 (25) 520; 1916 (29) 875; 1919 (31) 248.</p>		<p>Repeal entire statute.</p>	
LAW CHANGE #63			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
<p>Section 59-39-40. Creation of corporate body through establish of high school districts by adjoining school districts.</p>	<p><u>Current Law:</u> Body corporate established when high school established by two or more adjoining schools districts located in same county, by adjoining counties, or by the intention to a high school district expressed by the aforementioned.</p> <p><u>Recommendation:</u> Repeal</p>	<p>High school district system no longer in existence.</p>	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
Current Law Wording		Proposed Revisions to Law Wording	
<p>When, pursuant to or under color of authority of any general act, any special act or any act making a special provision in or about the subject matter of a general act, a high school shall have been established by the boards of trustees of two or more adjoining school districts located in the same county or adjoining counties in this State, or when the boards of trustees of two or more such school districts, by the adoption of resolutions, authorization of contracts for erection or in any other way jointly or as separate boards of trustees, shall have evidenced an intention to establish a high school district, a body corporate shall be and hereby is created and shall be deemed to have been created at and from the time of the first joint or separate action in any such case and for such purpose by two or more boards of trustees of school districts.</p> <p>HISTORY: 1962 Code Section 21-624; 1952 Code Section 21-624; 1942 Code Section 5409; 1932 Code Section 5607; Civ. C. '22 Section 2725; 1921 (32) 45; 1923 (33) 181.</p>		<p>Repeal entire statute.</p>	

LAW CHANGE #64			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-39-50. Area of high school districts established by adjoining districts.	<p><u>Current Law:</u> High school districts created pursuant to Section 59-39-50 are to be the same size and equal in area as those of the adjoining districts which created the district.</p> <p><u>Recommendation:</u> Repeal</p>	High school district system no longer in existence.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
Current Law Wording		Proposed Revisions to Law Wording	
Such high school district shall be coterminous with and equal in area to the two or more school districts by action of whose boards of trustees it shall be created, but shall not in any way terminate the continued corporate existence of such school districts as separate entities.		Repeal entire statute.	
HISTORY: 1962 Code Section 21-625; 1952 Code Section 21-625; 1942 Code Section 5410; 1932 Code Section 5608; Civ. C. '22 Section 2726; 1921 (32) 45.			
LAW CHANGE #65			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-39-60. Boards of trustees of high school districts established by adjoining districts.	<p><u>Current Law:</u> Such districts created by Section 59-39-60 to be governed by a board of trustees.</p> <p><u>Recommendation:</u> Repeal</p>	High school boards of trustees system no longer in existence.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
Current Law Wording		Proposed Revisions to Law Wording	
The governing body of each such district shall be a board known as a high school board of trustees, which shall be constituted, when the boards of trustees of two or more school districts shall have acted in establishing or evidencing an intention to establish a high school pursuant to or under color of authority of any special act or any act making a special provision in or about the subject matter of a general act, in the manner provided in such act and in any other case in the manner provided in Section 59-39-20.		Repeal entire statute.	

HISTORY: 1962 Code Section 21-627; 1952 Code Section 21-627; 1942 Code Section 5411; 1932 Code Section 5609; Civ. C. '22 Section 2727; 1921 (32) 45.			
LAW CHANGE #66			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-39-70. Corporate name of high school district established by adjoining districts; seal; clerk.	<p><u>Current Law:</u> High school district board of trustees to adopt name and seal for district and may elect a trustee to serve as clerk.</p> <p><u>Recommendation:</u> Repeal</p>	High school district system no longer in existence.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
Current Law Wording		Proposed Revisions to Law Wording	
<p>The corporate name of each such high school district shall be such as shall be adopted by resolution of the high school board of trustees. The high school board of trustees may likewise adopt a corporate seal and may elect from time to time one of their number as clerk to hold office during his term of office as trustee or for a shorter period if the board shall so determine.</p> <p>HISTORY: 1962 Code Section 21-628; 1952 Code Section 21-628; 1942 Code Section 5412; 1932 Code Section 5610; Civ. C. '22 Section 2728; 1921 (32) 45.</p>		Repeal entire statute.	
LAW CHANGE #67			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-39-80. Privileges and regulation of high school district established by adjoining districts.	<p><u>Current Law:</u> High school districts created pursuant to Section 59-39-10 have privileges of other school districts and are subject to State Board regulations.</p> <p><u>Recommendation:</u> Repeal</p>	High school district system no longer in existence.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
Current Law Wording		Proposed Revisions to Law Wording	
All such districts shall have the privileges and benefits provided by this article and shall be subject to the regulations of the State Board of Education as therein provided.		Repeal entire statute.	

HISTORY: 1962 Code Section 21-629; 1952 Code Section 21-629; 1942 Code Section 5413; 1932 Code Section 5612; Civ. C. '22 Section 2730; 1921 (32) 45.			
LAW CHANGE #68			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-39-90. Rights, powers and privileges of trustees of high school districts established by adjoining districts.	<p><u>Current Law:</u> Boards of trustees of high school districts created pursuant to Section 59-39-10 have the same rights and powers as other school boards of trustees.</p> <p><u>Recommendation:</u> Repeal</p>	High school district system no longer in existence.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
Current Law Wording		Proposed Revisions to Law Wording	
Such high school boards of trustees shall have all of the rights, powers and privileges conferred by law upon the trustees of common school districts and may manage, lease, dispose of, sell, deliver or convey the property of the district upon such terms and conditions as the board shall deem proper and, when authorized by the boards of trustees of a majority of the cooperating districts, may discontinue the operation of such high school. But such right to manage, lease, dispose of, sell, deliver or convey the property of the district or discontinue the operation of the high school shall be subject to the approval of the county board of education.		Repeal entire statute.	
HISTORY: 1962 Code Section 21-629.1; 1952 Code Section 21-629.1; 1951 (47) 429.			
LAW CHANGE #69			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-45-70. Home-study schools.	<p><u>Current Law:</u> No home schools to be established without approval of State Board. Violation is a misdemeanor.</p> <p><u>Recommendation:</u> Repeal</p>	Conflicts with Section 59-65-45; obsolete.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>

Current Law Wording		Proposed Revisions to Law Wording	
<p>No type of home-study school shall be established or permitted to operate in this State without first securing the approval of the State Board of Education. Any person violating the provisions of this section shall be guilty of a misdemeanor punishable by a fine of not less than one thousand dollars nor more than five thousand dollars, in the discretion of the court.</p> <p>HISTORY: 1962 Code Section 21-677; 1952 Code Section 21-677; 1942 Code Section 5397; 1932 Code Section 5291; 1924 (33) 1132.</p>		<p>Repeal entire statute.</p>	
LAW CHANGE #70			
Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
Section 59-63-320. Reporting form.	<p><u>Current Law:</u> Directs Department to develop a standard school crime reporting form; lays out requirements of form.</p> <p><u>Recommendation:</u> Repeal</p>	Covered by current federal law.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> N/A</p>
Current Law Wording		Proposed Revisions to Law Wording	
<p>By December 31, 1990, the State Department of Education, after consultation with the State Law Enforcement Division, shall develop a standard school crime reporting form which must be used by all school districts in the State. The form must define what constitutes criminal activity required to be reported and must include, but is not limited to, the following:</p> <p>(1) types and frequency of criminal incident;</p> <p>(2) crimes against the person, including:</p> <p>(a) description of crime;</p> <p>(b) age and sex of offender and whether the offender is a student. If the offender is a student, whether he attended the school where the crime occurred or a different school, and whether he was under school suspension or expulsion at the time of the offense;</p> <p>(c) age and sex of the victim and whether the victim is a student. If the victim is a student, whether he attended the school where the crime occurred or a different</p>		<p>Repeal entire statute.</p>	

<p>school. If the victim is not a student, whether he was employed at the school and, if so, in what capacity;</p> <p>(d) where, at what time, and under what circumstances the incident occurred;</p> <p>(e) the cost of the crime to the school and to the victim;</p> <p>(f) what action was taken by the school administration;</p> <p>(3) crimes against property, including:</p> <p>(a) description of the crime;</p> <p>(b) where, at what time, and under what circumstances the crime occurred;</p> <p>(c) the cost of the crime to the school and to the victim;</p> <p>(d) what action was taken by the school administration.</p> <p>HISTORY: 1990 Act No. 579, Section 4; 1996 Act No. 324, Section 1.</p>	
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LAW CHANGE # 71

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
R 43-167	<p><u>Current Law:</u> Establishes the Principal Induction Program</p> <p><u>Recommendation:</u> Remove reference to specific office; update curricular requirements to align with national and state principal performance standards; update district and state responsibilities to reflect current practice.</p>	The regulation as written is out of date.	<p><u>Presented and approved by agency's governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> School districts</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> The Office of Educator Effectiveness and Leadership Development plans to draft changes and gather feedback in the 2020-21 school year at the earliest.</p>
Current Law Wording		Proposed Revisions to Law Wording	

B. Definitions

1. The Principal Induction Program is a yearlong program (July to June) of support and professional development for new principals in which instructional leadership skills, use of effective schools research, and planning for curricular improvement through the analysis of test scores are central components of the curriculum.

C. Participation

1. Beginning with the school year 1999-2000, any person appointed to serve for the first time as a building level principal, director of a specialized education unit, or occupational education center director must participate in the Principal Induction Program.

2. Principals appointed after the Principal Induction Program Summer Institute held for a week in July must participate in a make-up session in September and in Induction Program activities for the remainder of that school year.

D. Program Design and Content

The Principal Induction Program must consist of New Principals' Academy activities provided by the State Department of Education and school district orientation activities provided by the individual school districts as follows:

1. The combination of time for New Principals' Academy and district activities must not be less than twelve days: five days for the New Principals' Academy Summer Institute, three days for New Principals' Academy follow-up meetings, two days for district orientation activities, and two days for professional development related to the individual new principal's Professional Development Plan.

2. Districts developing their own program in lieu of the program offered by the Leadership Academy must secure approval of the program from the South Carolina Leadership Academy.

3. Each district must design a district orientation for new principals. Activities should include, but are not limited to, fiscal/budgetary policies and procedures, plant maintenance procedures, special education policies, student support services, outside agencies available in the district, curriculum requirements and resources, human resource policies and procedures, including ADEPT, and instruction on the Principal Evaluation Program criteria and standards.

4. The Leadership Academy must design a curriculum for the New Principals' Academy program. The New Principals' Academy curriculum should include, but is not limited to, planning, developing, and implementing a standards-driven system, instructional leadership skills, use of effective schools research, analysis of test scores for curricular improvement, school culture, school management, planning for school improvement, public relations, and/or planning for professional development.

5. Each new principal must be assigned a mentor principal from another nearby school district to provide support, information, and feedback. The mentor will assist

B. Definitions

1. The Principal Induction Program is a yearlong program (July to June) of support and professional development for new principals in which instructional leadership skills, use of effective schools research, and planning for curricular improvement through the analysis of test scores alignment of curriculum, instruction, and assessment to student progress are central components of the curriculum.

C. Participation

1. ~~Beginning with the school year 1999-2000, a~~ Any person appointed to serve for the first time as a building level principal, director of a specialized education unit, or occupational education career and technology center director must participate in the Principal Induction Program.

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D. Program Design and Content

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1. The combination of time for New Principals' Academy and district activities must not be less than twelve days: ~~five days for the New Principals' Academy Summer Institute, three days for New Principals' Academy follow-up meetings~~ eight days for the New Principals' Academy, two days for district orientation activities, and two days for professional development related to the individual new principal's Professional Development Plan.

2. Districts developing their own program in lieu of the program offered by the Leadership Academy must secure approval of the program from the ~~South Carolina Leadership Academy.~~ State Department of Education.

3. Each district must design a district orientation for new principals. Activities should include, but are not limited to, fiscal/budgetary policies and procedures, ~~plant~~ plant facility maintenance procedures, special education policies, student support services, outside agencies available in the district, curriculum requirements and resources, human resource policies and procedures, including ADEPT, and instruction on the Principal Evaluation Program criteria and standards.

4. The ~~Leadership Academy~~ State Department of Education must design a curriculum for the New Principals' Academy program. The New Principals' Academy curriculum should include, but is not limited to, planning, developing, and implementing a standards-driven system, instructional leadership skills, use of effective schools research, ~~analysis of test scores for curricular improvement~~ alignment of curriculum, instruction, and

the protege in developing, refining, and implementing the protege's Professional Development Plan based on the protege's individual needs and the needs of the school as specified in the School Improvement Report. ~~Mentors will be reimbursed travel costs at the state rate.~~

6. The Leadership Academy will train mentors for their role, Mentor responsibilities include calling and visiting the assigned new principal and having the new principal visit the mentor's school.

7. Each new principal will receive an on-site visit during the fall and one during the spring from a member of the South Carolina Leadership Academy staff to provide coaching, technical assistance, and feedback related to school leadership.

8. New principals may earn three hours of recertification credit if course requirements for attendance and participation are met.

E. Fiscal and Technical Requirements

1. The State Department of Education will pay for all training costs related to the New Principals' Academy. The district will be responsible for costs related to the district orientation and for participants' travel costs.

2. Reimbursement for mentor travel expenses will be made in accordance with the established State Department of Education fiscal policies.

F. Reporting Requirements

1. Each district superintendent will notify the South Carolina Leadership Academy of the appointment of new principals within two weeks of the appointment by the local board of school trustees.

2. Principals appointed after the make-up session must participate in the remaining Principal Induction Program activities for that school year and/or the New Principals' Academy Summer Institute the following year.

3. Each district superintendent will submit the names of experienced principals to serve as mentors when requested to do so by the Leadership Academy.

4. Each district will conduct evaluations for the district orientation and use the results to modify the orientation on an annual basis.

G. Additional Leadership Academy Responsibilities

1. The Leadership Academy will maintain a database of mentors nominated by the district superintendents and will assign mentors for new principals based on school level and proximity.

2. The Leadership Academy will maintain a database of new principals for each school year to provide information about program activities for all new principals.

3. The Leadership Academy will conduct evaluations for each part of the New Principals' Academy and use the results to modify the program on an annual basis.

HISTORY: Added by State Register Volume 24, Issue No. 3, eff March 24, 2000.

assessment to student progress, school culture, school management, planning for school improvement, public relations, and/or planning for professional development.

5. ~~Districts must assign~~ Each new principal ~~must be assigned~~ a mentor principal ~~from another nearby school district~~ to provide support, information, and feedback. The mentor will assist the ~~protege~~ new principal in developing, refining, and implementing the ~~protege~~ new principal's Professional Development Plan based on the ~~protege~~ new principal's individual needs and the needs of the school as specified in the School Improvement Plan Report. ~~Mentors will be reimbursed travel costs at the state rate.~~

6. ~~The Leadership Academy will train mentors for their role~~, Mentor responsibilities include calling and visiting the assigned new principal and having the new principal visit the mentor's school.

7. Each new principal will receive an on-site visit during the fall and one during the spring from a member of the State Department of Education ~~South Carolina Leadership Academy~~ staff to provide coaching, technical assistance, and feedback related to school leadership.

8. New principals may earn three hours of recertification credit if course requirements for attendance and participation are met.

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~~3. Each district superintendent will submit the names of experienced principals to serve as mentors when requested to do so by the Leadership Academy.~~

3. 4. Each district will conduct evaluations for the district orientation and use the results to modify the orientation on an annual basis.

G. Additional Leadership Academy Responsibilities

~~1. The Leadership Academy will maintain a database of mentors nominated by the district superintendents and will assign mentors for new principals based on school level and proximity.~~

~~2. 1. The Leadership Academy~~ State Department of Education will maintain a database of new principals for each school year to provide information about program activities for all new principals.

	<p>—3. <u>2.</u> The Leadership Academy <u>State Department of Education</u> will conduct evaluations for each part of the New Principals’ Academy and use the results to modify the program on an annual basis.</p> <p>HISTORY: Added by State Register Volume 24, Issue No. 3, eff March 24, 2000.</p>
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LAW CHANGE #72

Law	Summary of Current Law(s) and Recommended Change(s)	Basis for Recommendation	Approval and Others Impacted
R 43-205.1. Assisting, developing, and evaluating professional teaching (ADEPT)	<p><u>Current Law:</u> Establishes policy for the evaluation of teachers employed with induction, annual, and continuing contracts.</p> <p><u>Recommendation:</u> Update the due date of district plans; update the guidance on induction teachers.</p>	Update the due date of district plans to mirror the change in the date that teacher contracts are issued; update the guidance on induction teachers to support district flexibility in hiring teachers from other districts or states.	<p><u>Presented and approved by agency’s governing body:</u> N/A</p> <p><u>Other entities potentially impacted:</u> N/A</p> <p><u>If the law is a regulation, where agency is in the process of finalizing it and providing it to the General Assembly:</u> The agency plans to bring the Regulation for a first reading to the State Board of Education’s Educator Professions Committee in October 2019.</p>

Current Law Wording	Proposed Revisions to Law Wording
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<p>III. Induction-Contract Teachers</p> <p>C. On or before the date that the district extends offers of teaching employment for the following school year, teachers employed under induction contracts are to be notified in writing concerning their employment status. Teachers who complete an induction-contract year may, at the discretion of the school district, be employed under another induction-contract or an annual contract, or they may be released from employment. Teachers who are released may seek employment in another school district at the induction-contract level. The maximum induction period for a teacher is three years, regardless of the district in which the teacher is employed. A teacher who is completing a third year of induction is eligible for employment at the annual-contract level.</p> <p>E. By May 1 of each year, school districts must submit assurances to the SCDE that they are complying with the State Board of Education’s ADEPT implementation guidelines for assisting induction-contract teachers. A copy of the district’s proposed induction timeline must accompany the assurances. Proposed amendments to the district’s previously approved induction plan must be</p>	<p>III. Induction-Contract Teachers</p> <p>C. On or before the date that the district extends offers of teaching employment for the following school year, teachers employed under induction contracts are to be notified in writing concerning their employment status. Teachers who complete an induction-contract year may, at the discretion of the school district, be employed under another induction-contract or an annual contract, or they may be released from employment. Teachers who are released may seek employment in another school district at the induction- <u>or annual</u>-contract level. The maximum induction period for a teacher is three years, regardless of the district in which the teacher is employed. A teacher who is completing a third year of induction is eligible for employment at the annual-contract level.</p> <p>E. By May 1 <u>June 1</u> of each year, school districts must submit assurances to the SCDE that they are complying with the State Board of Education’s ADEPT implementation guidelines for assisting induction-contract teachers. A copy of the district’s proposed induction timeline must accompany the assurances. Proposed amendments to the district’s previously approved induction plan must be submitted along with the</p>
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submitted along with the assurances and must be approved by the State Board of Education prior to implementation.

IV. Annual-Contract Teachers

G. By May 1 of each year, school districts must submit assurances to the SCDE that they are complying with the State Board of Education's ADEPT implementation guidelines for evaluating and assisting teachers at the annual-contract level. A copy of the district's proposed formal evaluation and diagnostic assistance timelines must accompany the assurances. Proposed amendments to the district's previously approved ADEPT plan for annual-contract teachers must be submitted along with the assurances and must be approved by the State Board of Education prior to implementation.

V. Continuing-Contract Teachers

D. By May 1 of each year, school districts must submit assurances to the SCDE that they are complying with the State Board of Education's ADEPT implementation guidelines for continuously evaluating teachers at the continuing-contract level. A copy of the district's proposed formal and informal evaluation timelines must accompany the assurances. Proposed amendments to the district's previously approved ADEPT plan for continuing-contract teachers must be submitted along with the assurances and must be approved by the State Board of Education prior to implementation.

VII. Teachers Employed from Out of State

A. Teachers employed from out of state who receive a South Carolina initial teaching certificate based on reciprocity are eligible for employment under an induction contract.

HISTORY: Amended by State Register Volume 22, Issue No. 6, Part 1, eff June 26, 1998; State Register Volume 24, Issue No. 6, eff June 23, 2000; State Register Volume 29, Issue No. 6, eff June 24, 2005; State Register Volume 37, Issue No. 6, eff June 28, 2013.

assurances and must be approved by the State Board of Education prior to implementation.

IV. Annual-Contract Teachers

G. By ~~May 1~~ June 1 of each year, school districts must submit assurances to the SCDE that they are complying with the State Board of Education's ADEPT implementation guidelines for evaluating and assisting teachers at the annual-contract level. A copy of the district's proposed formal evaluation and diagnostic assistance timelines must accompany the assurances. Proposed amendments to the district's previously approved ADEPT plan for annual-contract teachers must be submitted along with the assurances and must be approved by the State Board of Education prior to implementation.

V. Continuing-Contract Teachers

D. By ~~May 1~~ June 1 of each year, school districts must submit assurances to the SCDE that they are complying with the State Board of Education's ADEPT implementation guidelines for continuously evaluating teachers at the continuing-contract level. A copy of the district's proposed formal and informal evaluation timelines must accompany the assurances. Proposed amendments to the district's previously approved ADEPT plan for continuing-contract teachers must be submitted along with the assurances and must be approved by the State Board of Education prior to implementation.

VII. Teachers Employed from Out of State

A. Teachers employed from out of state who receive a South Carolina initial teaching certificate based on reciprocity and have less than one year of teaching experience are eligible for employment under an induction contract. Teachers employed from out of state who receive a South Carolina initial teaching certificate based on reciprocity, and have more than one year of teaching experience are eligible for employment under an induction or annual contract, at the discretion of the school district.

V. Feedback (Optional)

Agency feedback

24. (A) Other questions that may help the Committee and public understand how the agency operates, budgets, and performs

Insert answer

(B) Best ways for the Committee to compare the specific results the agency obtained with the resources the agency invested

Insert answer

(C) Changes to the report questions, format, etc., agency representatives would recommend.

Insert answer

(D) Benefits agency representatives see in the public having access to the information in this report.

Insert answer

(E) Two to three things agency representatives could do differently next time (or it could advise other agencies to do) to complete the report in less time and at a lower cost to the agency.

Insert answer

(F) Other comments or suggestions from the agency.

Insert answer

Organizational Unit Details

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Name of organizational unit	Office of the Superintendent	Chief of Staff	Chief Finance Office	Communications									
Purpose of organizational unit	To carry out the duties of the State Superintendent of Education established in Article XI, Section 2 of the South Carolina Constitution which includes providing support and advocating on behalf of students, educators, and parents in South Carolina.	During fiscal year 2018-2019, the SCDE did a reorganization and the Chief of Staff Office was dissolved.	The Office of Finance is dedicated to ensuring that we service school districts, vendors and other state entities' financial needs and to support education for the benefit of the citizens of South Carolina.	Respond to and engage students, parents, educators, education stakeholders, news media, and South Carolina Citizens regarding education issues and agency									
Exit interviews or surveys performed?													
2017-18	Yes	Yes	Yes	Yes									
2016-17	Yes	Yes	Yes	Yes									
2015-16	Yes	Yes	Yes	Yes									
Employee satisfaction tracked?													
2017-18	No	No	No	No									
2016-17	No	No	No	No									
2015-16	No	No	No	No									
Anonymous employee feedback allowed?													
2017-18	Yes	Yes	Yes	Yes									
2016-17	Yes	Yes	Yes	Yes									
2015-16	Yes	Yes	Yes	Yes									
Number of employees (all types) in the unit													
<u>Start of fiscal year</u>													
2017-18	3	4	33	11									
2016-17	3	5	31	5									
2015-16	4	3	31	7									
<u>End of fiscal year</u>													
2017-18	3	5	35	3									
2016-17	3	4	33	11									
2015-16	4	5	31	5									
<u>Leave the unit during fiscal year</u>													
2017-18	0	0	11	5									
2016-17	0	1	10	1									
2015-16	0	1	7	5									
Turnover rate													
2017-18	0.00%	0.00%	32.35%	71.43%									
2016-17	0.00%	22.22%	31.25%	12.50%									
2015-16	0.00%	25.00%	22.58%	83.33%									
Agency Comments (Optional)													
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0;">Agency Wide</td> </tr> <tr> <td>Has the agency ever conducted an employee engagement, climate, or similar survey?</td> </tr> <tr> <td>Training and Development Needs Survey - sent out agency wide to assess training needs of employees.</td> </tr> <tr> <td>If yes, when was last one and who conducted it?</td> </tr> <tr> <td>2015</td> </tr> <tr> <td>Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?</td> </tr> <tr> <td>No</td> </tr> <tr> <td>If yes, what is the frequency?</td> </tr> <tr> <td>N/A</td> </tr> </table> <p>Note: While exit interviews and surveys are performed, they are not mandatory for employees to complete. Therefore, although they are offered, many choose not to complete them when leaving.</p> <p>Anonymous feedback is allowed through a comment box housed at the agency. This box is checked on a regular basis and concerns are addressed accordingly.</p>	Agency Wide	Has the agency ever conducted an employee engagement, climate, or similar survey?	Training and Development Needs Survey - sent out agency wide to assess training needs of employees.	If yes, when was last one and who conducted it?	2015	Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?	No	If yes, what is the frequency?	N/A	During fiscal year 2018-2019, the SCDE did a reorganization and the Chief of Staff Office was dissolved. These employees were relocated to various offices.			
Agency Wide													
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Training and Development Needs Survey - sent out agency wide to assess training needs of employees.													
If yes, when was last one and who conducted it?													
2015													
Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?													
No													
If yes, what is the frequency?													
N/A													

Organizational Unit Details

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Name of organizational unit	Human Resources	Grants Program (Division of Legal Affairs)	Governmental Affairs (Division of Legal Affairs)									
Purpose of organizational unit	The mission of the Office of Human Resources is to provide leadership in human resources issues. Services of the Office of Human Resources include: Recruitment and Staffing Classification and Compensation/Operations Benefits Employee Relations/Staff	The mission of the Grants Program is to provide specialized technical assistance and resources to help the SCDE and school districts address their grant-related needs as we support the profile of the South Carolina	The Governmental Affairs division acts as the primary liaison between the Department of Education and the legislature.									
Exit interviews or surveys performed?												
2017-18	Yes	Yes	Yes									
2016-17	Yes	Yes	Yes									
2015-16	Yes	Yes	Yes									
Employee satisfaction tracked?												
2017-18	No	No	No									
2016-17	No	No	No									
2015-16	No	No	No									
Anonymous employee feedback allowed?												
2017-18	Yes	Yes	Yes									
2016-17	Yes	Yes	Yes									
2015-16	Yes	Yes	Yes									
Number of employees (all types) in the unit												
<u>Start of fiscal year</u>												
2017-18	10	3	0									
2016-17	10	3	0									
2015-16	10	3	0									
<u>End of fiscal year</u>												
2017-18	9	4	3									
2016-17	10	3	0									
2015-16	10	3	0									
<u>Leave the unit during fiscal year</u>												
2017-18	1	1	0									
2016-17	3	0	0									
2015-16	1	0	0									
Turnover rate												
2017-18	10.53%	28.57%	0.00%									
2016-17	30.00%	0.00%	Agency did not have									
2015-16	10.00%	0.00%	Agency did not have									
Agency Comments (Optional)												
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Agency Wide												
Has the agency ever conducted an employee engagement, climate, or similar survey?												
Training and Development Needs Survey - sent out agency wide to assess training needs of employees.												
If yes, when was last one and who conducted it?												
2015												
Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?												
No												
If yes, what is the frequency?												
N/A												

Organizational Unit Details

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Name of organizational unit	Office of General Counsel (Division of Legal Affairs)	Procurement (Division of Legal Affairs)									
Purpose of organizational unit	The attorneys in the Office of General Counsel provide legal advice to the State Superintendent of Education, the State Board of Education, and the staff of the State Department of Education.	The mission of the Office of Procurement is to support the educational goals of the State Department of Education by providing an efficient and cost effective acquisition of quality goods, services, and management of internal services.									
Exit interviews or surveys performed?											
2017-18	Yes	Yes									
2016-17	Yes	Yes									
2015-16	Yes	Yes									
Employee satisfaction tracked?											
2017-18	No	No									
2016-17	No	No									
2015-16	No	No									
Anonymous employee feedback allowed?											
2017-18	Yes	Yes									
2016-17	Yes	Yes									
2015-16	Yes	Yes									
Number of employees (all types) in the unit											
<u>Start of fiscal year</u>											
2017-18	14	3									
2016-17	15	4									
2015-16	12	5									
<u>End of fiscal year</u>											
2017-18	17	4									
2016-17	14	3									
2015-16	15	4									
<u>Leave the unit during fiscal year</u>											
2017-18	4	1									
2016-17	7	1									
2015-16	1	1									
Turnover rate											
2017-18	25.81%	28.57%									
2016-17	48.28%	28.57%									
2015-16	7.41%	22.22%									
Agency Comments (Optional)											
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Agency Wide											
Has the agency ever conducted an employee engagement, climate, or similar survey?											
Training and Development Needs Survey - sent out agency wide to assess training needs of employees.											
If yes, when was last one and who conducted it?											
2015											
Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?											
No											
If yes, what is the frequency?											
N/A											

Organizational Unit Details

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Name of organizational unit	Adult Education (Division of Educator, Community, and Federal Resources)	Educator Effectiveness and Leadership Development (Division of Educator, Community, and Federal Resources)									
Purpose of organizational unit	The mission of adult education in South Carolina is to 1) assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and self-sufficiency, 2) assist adults who are parents to obtain the educational skills necessary for them to become full partners in the educational development of their children, and 3) assist adults in the completion of a secondary-school education.	The Office of Educator Effectiveness and Leadership development is guided by our belief that every student deserves effective teachers and leaders who are committed to all students' readiness for college, career, and citizenship. Our mission is to provide a continuum of personalized, competency-driven resources and professional learning to advance educator effectiveness and leadership capacity.									
Exit interviews or surveys performed?											
2017-18	Yes	Yes									
2016-17	Yes	Yes									
2015-16	Yes	Yes									
Employee satisfaction tracked?											
2017-18	No	No									
2016-17	No	No									
2015-16	No	No									
Anonymous employee feedback allowed?											
2017-18	Yes	Yes									
2016-17	Yes	Yes									
2015-16	Yes	Yes									
Number of employees (all types) in the unit											
<u>Start of fiscal year</u>											
2017-18	15	14									
2016-17	18	17									
2015-16	18	20									
<u>End of fiscal year</u>											
2017-18	20	16									
2016-17	15	14									
2015-16	18	17									
<u>Leave the unit during fiscal year</u>											
2017-18	3	3									
2016-17	8	7									
2015-16	8	5									
Turnover rate											
2017-18	17.14%	20.00%									
2016-17	48.48%	45.16%									
2015-16	44.44%	27.03%									
Agency Comments (Optional)											
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Agency Wide											
Has the agency ever conducted an employee engagement, climate, or similar survey?											
Training and Development Needs Survey - sent out agency wide to assess training needs of employees.											
If yes, when was last one and who conducted it?											
2015											
Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?											
No											
If yes, what is the frequency?											
N/A											

Organizational Unit Details

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Name of organizational unit	Educator Services (Division of Educator, Community, and Federal Resources)	Family and Community Engagement (Division of Educator, Community, and Federal Resources)									
Purpose of organizational unit	The Office of Educator Services is responsible for the recruitment, preparation, and licensure of educators.	In K–12 education, the focus on “parental involvement” has radically shifted to “parent engagement.” The evolution of parent involvement to parent engagement signifies moving parents from routinely attending school functions as invited participants to a more active role as partners in students’ educational									
Exit interviews or surveys performed?											
2017-18	Yes	Yes									
2016-17	Yes	Yes									
2015-16	Yes	Yes									
Employee satisfaction tracked?											
2017-18	No	No									
2016-17	No	No									
2015-16	No	No									
Anonymous employee feedback allowed?											
2017-18	Yes	Yes									
2016-17	Yes	Yes									
2015-16	Yes	Yes									
Number of employees (all types) in the unit											
<u>Start of fiscal year</u>											
2017-18	70	2									
2016-17	62	2									
2015-16	65	0									
<u>End of fiscal year</u>											
2017-18	69	2									
2016-17	70	2									
2015-16	62	2									
<u>Leave the unit during fiscal year</u>											
2017-18	51	0									
2016-17	39	0									
2015-16	45	0									
Turnover rate											
2017-18	73.38%	0.00%									
2016-17	59.09%	0.00%									
2015-16	70.87%	0.00%									
Agency Comments (Optional)											
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Agency Wide											
Has the agency ever conducted an employee engagement, climate, or similar survey?											
Training and Development Needs Survey - sent out agency wide to assess training needs of employees.											
If yes, when was last one and who conducted it?											
2015											
Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?											
No											
If yes, what is the frequency?											
N/A											

Organizational Unit Details

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Name of organizational unit	Student Intervention Services (Division of Educator, Community, and Federal Resources)	Career and Technology Education (Division of College and Career Readiness)									
Purpose of organizational unit	Established in July 2011, the Office of Student Intervention Services houses programs designed to assist districts with accountability and student intervention services.	The mission of the Office of Career and Technology Education is to provide leadership and services to districts and schools supporting grade-level, standards-based curricula through the integration of academic and career and technical instruction for students in grades seven through twelve while focusing on the Office's 2020 Vision for Career and Technology Education in South Carolina.									
Exit interviews or surveys performed?											
2017-18	Yes	Yes									
2016-17	Yes	Yes									
2015-16	Yes	Yes									
Employee satisfaction tracked?											
2017-18	No	No									
2016-17	No	No									
2015-16	No	No									
Anonymous employee feedback allowed?											
2017-18	Yes	Yes									
2016-17	Yes	Yes									
2015-16	Yes	Yes									
Number of employees (all types) in the unit											
<u>Start of fiscal year</u>											
2017-18	16	19									
2016-17	16	22									
2015-16	11	20									
<u>End of fiscal year</u>											
2017-18	16	16									
2016-17	16	19									
2015-16	16	22									
<u>Leave the unit during fiscal year</u>											
2017-18	1	4									
2016-17	2	6									
2015-16	4	4									
Turnover rate											
2017-18	6.25%	22.86%									
2016-17	12.50%	29.27%									
2015-16	29.63%	19.05%									
Agency Comments (Optional)											
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Agency Wide											
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If yes, when was last one and who conducted it?											
2015											
Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?											
No											
If yes, what is the frequency?											
N/A											

Organizational Unit Details

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Name of organizational unit	Early Learning and Literacy (Division of College and Career Readiness)									
Purpose of organizational unit	The mission of the Office of Early Learning and Literacy offers the foundation that supports high-quality early learning programs and support to all children in their development as lifelong learners and contributing members of the community, and supports families in their essential work as parents and caregivers, and to provide leadership and support that all stakeholders deepen their knowledge and skills to effectively implement Read to Succeed to prepare all students for									
Exit interviews or surveys performed?										
2017-18	Yes									
2016-17	Yes									
2015-16	Yes									
Employee satisfaction tracked?										
2017-18	No									
2016-17	No									
2015-16	No									
Anonymous employee feedback allowed?										
2017-18	Yes									
2016-17	Yes									
2015-16	Yes									
Number of employees (all types) in the unit										
<u>Start of fiscal year</u>										
2017-18	31									
2016-17	31									
2015-16	0									
<u>End of fiscal year</u>										
2017-18	37									
2016-17	31									
2015-16	31									
<u>Leave the unit during fiscal year</u>										
2017-18	9									
2016-17	9									
2015-16	3									
Turnover rate										
2017-18	26.47%									
2016-17	29.03%									
2015-16	19.35%									
Agency Comments (Optional)										
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Agency Wide										
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If yes, when was last one and who conducted it?										
2015										
Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?										
No										
If yes, what is the frequency?										
N/A										

Organizational Unit Details

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Name of organizational unit	Personalized Learning (Division of College and Career Readiness)	Standards and Learning (Division of College and Career Readiness)									
Purpose of organizational unit	The Office of Personalized Learning focuses on specialized teaching for students in order to support them seeking to attain the World Class Knowledge, World Class Skills, and Life and Career Characteristics identified in the Profile of the South Carolina Graduate. The SCDE has established a system of supports to aid districts as they explore, plan, and implement high quality systems for	The Office of Standards and Learning provides educators with an array of multifaceted professional learning opportunities that integrate theory and best practices, build capacity, and are data and results-driven. Through various technologies, job-embedded learning, and customized services, the Office of Standards and Learning seeks to advance the current practice of professional development to bolster teacher quality and, by extension, student learning in									
Exit interviews or surveys performed?											
2017-18	Yes	Yes									
2016-17	Yes	Yes									
2015-16	Yes	Yes									
Employee satisfaction tracked?											
2017-18	No	No									
2016-17	No	No									
2015-16	No	No									
Anonymous employee feedback allowed?											
2017-18	Yes	Yes									
2016-17	Yes	Yes									
2015-16	Yes	Yes									
Number of employees (all types) in the unit											
<u>Start of fiscal year</u>											
2017-18	0	20									
2016-17	0	15									
2015-16	0	20									
<u>End of fiscal year</u>											
2017-18	6	18									
2016-17	0	20									
2015-16	0	15									
<u>Leave the unit during fiscal year</u>											
2017-18	1	9									
2016-17	0	4									
2015-16	0	10									
Turnover rate											
2017-18	33.33%	47.37%									
2016-17	Agency did not have employees in this unit	22.86%									
2015-16	Agency did not have employees in this unit	57.14%									
Agency Comments (Optional)											
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If yes, when was last one and who conducted it?											
2015											
Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?											
No											
If yes, what is the frequency?											
N/A											

Organizational Unit Details

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Name of organizational unit	Virtual Education (Division of College and Career Readiness)	Auditing Services (Division of Data, Technology, and Agency Operations)									
Purpose of organizational unit	The mission of the Office of Virtual Education is to develop and deliver standards-based, student-centered online and technology-based interactive instruction to expand educational opportunities for 21st century skills.	The Office of Auditing Services (OAS) is responsible for conducting audits of not-for-profit organizations and selected school districts throughout the State that receive funds administered by the South Carolina Department of Education. OAS conducts internal audits of the agency's programs, operations, and maintenance bus shops to ensure accuracy of reported information, efficient and effective operations, and compliance with applicable laws									
Exit interviews or surveys performed?											
2017-18	Yes	Yes									
2016-17	Yes	Yes									
2015-16	Yes	Yes									
Employee satisfaction tracked?											
2017-18	No	No									
2016-17	No	No									
2015-16	No	No									
Anonymous employee feedback allowed?											
2017-18	Yes	Yes									
2016-17	Yes	Yes									
2015-16	Yes	Yes									
Number of employees (all types) in the unit											
<u>Start of fiscal year</u>											
2017-18	230	6									
2016-17	225	6									
2015-16	150	8									
<u>End of fiscal year</u>											
2017-18	224	8									
2016-17	230	6									
2015-16	225	6									
<u>Leave the unit during fiscal year</u>											
2017-18	202	0									
2016-17	172	0									
2015-16	119	1									
Turnover rate											
2017-18	88.99%	0.00%									
2016-17	75.60%	0.00%									
2015-16	63.47%	14.29%									
Agency Comments (Optional)											
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If yes, when was last one and who conducted it?											
2015											
Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?											
No											
If yes, what is the frequency?											
N/A											

Organizational Unit Details

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Name of organizational unit	Chief Information Officer (Division of Data, Technology, and Agency Operations)	Chief Information Security Office (Division of Data, Technology, and Agency Operations)									
Purpose of organizational unit	The mission of the Office of the Chief Information Officer is to provide direction, planning, analysis, design, development and implementation of the agency's information technology services both internally to the agency and coordinating statewide with school and district technology professionals.	The mission of the Chief Information Security Office is to safeguard the confidentiality, integrity, and availability of information systems, data, and applications by providing proactive security expertise, creating and maintaining robust security architecture, and fostering a culture of security awareness throughout the Agency.									
Exit interviews or surveys performed?											
2017-18	Yes	Yes									
2016-17	Yes	Yes									
2015-16	Yes	Yes									
Employee satisfaction tracked?											
2017-18	No	No									
2016-17	No	No									
2015-16	No	No									
Anonymous employee feedback allowed?											
2017-18	Yes	Yes									
2016-17	Yes	Yes									
2015-16	Yes	Yes									
Number of employees (all types) in the unit											
<u>Start of fiscal year</u>											
2017-18	33	4									
2016-17	36	3									
2015-16	30	3									
<u>End of fiscal year</u>											
2017-18	43	4									
2016-17	33	4									
2015-16	36	3									
<u>Leave the unit during fiscal year</u>											
2017-18	9	0									
2016-17	6	0									
2015-16	6	0									
Turnover rate											
2017-18	23.68%	0.00%									
2016-17	17.39%	0.00%									
2015-16	18.18%	0.00%									
Agency Comments (Optional)											
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Agency Wide											
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If yes, when was last one and who conducted it?											
2015											
Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?											
No											
If yes, what is the frequency?											
N/A											

Organizational Unit Details

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Name of organizational unit	Research and Data Analysis (Division of Data, Technology, and Agency Operations)	Health and Nutrition (Division of District Operations and Support)	Medicaid Services (Division of District Operations and Support)									
Purpose of organizational unit	The mission of the Data Management and Analysis is to provide accurate, reliable, and timely data services for the South Carolina Department of Education and its constituent communities to enable well-informed decisions related to policy and practice.	The Mission of Nutrition Programs is to support districts and schools in the adoption, implementation, and compliance with effective policies, practices, and programs that support student health and nutrition for optimum academic achievement and wellbeing.	The mission of Medicaid Services is to improve the quality and scope of medical services provided in schools through Medicaid reimbursement claiming, Medicaid School District Administrative Claiming (SDAC), and Special Needs Transportation Medicaid Claiming (SNT).									
Exit interviews or surveys performed?												
2017-18	Yes	Yes	Yes									
2016-17	Yes	Yes	Yes									
2015-16	Yes	Yes	Yes									
Employee satisfaction tracked?												
2017-18	No	No	No									
2016-17	No	No	No									
2015-16	No	No	No									
Anonymous employee feedback allowed?												
2017-18	Yes	Yes	Yes									
2016-17	Yes	Yes	Yes									
2015-16	Yes	Yes	Yes									
Number of employees (all types) in the unit												
<u>Start of fiscal year</u>												
2017-18	34	37	8									
2016-17	25	32	7									
2015-16	24	30	8									
<u>End of fiscal year</u>												
2017-18	30	38	8									
2016-17	34	37	8									
2015-16	25	32	7									
<u>Leave the unit during fiscal year</u>												
2017-18	7	6	3									
2016-17	3	13	3									
2015-16	5	14	1									
Turnover rate												
2017-18	21.88%	16.00%	37.50%									
2016-17	10.17%	37.68%	40.00%									
2015-16	20.41%	45.16%	13.33%									
Agency Comments (Optional)												
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Agency Wide												
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If yes, when was last one and who conducted it?												
2015												
Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?												
No												
If yes, what is the frequency?												
N/A												

Organizational Unit Details

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Name of organizational unit	School Facilities (Division of District Operations and Support)									
Purpose of organizational unit	The mission of the Office of School Facilities (OSF) is to effectively and efficiently ensure a healthy, safe, and appropriate school learning environment for every student when new schools are constructed or existing schools are renovated. OSF serves as the building official for public schools facilities in South Carolina. The office is also responsible for the administration of certain building fund programs and provides facility-related technical and educational assistance to a broad group of customers, including school architects, engineers, contractors, and									
Exit interviews or surveys performed?										
2017-18	Yes									
2016-17	Yes									
2015-16	Yes									
Employee satisfaction tracked?										
2017-18	No									
2016-17	No									
2015-16	No									
Anonymous employee feedback allowed?										
2017-18	Yes									
2016-17	Yes									
2015-16	Yes									
Number of employees (all types) in the unit										
<u>Start of fiscal year</u>										
2017-18	7									
2016-17	6									
2015-16	6									
<u>End of fiscal year</u>										
2017-18	7									
2016-17	7									
2015-16	6									
<u>Leave the unit during fiscal year</u>										
2017-18	4									
2016-17	0									
2015-16	0									
Turnover rate										
2017-18	57.14%									
2016-17	0.00%									
2015-16	0.00%									
Agency Comments (Optional)										
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Agency Wide										
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If yes, when was last one and who conducted it?										
2015										
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No										
If yes, what is the frequency?										
N/A										
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Organizational Unit Details

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Name of organizational unit	Transportation (Division of District Operations and Support)	Assessment (Division of Federal Programs, Accountability, and School Improvement)									
Purpose of organizational unit	The Office of Transportation is responsible for the entire state fleet of public school buses. Some of the Office's key areas of competency include: providing, maintaining, and servicing the state school bus fleet; managing the school bus driver training and certification program; monitoring school transportation safety and providing programs to enhance student transportation safety; assisting districts with school bus routing and scheduling; and aiding districts to respond to federal school	The mission of the Office of Assessment is to select or develop and administer high quality assessments of educational attainment that provide reliable information that can be used as the basis for drawing valid conclusions about examinees and that meet the highest standards of the educational measurement									
Exit interviews or surveys performed?											
2017-18	Yes	Yes									
2016-17	Yes	Yes									
2015-16	Yes	Yes									
Employee satisfaction tracked?											
2017-18	No	No									
2016-17	No	No									
2015-16	No	No									
Anonymous employee feedback allowed?											
2017-18	Yes	Yes									
2016-17	Yes	Yes									
2015-16	Yes	Yes									
Number of employees (all types) in the unit											
<u>Start of fiscal year</u>											
2017-18	436	33									
2016-17	433	28									
2015-16	433	22									
<u>End of fiscal year</u>											
2017-18	449	22									
2016-17	436	33									
2015-16	433	28									
<u>Leave the unit during fiscal year</u>											
2017-18	123	15									
2016-17	84	11									
2015-16	65	5									
Turnover rate											
2017-18	27.80%	54.55%									
2016-17	19.33%	36.07%									
2015-16	15.01%	20.00%									
Agency Comments (Optional)											
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Agency Wide											
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If yes, when was last one and who conducted it?											
2015											
Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?											
No											
If yes, what is the frequency?											
N/A											

Organizational Unit Details

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Name of organizational unit	Federal and State Accountability (Division of Federal Programs, Accountability, and School Improvement)	School Transformation (Division of Federal Programs, Accountability, and School Improvement)									
Purpose of organizational unit	Federal and State Accountability focuses on improving learning outcomes for all students by providing leadership and support while ensuring that federal and state requirements for accountability are met through effective, comprehensive compliance monitoring and technical assistance.	In the Office of School Transformation, we work cohesively as a team across programs with South Carolina schools to ensure all students perform at high levels, the learning environment is innovative, stakeholders collaborate, and opportunity is the norm.									
Exit interviews or surveys performed?											
2017-18	Yes	Yes									
2016-17	Yes	Yes									
2015-16	Yes	Yes									
Employee satisfaction tracked?											
2017-18	No	No									
2016-17	No	No									
2015-16	No	No									
Anonymous employee feedback allowed?											
2017-18	Yes	Yes									
2016-17	Yes	Yes									
2015-16	Yes	Yes									
Number of employees (all types) in the unit											
<u>Start of fiscal year</u>											
2017-18	31	43									
2016-17	27	14									
2015-16	25	25									
<u>End of fiscal year</u>											
2017-18	27	38									
2016-17	31	43									
2015-16	27	14									
<u>Leave the unit during fiscal year</u>											
2017-18	16	9									
2016-17	8	9									
2015-16	8	10									
Turnover rate											
2017-18	55.17%	22.22%									
2016-17	27.59%	31.58%									
2015-16	30.77%	51.28%									
Agency Comments (Optional)											
<table border="1" style="width: 100%;"> <tr> <td>Agency Wide</td> </tr> <tr> <td>Has the agency ever conducted an employee engagement, climate, or similar survey?</td> </tr> <tr> <td>Training and Development Needs Survey - sent out agency wide to assess training needs of employees.</td> </tr> <tr> <td>If yes, when was last one and who conducted it?</td> </tr> <tr> <td>2015</td> </tr> <tr> <td>Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?</td> </tr> <tr> <td>No</td> </tr> <tr> <td>If yes, what is the frequency?</td> </tr> <tr> <td>N/A</td> </tr> </table> <p>Note: While exit interviews and surveys are performed, they are not mandatory for employees to complete. Therefore, although they are offered, many choose not to complete them when leaving.</p> <p>Anonymous feedback is allowed through a comment box housed at the agency. This box is checked on a regular basis and concerns are addressed accordingly.</p>	Agency Wide	Has the agency ever conducted an employee engagement, climate, or similar survey?	Training and Development Needs Survey - sent out agency wide to assess training needs of employees.	If yes, when was last one and who conducted it?	2015	Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?	No	If yes, what is the frequency?	N/A		
Agency Wide											
Has the agency ever conducted an employee engagement, climate, or similar survey?											
Training and Development Needs Survey - sent out agency wide to assess training needs of employees.											
If yes, when was last one and who conducted it?											
2015											
Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?											
No											
If yes, what is the frequency?											
N/A											

Organizational Unit Details

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Name of organizational unit	Special Education Services (Division of Federal Programs, Accountability, and School Improvement)									
Purpose of organizational unit	The Office of Special Education Services ensures that all children with disabilities in the state have available a free appropriate public education (FAPE), protects the rights of these children and their parents, and provides leadership to school districts and state-operated programs in the provision of appropriate special educational services.									
Exit interviews or surveys performed?										
2017-18	Yes									
2016-17	Yes									
2015-16	Yes									
Employee satisfaction tracked?										
2017-18	No									
2016-17	No									
2015-16	No									
Anonymous employee feedback allowed?										
2017-18	Yes									
2016-17	Yes									
2015-16	Yes									
Number of employees (all types) in the unit										
<u>Start of fiscal year</u>										
2017-18	59									
2016-17	37									
2015-16	37									
<u>End of fiscal year</u>										
2017-18	47									
2016-17	59									
2015-16	37									
<u>Leave the unit during fiscal year</u>										
2017-18	20									
2016-17	9									
2015-16	27									
Turnover rate										
2017-18	37.74%									
2016-17	18.75%									
2015-16	72.97%									
Agency Comments (Optional)										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0f0e0;">Agency Wide</td> </tr> <tr> <td>Has the agency ever conducted an employee engagement, climate, or similar survey?</td> </tr> <tr> <td>Training and Development Needs Survey - sent out agency wide to assess training needs of employees.</td> </tr> <tr> <td>If yes, when was last one and who conducted it?</td> </tr> <tr> <td>2015</td> </tr> <tr> <td>Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?</td> </tr> <tr> <td>No</td> </tr> <tr> <td>If yes, what is the frequency?</td> </tr> <tr> <td>N/A</td> </tr> </table>	Agency Wide	Has the agency ever conducted an employee engagement, climate, or similar survey?	Training and Development Needs Survey - sent out agency wide to assess training needs of employees.	If yes, when was last one and who conducted it?	2015	Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?	No	If yes, what is the frequency?	N/A	
Agency Wide										
Has the agency ever conducted an employee engagement, climate, or similar survey?										
Training and Development Needs Survey - sent out agency wide to assess training needs of employees.										
If yes, when was last one and who conducted it?										
2015										
Does the agency conduct employee engagement, climate, or similar surveys on a regular basis?										
No										
If yes, what is the frequency?										
N/A										
<p>Note: While exit interviews and surveys are performed, they are not mandatory for employees to complete. Therefore, although they are offered, many choose not to complete them when leaving.</p> <p>Anonymous feedback is allowed through a comment box housed at the agency. This box is checked on a regular basis and concerns are addressed accordingly.</p>										

Finance Overview

Agency: South Carolina Department of Education

Accurate as of 8/8/2019

	<u>2017-18</u>	<u>2016-17</u>	<u>2015-16</u>
How much was the agency appropriated and authorized to spend by the end of the fiscal year?	\$4,799,640,621	\$4,730,690,845	\$4,291,257,261
How much did the agency actually spend?	\$4,677,280,096	\$4,537,021,490	\$4,083,347,367
How much did the agency not spend?	\$122,360,525	\$193,669,355	\$207,909,894
How much cash did the agency have at the end of the fiscal year that it was not authorized to spend?*	\$10,071,468	\$17,647,456	\$14,000,561

Source for appropriation and expenditures: Downloaded Business Objects 477 Appropriation Balances Report in excel and removed balances from the First Steps, GSAH, and GSSM state funded programs and then added back carryforward

Source for cash: Carryforward EIA surplus and 3035 cash balance report

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		1
Associated laws		59-3-80; 59-21-130; 1.9; 1.35; 1A.44; 1A.64; 59-26-20; 1.3; 1.84; 1A.32; 1A.41; 1A.57
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Distribute funding to other State Agencies and Colleges and/or Universities
Responsible organizational unit (primary)		Chief Finance Office (Office of Finance)
Results Sought		
Does the legislature state intent, findings, or purpose?		No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		To expand educational opportunities for all citizens of South Carolina by forming partnerships with other state agencies and institutions of higher education.
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		State Agencies and Colleges and/or Universities
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	14
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		All State Agencies and Colleges and/or Universities
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Funding was distributed to another state agency or a college/university
Number of units provided	2017-18	14
	2016-17	11
	2015-16	17
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	0.25
	2016-17	0.25
	2015-16	0.25
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$10,973,855.64
	2016-17	\$14,441,323.17
	2015-16	\$13,159,590.17
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.23%
	2016-17	0.32%
	2015-16	0.32%
Agency expenditures per unit of the deliverable	2017-18	\$783,846.83
	2016-17	\$1,312,847.56
	2015-16	\$774,093.54
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$2,048,835.64
	2016-17	\$2,736,509.64
	2015-16	\$2,673,729.01
Total collected from charging customers and non-state sources	2017-18	\$2,048,835.64
	2016-17	\$2,736,509.64
	2015-16	\$2,673,729.01
Agency Comments		
Additional comments from agency (optional)		Approximately 93% of funds allocated to the SCDE are considered pass through funds. Specifically, this means that although the funds are appropriated to the SCDE, once those funds are released to the SCDE, the Chief Finance Office immediately pays out those funds to other state agencies, colleges and/or universities, school districts or counties/local governments, and third party organizations as directed by law. Therefore, because this deliverable is in reference only to payments made to the specific entity listed above, there was no amount generated from providing this deliverable.

Deliverables

Agency: South Carolina Department of Education
Accurate as of: 8/12/19

Deliverable		
Item number		2
Associated laws		59-1-452; 59-1-470; 59-1-525; 59-3-80; 59-3-100; 59-10-210; 59-18-1130; 59-18-1550; 59-18-1920; 59-20-40; 59-20-60; 59-21-150; 59-21-540; 59-21-710; 59-24-110; 59-26-100; 59-29-30; 59-29-170; 59-31-70; 59-63-1370; 59-146-50; 1.3; 1.4; 1.10; 1.21; 1.25; 1.40; 1.44; 1.47; 1.49; 1.58; 1.59; 1.62; 1.71; 1.81; 1.84; 1A.8; 1A.12; 1A.16; 1A.20; 1A.23; 1A.25; 1A.27; 1A.33; 1A.37; 1A.38; 1A.44; 1A.50; 1A.61; 1A.64; 200.305; 200.306; 200.307; 200.309; 200.463; Appendix VII to Part 200; 200.47; 200.63; 200.81; 300.162; 300.223; 300.227; 300.230; 300.705; 300.809; 300.810; 300.812; 300.813; 300.814; 300.815; 300.816; 300.817
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Distribute funding to School Districts or Counties and Local Government
Responsible organizational unit (primary)		Chief Finance Office (Office of Finance)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		To guarantee to each student in the public schools of South Carolina the availability of at least minimum educational programs and services appropriate to his needs, and which are substantially equal to those available to other students with similar needs and reasonably comparable from a program standpoint to those students of all other classifications, notwithstanding geographic differences and varying local economic factors; To establish a procedure for the distribution of a specified portion of the state education funds so as to ensure that the funds are provided on the basis of need to the extent set forth by this chapter in order to guarantee a minimum level of funding for each weighted pupil unit in the State. (Section 59-20-30).
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		School Districts
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	99
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		All School Districts and County/Local Governments
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Funding was distributed to a School District or County/Local Government
Number of units provided	2017-18	99
	2016-17	125
	2015-16	101
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	0.25
	2016-17	0.25
	2015-16	0.25
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$4,399,132,789.18
	2016-17	\$4,239,432,462.04
	2015-16	\$3,855,697,978.80
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	94.05%
	2016-17	93.44%
	2015-16	94.42%
Agency expenditures per unit of the deliverable	2017-18	\$44,435,684.74
	2016-17	\$33,915,459.70
	2015-16	\$38,175,227.51
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$816,657,285.56
	2016-17	\$803,336,900.26
	2015-16	\$783,390,014.93
Total collected from charging customers and non-state sources	2017-18	\$816,657,285.56
	2016-17	\$803,336,900.26
	2015-16	\$783,390,014.93
Agency Comments		
Additional comments from agency (optional)		Approximately 93% of funds allocated to the SCDE are considered pass through funds. Specifically, this means that although the funds are appropriated to the SCDE, once those funds are released to the SCDE, the Chief Finance Office immediately pays out those funds to other state agencies, colleges and/or universities, school districts or counties/local governments, and third party organizations as directed by law. Therefore, because this deliverable is in reference only to payments made to the specific entity listed above, there was no amount generated from providing this deliverable.

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		3
Associated laws		59-3-80; 59-18-1130; 59-26-20; 59-26-50; 59-26-90; 59-31-20; 59-36-40; 1.10; 1.21; 1.25; 1.40; 1.46; 1.50; 1.58; 1.59; 1.84; 1.87; 1.93; 1A.2; 1A.5; 1A.8; 1A.12; 1A.25; 1A.36; 1A.48; 1A.63; 1A.70; 43-167; 43-241; 43-258.1; 200.305; 200.306; 200.307; 200.308; 200.310; 200.314; 200.332; 200.463; Appendix IV to Part 200; Appendix VI to Part 200; Appendix VII to Part 200; 200.47; 200.63; 200.64; 200.65; 200.66; 200.81; 300.162; 300.227; 300.230; 300.813
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Distribute funding to third-party organizations (including non-profits)
Responsible organizational unit (primary)		Chief Finance Office (Office of Finance)
Results Sought		
Does the legislature state intent, findings, or purpose?		No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		To expand educational opportunities for all citizens of South Carolina by forming partnerships with third party organizations, including non-profits.
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		Third Party Organizations
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	2
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		All third-party organizations seeking funding
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Funding was distributed to a third-party organization
Number of units provided	2017-18	2
	2016-17	5
	2015-16	4
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law	2016-17	No applicable law
	2016-17	No
If yes, provide law	2015-16	No applicable law
	2015-16	No
If yes, provide law	2015-16	No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	0.25
	2016-17	0.25
	2015-16	0.25
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$1,365,125.00
	2016-17	\$3,390,090.00
	2015-16	\$2,856,903.10
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.03%
	2016-17	0.07%
	2015-16	0.07%
Agency expenditures per unit of the deliverable	2017-18	\$682,562.50
	2016-17	\$678,018.00
	2015-16	\$714,225.78
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$254,870.93
	2016-17	\$642,393.63
	2015-16	\$580,457.64
Total collected from charging customers and non-state sources	2017-18	\$254,870.93
	2016-17	\$642,393.63
	2015-16	\$580,457.64
Agency Comments		
Additional comments from agency (optional)		Approximately 93% of funds allocated to the SCDE are considered pass through funds. Specifically, this means that although the funds are appropriated to the SCDE, once those funds are released to the SCDE, the Chief Finance Office immediately pays out those funds to other state agencies, colleges and/or universities, school districts or counties/local governments, and third party organizations as directed by law. Therefore, because this deliverable is in reference only to payments made to the specific entity listed above, there was no amount generated from providing this deliverable.

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		4
Associated laws		
Does state or federal law specifically require this deliverable?		No
Deliverable description		Provide leadership and services to internal staff related to funding and provide support to the school districts.
Responsible organizational unit (primary)		Chief Finance Office (Office of Finance)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		To guarantee to each student in the public schools of South Carolina the availability of at least minimum educational programs and services appropriate to his needs, and which are substantially equal to those available to other students with similar needs and reasonably comparable from a program standpoint to those students of all other classifications, notwithstanding geographic differences and varying local economic factors; To establish a procedure for the distribution of a specified portion of the state education funds so as to ensure that the funds are provided on the basis of need to the extent set forth by this chapter in order to guarantee a minimum level of funding for each weighted pupil unit in the State. (Section 59-20-30).
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		SCDE Employees; School Districts
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	All School Districts
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		All School Districts
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Service or support was provided to internal staff or school districts
Number of units provided	2017-18	Unknown
	2016-17	Unknown
	2015-16	Unknown
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law	2016-17	No applicable law
	2016-17	No
If yes, provide law	2015-16	No applicable law
	2015-16	No
If yes, provide law	2015-16	No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	2.00
	2016-17	3.00
	2015-16	2.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$2,287,158.26
	2016-17	\$4,921,864.55
	2015-16	\$1,735,606.74
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.05%
	2016-17	0.11%
	2015-16	0.04%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		5
Associated laws		117.1, 117.19, 117.20, 117.30, 117.34, 117.46, 117.59, 117.88, 118.1,
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Provide financial transparency data and reports. Manage state's pupil accounting system.
Responsible organizational unit (primary)		Chief Finance Office (Office of Finance)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		To guarantee to each student in the public schools of South Carolina the availability of at least minimum educational programs and services appropriate to his needs, and which are substantially equal to those available to other students with similar needs and reasonably comparable from a program standpoint to those students of all other classifications, notwithstanding geographic differences and varying local economic factors; To establish a procedure for the distribution of a specified portion of the state education funds so as to ensure that the funds are provided on the basis of need to the extent set forth by this chapter in order to guarantee a minimum level of funding for each weighted pupil unit in the State. (Section 59-20-30).
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		Legislature; General Public, School Districts
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Data or report was provided; accounting system was managed.
Number of units provided	2017-18	Unknown
	2016-17	Unknown
	2015-16	Unknown
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	
	2016-17	
	2015-16	
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	2.00
	2016-17	3.00
	2015-16	2.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$427,818.68
	2016-17	\$492,744.12
	2015-16	\$649,662.56
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.01%
	2016-17	0.01%
	2015-16	0.02%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		6
Associated laws		59-20-90; 11-11-350, 59-1-449, 59-20-50, 3.1, 117.73, 117.21, 1A.32, 1.58, 117.34, 1.33, 117.71, 1A.66
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Visit districts to ensure fiscal stability and compliance, provide technical assistance, and issue declarations when necessary.
Responsible organizational unit (primary)		Chief Finance Office (Office of Finance)
Results Sought		
Does the legislature state intent, findings, or purpose?		
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The State Department of Education shall work with district superintendents and finance officers to develop and adopt a statewide program with guidelines for: (1) identifying fiscal practices and budgetary conditions that, if uncorrected, could compromise the fiscal integrity of a school district; and (2) advising a district identified under item (1) to take appropriate corrective actions. (Section 59-20-90).
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		School Districts; Schools
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	All School Districts
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		All School Districts
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Offered technical assistance or monitored compliance with fiscal stability.
Number of units provided	2017-18	Unknown
	2016-17	Unknown
	2015-16	Unknown
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	
	2016-17	
	2015-16	
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	1.00
	2016-17	0.00
	2015-16	0.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$307,920.31
	2016-17	\$0.00
	2015-16	\$0.00
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.01%
	2016-17	0.00%
	2015-16	0.00%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		Item number	
		7	
		Associated laws	
Does state or federal law specifically require this deliverable?		No	
Deliverable description		Make timely deposits of cash and checks received from internal and external customers.	
Responsible organizational unit (primary)		Chief Finance Office (Office of Finance)	
Results Sought			
Does the legislature state intent, findings, or purpose?		Yes	
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		To guarantee to each student in the public schools of South Carolina the availability of at least minimum educational programs and services appropriate to his needs, and which are substantially equal to those available to other students with similar needs and reasonably comparable from a program standpoint to those students of all other classifications, notwithstanding geographic differences and varying local economic factors; To establish a procedure for the distribution of a specified portion of the state education funds so as to ensure that the funds are provided on the basis of need to the extent set forth by this chapter in order to guarantee a minimum level of funding for each weighted pupil unit in the State. (Section 59-20-30).	
Associated performance measure item numbers, if any		Unknown	
Customer Details			
Customer description		General Public; SCDE Employees; Third Party Organizations; Other State Agencies; the Federal Government	
Does the agency evaluate customer satisfaction?		2017-18	No
Counties served in last completed fiscal year		2017-18	All
Number of customers served in last completed FY		2017-18	Unknown
Percentage change in customers served predicted for current FY		2018-19	Unknown
Maximum number of potential customers, with unlimited resources			Unknown
Units Provided and Amounts Charged to Customers			
Description of a single deliverable unit		A timely deposit was made.	
Number of units provided		2017-18	Unknown
		2016-17	Unknown
		2015-16	Unknown
Does law prohibit charging the customer for the deliverable?		2017-18	No
If yes, provide law		2016-17	No applicable law
		2016-17	No
If yes, provide law		2015-16	No applicable law
		2015-16	No
If yes, provide law		2015-16	No applicable law
Amount charged to customer per deliverable unit		2017-18	
		2016-17	
		2015-16	
Costs			
Total employee equivalents required (37.5 hour per week units)		2017-18	1.00
		2016-17	1.00
		2015-16	1.00
Total deliverable expenditures each year (operational and employee salary/fringe)		2017-18	\$107,684.13
		2016-17	\$105,731.85
		2015-16	\$113,102.77
Total deliverable expenditures as a percentage of total agency expenditures		2017-18	0.00%
		2016-17	0.00%
		2015-16	0.00%
Agency expenditures per unit of the deliverable		2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
		2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
		2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable			
Total collected from charging customers		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Total collected from charging customers and non-state sources		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Agency Comments			
Additional comments from agency (optional)			

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		Item number	
	Associated laws		8
Does state or federal law specifically require this deliverable?			No
Deliverable description		Review travel reimbursement requests to ensure compliance with state and federal regulations. Provide support to various audits by reporting procedures, supporting closing procedures, and fulfilling requests for information as it relates to the Statewide Audit, Agreed Upon Procedure Audit and recovery audits. Processes invoices for payments related to agency goods and services.	
Responsible organizational unit (primary)		Chief Finance Office (Office of Finance)	
Results Sought			
Does the legislature state intent, findings, or purpose?			No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Ensure all funds within the agency are being expended according to the rules and regulations to which those funds may be tied.	
Associated performance measure item numbers, if any		Unknown	
Customer Details			
Customer description		SCDE Employees	
Does the agency evaluate customer satisfaction?	2017-18	No	
Counties served in last completed fiscal year	2017-18	Unknown	
Number of customers served in last completed FY	2017-18	All SCDE Employees	
Percentage change in customers served predicted for current FY	2018-19	Unknown	
Maximum number of potential customers, with unlimited resources		All SCDE Employees	
Units Provided and Amounts Charged to Customers			
Description of a single deliverable unit		Review was completed, support was given, or invoice was processed.	
Number of units provided	2017-18	Unknown	
	2016-17	Unknown	
	2015-16	Unknown	
Does law prohibit charging the customer for the deliverable?	2017-18	No	
If yes, provide law		No applicable law	
	2016-17	No	
If yes, provide law		No applicable law	
	2015-16	No	
If yes, provide law		No applicable law	
Amount charged to customer per deliverable unit	2017-18		
	2016-17		
	2015-16		
Costs			
Total employee equivalents required (37.5 hour per week units)	2017-18	13.00	
	2016-17	11.00	
	2015-16	12.00	
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$1,067,259.24	
	2016-17	\$1,101,916.83	
	2015-16	\$1,165,557.90	
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.02%	
	2016-17	0.02%	
	2015-16	0.03%	
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.	
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.	
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.	
Amount generated from providing deliverable			
Total collected from charging customers	2017-18	\$0.00	
	2016-17	\$0.00	
	2015-16	\$0.00	
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00	
	2016-17	\$0.00	
	2015-16	\$0.00	
Total collected from charging customers and non-state sources	2017-18	\$0.00	
	2016-17	\$0.00	
	2015-16	\$0.00	
Agency Comments			
Additional comments from agency (optional)			

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		9
Associated laws		1.10, 1.37, 1.71, 1A.19, 1A.58, 43-70, 43-71, 43-73
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Procure, receipt, review, distribute, and maintain instructional materials.
Responsible organizational unit (primary)		Chief Finance Office (Office of Finance)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The criteria governing the adoption of instructional materials must be revised by the State Board of Education to require that the content of such materials reflect the substance and level of performance outlined in the grade specific educational standards adopted by the state board.
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		Schools; School Districts
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	All School Districts
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		All School Districts
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Instructional Materials were procured, received, reviewed, distributed, and maintained.
Number of units provided	2017-18	Unknown
	2016-17	Unknown
	2015-16	Unknown
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	
	2016-17	
	2015-16	
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	5.50
	2016-17	5.50
	2015-16	5.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$20,031,069.59
	2016-17	\$53,092,256.56
	2015-16	\$56,799,373.54
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.43%
	2016-17	1.17%
	2015-16	1.39%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$1,489,084.48
	2016-17	\$1,244,471.18
	2015-16	\$1,114,073.39
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$1,489,084.48
	2016-17	\$1,244,471.18
	2015-16	\$1,114,073.39
Agency Comments		
Additional comments from agency (optional)		To reduce repetition, this note applies to all deliverables regarding a system of free public schools and other public institutions of learning. In reference to if the law prohibits customers being charged for the deliverable, it should be noted that the below article is not listed within this section of the deliverables chart because no specifics are mentioned within. Instead, this is a broad statement which the SCDE fully complies with, but did not feel the need to include this section as a cite for the specifics of the question above. Article XI – Public Education § 3. System of free public schools and other public institutions of learning. The General Assembly shall provide for the maintenance and support of a system of free public schools open to all children in the State and shall establish, organize and support such other public institutions of learning, as may be desirable. (1972 (57) 3193; 1973 (58) 44.)

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		10
Associated laws		1A.48, 117.29, 118.4
Does state or federal law specifically require this deliverable?		No
Deliverable description		Prepare budget request, load the budget appropriations, and prepare budget transfers including 3 year financial plan.
Responsible organizational unit (primary)		Chief Finance Office (Office of Finance)
Results Sought		
Does the legislature state intent, findings, or purpose?		No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Ensure all funds within the agency are being expended according to the rules and regulations to which those funds may be tied.
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		SCDE Employees; Legislature; All Funding Recipients
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Budget request was made, appropriations loaded, transfers prepared.
Number of units provided	2017-18	Unknown
	2016-17	Unknown
	2015-16	Unknown
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	1.50
	2016-17	2.50
	2015-16	1.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$450,478.98
	2016-17	\$254,952.13
	2015-16	\$399,846.42
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.01%
	2016-17	0.01%
	2015-16	0.01%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		11
Associated laws		200.305, 200.211, 200.302, 200.306, 200.309, 200.331, 200.333
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Prepare various federal grant reimbursement requests, prepare various federal grant reports and provide support to various audits by reporting procedures, supporting closing procedures, and fulfilling requests for information as it relates to the Statewide Audit, Office of State Auditor Agreed Upon Procedure Audit and Federal government audits.
Responsible organizational unit (primary)		Chief Finance Office (Office of Finance)
Results Sought		
Does the legislature state intent, findings, or purpose?		No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Ensure all funds within the agency are being expended according to the rules and regulations to which those funds may be tied.
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		Recipients of Federal Grants; Legislature; SCDE Employees
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	Unknown
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Reimbursement for Federal grant was completed, request was fulfilled, or a supporting closure measure occurred.
Number of units provided	2017-18	Unknown
	2016-17	Unknown
	2015-16	Unknown
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	8.00
	2016-17	7.00
	2015-16	8.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$781,736.74
	2016-17	\$770,153.93
	2015-16	\$895,365.34
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.02%
	2016-17	0.02%
	2015-16	0.02%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
	Item number	12
	Associated laws	59-1-450, 59-1-452, 59-5-60, 59-5-65, 59-5-85, 59-6-10, 59-6-16, 59-6-20, 59-6-30, 59-16-70, 59-18-110, 59-18-910, 59-18-1500, 59-18-1530, 59-18-1570, 59-21-1220, 59-23-210, 59-24-65, 59-26-50, 59-28-140, Section 59-28-150; 59-29-179, 59-29-480, 59-31-10, 59-36-70, 59-46-30, 59-54-40, 59-59-210, 59-66-40, 59-141-10, 43-229, 300.167, 43-302, 59-27-20, 59-27-30, 59-28-160, 59-28-200, 59-31-45, 59-31-210, 59-31-400, 59-39-10, 59-39-20, 59-39-60, 59-39-80, 59-39-90, 59-39-100, 59-40-60, 59-40-100, 59-40-120, 59-44-40, 59-44-50, 59-55-10, 59-59-30, 59-59-175, 59-63-485; Article XI, Section 2
	Does state or federal law specifically require this deliverable?	Yes
	Deliverable description	Board, Commission, or Committee on which the State Superintendent of Education (or her designee) may/must serve
	Responsible organizational unit (primary)	Office of the Superintendent
Results Sought		
	Does the legislature state intent, findings, or purpose?	No
	What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?	Foster partnerships with various entities such as other state agencies, advocacy groups, and business corporations to ensure that the educational needs of South Carolina students are being accounted for when decisions are made.
	Associated performance measure item numbers, if any	Unknown
Customer Details		
	Customer description	Legislature; General Public; Institutions of Higher Education
	Does the agency evaluate customer satisfaction?	2017-18 No
	Counties served in last completed fiscal year	2017-18 All
	Number of customers served in last completed FY	2017-18 Unknown
	Percentage change in customers served predicted for current FY	2018-19 Unknown
	Maximum number of potential customers, with unlimited resources	Unknown
Units Provided and Amounts Charged to Customers		
	Description of a single deliverable unit	A board, commission or committee on which someone from the SCDE serves
	Number of units provided	2017-18 31 2016-17 31 2015-16 31
	Does law prohibit charging the customer for the deliverable?	2017-18 No
	If yes, provide law	No applicable law
	2016-17	No
	If yes, provide law	No applicable law
	2015-16	No
	If yes, provide law	No applicable law
	Amount charged to customer per deliverable unit	2017-18 \$0.00 2016-17 \$0.00 2015-16 \$0.00
Costs		
	Total employee equivalents required (37.5 hour per week units)	2017-18 0.00 2016-17 0.00 2015-16 0.00
	Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18 \$0.00 2016-17 \$0.00 2015-16 \$0.00
	Total deliverable expenditures as a percentage of total agency expenditures	2017-18 0.00% 2016-17 0.00% 2015-16 0.00%
	Agency expenditures per unit of the deliverable	2017-18 \$0.00 2016-17 \$0.00 2015-16 \$0.00
Amount generated from providing deliverable		
	Total collected from charging customers	2017-18 \$0.00 2016-17 \$0.00 2015-16 \$0.00
	Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18 \$0.00 2016-17 \$0.00 2015-16 \$0.00
	Total collected from charging customers and non-state sources	2017-18 \$0.00 2016-17 \$0.00 2015-16 \$0.00
Agency Comments		
	Additional comments from agency (optional)	

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		13
Associated laws		59-3-10; 59-3-30; 59-3-40
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Provide support and advocate on behalf of students, educators, and parents in South Carolina, along with the duties outlined in the constitution of South Carolina
Responsible organizational unit (primary)		Office of the Superintendent
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Provide for a State system of public education and for the establishment, organization, operation, and support of such State system. (59-1-20). To guarantee to each student in the public schools of South Carolina the availability of at least minimum educational programs and services appropriate to his needs, and which are substantially equal to those available to other students with similar needs and reasonably comparable from a program standpoint to those students of all other classifications, notwithstanding geographic differences and varying local economic factors. (59-20-10 (1)).
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		Students of South Carolina; Educators; Parents; Schools; School Districts
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	All School Districts
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		All School Districts
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Advocacy and support provided
Number of units provided	2017-18	Unknown
	2016-17	Unknown
	2015-16	Unknown
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law	2016-17	No applicable law
	2016-17	No
If yes, provide law	2015-16	No applicable law
	2015-16	No
If yes, provide law	2015-16	No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	1.00
	2016-17	1.00
	2015-16	1.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$210,184.84
	2016-17	\$179,118.37
	2015-16	\$184,104.58
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.00%
	2016-17	0.00%
	2015-16	0.00%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		14
Associated laws		30-4-10, et al.
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Intake, disseminate, and respond to constituent inquired regarding FOIA requests.
Responsible organizational unit (primary)		Office of the Superintendent
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The General Assembly finds that it is vital in a democratic society that public business be performed in an open and public manner so that citizens shall be advised of the performance of public officials and of the decisions that are reached in public activity and in the formulation of public policy. (Section 30-4-15).
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		General Public; Legislators; Researchers; School Districts; SCDE Employees
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	549
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		A FOIA or data request was completed
Number of units provided	2017-18	549.0
	2016-17	Unknown
	2015-16	Unknown
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	See comment box below
	2016-17	See comment box below
	2015-16	See comment box below
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	0.50
	2016-17	0.50
	2015-16	0.50
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$39,179.79
	2016-17	\$43,037.76
	2015-16	\$29,120.50
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.00%
	2016-17	0.00%
	2015-16	0.00%
Agency expenditures per unit of the deliverable	2017-18	\$71.37
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$1,177.86
	2015-16	\$4,670.78
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$1,177.86
	2015-16	\$4,670.78
Agency Comments		
Additional comments from agency (optional)		In 2017-2018, the SCDE acquired a system to better track FOIA and data requests. Before these dates, the numbers cannot be accurately determined and therefore are not accounted for in the units section. However, since the implementation of the new system, the SCDE is able to better account for the number of these requests we receive and complete each year. For the amount charged by the agency per deliverable unit, that cost is calculated depending on the type of request and the employee that is completing the request. By law, the agency charges based on the hourly rate of the lowest paid employee who could reasonably complete the task. Therefore, there is not a single charge per unit because this cost could vary.

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		Item number	
	Associated laws		15
Does state or federal law specifically require this deliverable?			No
Deliverable description			Edit and review all agency documents.
Responsible organizational unit (primary)			Office of the Superintendent
Results Sought			
Does the legislature state intent, findings, or purpose?			No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?			Ensure all documents with the signature of the State Superintendent of Education or the seal of the South Carolina Department of Education comply with all internal stylistic rules.
Associated performance measure item numbers, if any			Unknown
Customer Details			
Customer description			SCDE Employees
Does the agency evaluate customer satisfaction?		2017-18	No
Counties served in last completed fiscal year		2017-18	All
Number of customers served in last completed FY		2017-18	886
Percentage change in customers served predicted for current FY		2018-19	Unknown
Maximum number of potential customers, with unlimited resources			Any SCDE employee who has a document to be reviewed.
Units Provided and Amounts Charged to Customers			
Description of a single deliverable unit			A document was reviewed and/or edited.
Number of units provided		2017-18	886.0
		2016-17	713.0
		2015-16	801.0
Does law prohibit charging the customer for the deliverable?		2017-18	No
If yes, provide law		2016-17	No applicable law
		2016-17	No
If yes, provide law		2015-16	No applicable law
		2015-16	No
If yes, provide law		2015-16	No applicable law
Amount charged to customer per deliverable unit		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Costs			
Total employee equivalents required (37.5 hour per week units)		2017-18	0.50
		2016-17	0.50
		2015-16	0.50
Total deliverable expenditures each year (operational and employee salary/fringe)		2017-18	\$39,179.79
		2016-17	\$43,037.76
		2015-16	\$29,120.50
Total deliverable expenditures as a percentage of total agency expenditures		2017-18	0.00%
		2016-17	0.00%
		2015-16	0.00%
Agency expenditures per unit of the deliverable		2017-18	\$44.22
		2016-17	\$60.36
		2015-16	\$36.36
Amount generated from providing deliverable			
Total collected from charging customers		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Total collected from charging customers and non-state sources		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Agency Comments			
Additional comments from agency (optional)			

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		Item number	16
Associated laws			
Does state or federal law specifically require this deliverable?			No
Deliverable description			Provide administrative support to the State Superintendent
Responsible organizational unit (primary)			Office of the Superintendent
Results Sought			
Does the legislature state intent, findings, or purpose?			No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?			Provide support to the State Superintendent.
Associated performance measure item numbers, if any			Unknown
Customer Details			
Customer description			State Superintendent of Education
Does the agency evaluate customer satisfaction?		2017-18	No
Counties served in last completed fiscal year		2017-18	All
Number of customers served in last completed FY		2017-18	All School Districts
Percentage change in customers served predicted for current FY		2018-19	Unknown
Maximum number of potential customers, with unlimited resources			All School Districts
Units Provided and Amounts Charged to Customers			
Description of a single deliverable unit			Administrative support was provided
Number of units provided		2017-18	Does not track
		2016-17	Does not track
		2015-16	Does not track
Does law prohibit charging the customer for the deliverable?		2017-18	No
If yes, provide law			No applicable law
		2016-17	No
If yes, provide law			No applicable law
		2015-16	No
If yes, provide law			No applicable law
Amount charged to customer per deliverable unit		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Costs			
Total employee equivalents required (37.5 hour per week units)		2017-18	1.00
		2016-17	1.00
		2015-16	2.00
Total deliverable expenditures each year (operational and employee salary/fringe)		2017-18	\$78,359.58
		2016-17	\$86,075.53
		2015-16	\$138,153.17
Total deliverable expenditures as a percentage of total agency expenditures		2017-18	0.00%
		2016-17	0.00%
		2015-16	0.00%
Agency expenditures per unit of the deliverable		2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
		2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
		2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable			
Total collected from charging customers		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Total collected from charging customers and non-state sources		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Agency Comments			
Additional comments from agency (optional)			

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		Item number	17
Associated laws			
Does state or federal law specifically require this deliverable?			No
Deliverable description			Respond to and engage the news media regarding education issues and agency initiatives
Responsible organizational unit (primary)			Office of Communications
Results Sought			
Does the legislature state intent, findings, or purpose?			No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?			Disseminate education issues and agency initiatives to the news media so that South Carolina citizens are able to stay informed.
Associated performance measure item numbers, if any			Unknown
Customer Details			
Customer description			News Media; General Public; Constituents
Does the agency evaluate customer satisfaction?	2017-18		No
Counties served in last completed fiscal year	2017-18		All
Number of customers served in last completed FY	2017-18		Unknown
Percentage change in customers served predicted for current FY	2018-19		Unknown
Maximum number of potential customers, with unlimited resources			Unknown
Units Provided and Amounts Charged to Customers			
Description of a single deliverable unit			Engagement or response to news media occurred.
Number of units provided	2017-18		Unknown
	2016-17		Unknown
	2015-16		Unknown
Does law prohibit charging the customer for the deliverable?	2017-18		No
If yes, provide law			No applicable law
	2016-17		No
If yes, provide law			No applicable law
	2015-16		No
If yes, provide law			No applicable law
Amount charged to customer per deliverable unit	2017-18		\$0.00
	2016-17		\$0.00
	2015-16		\$0.00
Costs			
Total employee equivalents required (37.5 hour per week units)	2017-18		1.50
	2016-17		1.00
	2015-16		1.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18		\$103,438.34
	2016-17		\$72,592.31
	2015-16		\$78,678.60
Total deliverable expenditures as a percentage of total agency expenditures	2017-18		0.00%
	2016-17		0.00%
	2015-16		0.00%
Agency expenditures per unit of the deliverable	2017-18		There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17		There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16		There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable			
Total collected from charging customers	2017-18		\$0.00
	2016-17		\$0.00
	2015-16		\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18		\$0.00
	2016-17		\$0.00
	2015-16		\$0.00
Total collected from charging customers and non-state sources	2017-18		\$0.00
	2016-17		\$0.00
	2015-16		\$0.00
Agency Comments			
Additional comments from agency (optional)			The Office of Communications and the Office of Governmental Affairs have undergone multiple significant organizational changes as part of larger agency reorganization efforts from FY 15-16 to present. These changes in combination with housing the agency's internship program are reflected in the Office's budget and employee fluctuation.

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		18
Associated laws		
Does state or federal law specifically require this deliverable?		No
Deliverable description		Respond to and engage students, parents, educators, education stakeholders, and South Carolina Citizens regarding education issues and agency initiatives.
Responsible organizational unit (primary)		Office of Communications
Results Sought		
Does the legislature state intent, findings, or purpose?		No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Provide the ability for all students, parents, educators, education stakeholders, and South Carolina citizens to voice all questions and concerns so that the SCDE can properly respond.
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		Students of South Carolina; Parents; Educators; Education Stakeholders; General Public; Schools; School Districts
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		All South Carolina citizens
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Engagement or response to news media occurred.
Number of units provided	2017-18	Unknown
	2016-17	Unknown
	2015-16	Unknown
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	1.50
	2016-17	10.00
	2015-16	4.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$717,926.73
	2016-17	\$366,490.00
	2015-16	\$306,220.22
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.02%
	2016-17	0.01%
	2015-16	0.01%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		Item number	19
		Associated laws	
Does state or federal law specifically require this deliverable?			No
Deliverable description			Recruit and staff all positions within the SCDE, ensure all employees have appropriate information regarding benefit packages and compensation classifications, and promote employee relations through staff development.
Responsible organizational unit (primary)			Human Resources
Results Sought			
Does the legislature state intent, findings, or purpose?			No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?			Guarantee that all SCDE employees have appropriate information available to them regarding their employment.
Associated performance measure item numbers, if any			Unknown
Customer Details			
Customer description			SCDE Employees
Does the agency evaluate customer satisfaction?		2017-18	Yes
Counties served in last completed fiscal year		2017-18	All
Number of customers served in last completed FY		2017-18	1,222
Percentage change in customers served predicted for current FY		2018-19	Unknown
Maximum number of potential customers, with unlimited resources			Unknown
Units Provided and Amounts Charged to Customers			
Description of a single deliverable unit			Position was filled, new employee orientation occurred, and questions regarding employment were answered.
Number of units provided		2017-18	Unknown
		2016-17	Unknown
		2015-16	Unknown
Does law prohibit charging the customer for the deliverable?		2017-18	No
If yes, provide law			No applicable law
		2016-17	No
If yes, provide law			No applicable law
		2015-16	No
If yes, provide law			No applicable law
Amount charged to customer per deliverable unit		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Costs			
Total employee equivalents required (37.5 hour per week units)		2017-18	9.00
		2016-17	10.00
		2015-16	10.00
Total deliverable expenditures each year (operational and employee salary/fringe)		2017-18	\$808,048.94
		2016-17	\$778,293.01
		2015-16	\$807,201.73
Total deliverable expenditures as a percentage of total agency expenditures		2017-18	0.02%
		2016-17	0.02%
		2015-16	0.02%
Agency expenditures per unit of the deliverable		2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
		2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
		2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable			
Total collected from charging customers		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Total collected from charging customers and non-state sources		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Agency Comments			
Additional comments from agency (optional)			

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		20
Associated laws		
Does state or federal law specifically require this deliverable?		No
Deliverable description		Provide legal advice and support regarding the Individuals with Disabilities Education Act (IDEA) and other disability and civil rights laws related to the education of students with disabilities; the Family Educational Rights and Privacy Act (FERPA); school-based Medicaid services; medical homebound instruction; the educational rights of students placed or referred by state agencies in foster care, group homes, state-operated healthcare facilities, and residential treatment facilities (RTFs); the Freedom of Information Act (FOIA) and other education-related matters.
Responsible organizational unit (primary)		Office of General Counsel (Division of LA)
Results Sought		
Does the legislature state intent, findings, or purpose?		No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Ensure all parents of individuals with disabilities are aware of the rights and services available within and outside of a school setting.
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		Schools; School Districts; Educators; Parents; SCDE Employees
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	99
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		A signed IDEA complaint, a due process hearing request, a mediation request, or a due process hearing appeal.
Number of units provided	2017-18	99
	2016-17	82
	2015-16	36
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	4.08
	2016-17	3.38
	2015-16	3.60
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$268,478.71
	2016-17	\$235,274.70
	2015-16	\$245,639.39
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.01%
	2016-17	0.01%
	2015-16	0.01%
Agency expenditures per unit of the deliverable	2017-18	\$2,711.91
	2016-17	\$2,869.20
	2015-16	\$6,823.32
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$305,254.26
	2016-17	\$269,191.04
	2015-16	\$217,240.12
Total collected from charging customers and non-state sources	2017-18	\$305,254.26
	2016-17	\$269,191.04
	2015-16	\$217,240.12
Agency Comments		
Additional comments from agency (optional)		FY 17-18: 69 signed IDEA complaints; 2 mediation requests; 25 due process hearing requests; 3 due process hearing appeals. FY 16-17: 50 signed IDEA complaints; 6 mediation requests; 20 due process hearing requests; 6 due process hearing appeals. FY 15-16: 22 signed IDEA complaints; 3 mediation requests; 11 due process hearing requests.

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		21
Associated laws		43-58; 59-1-445; 59-5-60; 59-25-160; 59-25-180; 59-25-190; 59-25-200; 59-25-210; 59-25-220; 59-25-230; 59-25-240; 59-25-250; 59-25-260; 59-25-270; 59-25-280
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Tasked with disciplinary matters for South Carolina educators. Investigate and prosecute teacher certification matters in due process hearings. Provide legal guidance to school districts, educators, and the general public.
Responsible organizational unit (primary)		Office of General Counsel (Division of LA)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The State Board of Education has the legal authority to deny, revoke, or suspend a certificate, or issue a public reprimand.
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		Schools; School Districts; Educators; General Public
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	215
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Complaint received
Number of units provided	2017-18	215
	2016-17	132
	2015-16	99
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law	2016-17	No applicable law
	2016-17	No
If yes, provide law	2015-16	No applicable law
	2015-16	No
If yes, provide law	2015-16	No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	5.25
	2016-17	4.75
	2015-16	3.60
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$341,591.15
	2016-17	\$314,242.25
	2015-16	\$340,934.56
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.01%
	2016-17	0.01%
	2015-16	0.01%
Agency expenditures per unit of the deliverable	2017-18	\$1,588.80
	2016-17	\$2,380.62
	2015-16	\$3,443.78
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		22
Associated laws		59-1-520; 59-3-30; 59-32-60; 59-63-1160; 59-63-280
Does state or federal law specifically require this deliverable?		No
Deliverable description		Oversees all state legal matters within the purview of the SCDE.
Responsible organizational unit (primary)		Office of General Counsel (Division of LA)
Results Sought		
Does the legislature state intent, findings, or purpose?		No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Provide all SCDE employees work-related legal advice to ensure all rules and regulations are being properly followed.
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		Superintendent of Education; SCDE Employees
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		A legal matter was addressed
Number of units provided	2017-18	Unknown
	2016-17	Unknown
	2015-16	Unknown
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	1.47
	2016-17	1.23
	2015-16	1.44
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$95,645.52
	2016-17	\$87,987.83
	2015-16	\$95,461.68
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.00%
	2016-17	0.00%
	2015-16	0.00%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		23
Associated laws		
Does state or federal law specifically require this deliverable?		No
Deliverable description		Provide legal support and advice regarding all federal programs housed within the SCDE.
Responsible organizational unit (primary)		Office of General Counsel (Division of LA)
Results Sought		
Does the legislature state intent, findings, or purpose?		No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Ensure compliance with all rules and regulations regarding federal and state programs.
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		Superintendent of Education; SCDE Employees
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Legal support and advice was provided.
Number of units provided	2017-18	Does not track
	2016-17	Does not track
	2015-16	Does not track
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	0.69
	2016-17	0.56
	2015-16	0.60
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$44,746.45
	2016-17	\$39,212.45
	2015-16	\$409,939.90
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.00%
	2016-17	0.00%
	2015-16	0.01%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$200,653.48
	2016-17	\$103,439.93
	2015-16	\$40,081.37
Total collected from charging customers and non-state sources	2017-18	\$200,653.48
	2016-17	\$103,439.93
	2015-16	\$40,081.37
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		24
Associated laws		
Does state or federal law specifically require this deliverable?		No
Deliverable description		Provide due process hearings to resolve disputes involving agency decisions, including proper handling of state and federal moneys.
Responsible organizational unit (primary)		Office of General Counsel (Division of LA)
Results Sought		
Does the legislature state intent, findings, or purpose?		No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Ensure compliance with all rules and regulations regarding federal and state programs.
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		Schools; School Districts; Parents; SCDE Employees
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	Unknown
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Due process hearing occurred because of improper handling of state or federal moneys.
Number of units provided	2017-18	Unknown
	2016-17	Unknown
	2015-16	Unknown
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	1.58
	2016-17	1.42
	2015-16	1.53
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$102,477.35
	2016-17	\$94,272.67
	2015-16	\$102,280.35
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.00%
	2016-17	0.00%
	2015-16	0.00%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		Item number	25
Associated laws			
Does state or federal law specifically require this deliverable?			No
Deliverable description			Serve as MOA (Methods of Administration) on behalf of the Office for Civil Rights within the US Department of Education. This role entails two district site visits per year to ensure civil rights compliance in the area of program access and physical accessibility for all students.
Responsible organizational unit (primary)			Office of General Counsel (Division of LA)
Results Sought			
Does the legislature state intent, findings, or purpose?			No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?			Confirm compliance with all rules and regulations set forth by the Office of Civil Rights housed within the USDE.
Associated performance measure item numbers, if any			Unknown
Customer Details			
Customer description			Schools; School Districts; US Department of Education
Does the agency evaluate customer satisfaction?		2017-18	No
Counties served in last completed fiscal year		2017-18	Orangeburg; Greenwood 51
Number of customers served in last completed FY		2017-18	2
Percentage change in customers served predicted for current FY		2018-19	Unknown
Maximum number of potential customers, with unlimited resources			2
Units Provided and Amounts Charged to Customers			
Description of a single deliverable unit			MOA monitoring visit
Number of units provided		2017-18	2
		2016-17	2
		2015-16	2
Does law prohibit charging the customer for the deliverable?		2017-18	No
If yes, provide law			No applicable law
		2016-17	No
If yes, provide law			No applicable law
		2015-16	No
If yes, provide law			No applicable law
Amount charged to customer per deliverable unit		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Costs			
Total employee equivalents required (37.5 hour per week units)		2017-18	0.69
		2016-17	0.56
		2015-16	0.60
Total deliverable expenditures each year (operational and employee salary/fringe)		2017-18	\$44,746.45
		2016-17	\$39,212.45
		2015-16	\$40,939.90
Total deliverable expenditures as a percentage of total agency expenditures		2017-18	0.00%
		2016-17	0.00%
		2015-16	0.00%
Agency expenditures per unit of the deliverable		2017-18	\$22,373.23
		2016-17	\$19,606.23
		2015-16	\$20,469.95
Amount generated from providing deliverable			
Total collected from charging customers		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Total collected from charging customers and non-state sources		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Agency Comments			
Additional comments from agency (optional)			

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		26
Associated laws		
Does state or federal law specifically require this deliverable?		No
Deliverable description		Provide professional development as requested.
Responsible organizational unit (primary)		Office of General Counsel (Division of LA)
Results Sought		
Does the legislature state intent, findings, or purpose?		No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Provide all SCDE employees work-related legal advice to ensure all rules and regulations are being properly followed.
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		Schools; School Districts; Educators; SCDE Employees
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Professional development offered
Number of units provided	2017-18	Does not track
	2016-17	Does not track
	2015-16	Does not track
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	0.10
	2016-17	0.10
	2015-16	0.10
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$6,831.82
	2016-17	\$6,284.85
	2015-16	\$6,818.69
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.00%
	2016-17	0.00%
	2015-16	0.00%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		Item number	27
Associated laws			
Does state or federal law specifically require this deliverable?		No	
Deliverable description		Provide administrative and legal advice to the State Board of Education.	
Responsible organizational unit (primary)		Office of General Counsel (Division of LA)	
Results Sought			
Does the legislature state intent, findings, or purpose?		No	
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Provide agency-related legal advice to ensure all rules and regulations are being properly followed and proper protocol is in place.	
Associated performance measure item numbers, if any		Unknown	
Customer Details			
Customer description		State Board of Education Meeting	
Does the agency evaluate customer satisfaction?	2017-18	No	
Counties served in last completed fiscal year	2017-18	All	
Number of customers served in last completed FY	2017-18	Unknown	
Percentage change in customers served predicted for current FY	2018-19	Unknown	
Maximum number of potential customers, with unlimited resources		Unknown	
Units Provided and Amounts Charged to Customers			
Description of a single deliverable unit		A State Board of Education Meeting	
Number of units provided	2017-18	12	
	2016-17	13	
	2015-16	11	
Does law prohibit charging the customer for the deliverable?	2017-18	No	
If yes, provide law		No applicable law	
	2016-17	No	
If yes, provide law		No applicable law	
	2015-16	No	
If yes, provide law		No applicable law	
Amount charged to customer per deliverable unit	2017-18	\$0.00	
	2016-17	\$0.00	
	2015-16	\$0.00	
Costs			
Total employee equivalents required (37.5 hour per week units)	2017-18	2.10	
	2016-17	2.00	
	2015-16	2.04	
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$136,636.46	
	2016-17	\$125,696.90	
	2015-16	\$136,373.82	
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.00%	
	2016-17	0.00%	
	2015-16	0.00%	
Agency expenditures per unit of the deliverable	2017-18	\$11,386.37	
	2016-17	\$9,668.99	
	2015-16	\$12,397.62	
Amount generated from providing deliverable			
Total collected from charging customers	2017-18	\$0.00	
	2016-17	\$0.00	
	2015-16	\$0.00	
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00	
	2016-17	\$0.00	
	2015-16	\$0.00	
Total collected from charging customers and non-state sources	2017-18	\$0.00	
	2016-17	\$0.00	
	2015-16	\$0.00	
Agency Comments			
Additional comments from agency (optional)			

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		28
Associated laws		59-1-320; 59-1-360; 59-1-425; 59-1-449; 59-1-450; 59-1-452; 59-5-10; 59-5-60; 59-5-61; 59-5-65; 59-5-67; 59-5-68; 59-5-75; 59-5-85; 59-5-90; 59-5-90; 59-5-100; 59-5-110; 59-5-120; 6-20; 59-6-30; 59-6-120; 59-16-15; 59-16-40; 59-16-60; 59-18-300; 59-18-310; 59-18-320; 59-18-325; 59-18-350; 59-18-700; 59-18-710; 59-18-900; 59-910; 59-18-1100; 59-18-1120; 1520; 59-18-1530; 59-18-1550; 59-18-1560; 59-18-1570; 59-18-1920; 59-20-40; 59-20-60; 59-20-65; 59-21-540; 59-21-580; 59-21-600; 59-21-760; 59-21-1210; 59-21-1220; 59-24-40; 25-160; 59-25-170; 59-25-510; 59-25-250; 59-25-280; 59-25-310; 59-25-810; 59-25-820; 59-25-830; 59-26-20; 59-26-30; 59-26-45; 59-26-50; 59-26-100; 59-29-20; 59-29-30; 59-29-40; 29-220; 59-29-410; 59-29-430; 59-31-20; 59-31-30; 59-31-40; 59-31-60; 59-31-65; 59-31-220; 59-31-240; 59-31-270; 59-31-290; 59-31-300; 59-31-320; 59-31-330; 59-31-360; 59-31-5; 59-31-610; 59-32-30; 59-33-30; 59-33-110; 59-33-540; 59-36-20; 59-36-40; 59-37-10; 59-39-140; 59-39-160; 59-39-320; 59-39-340; 59-40-160; 59-40-180; 59-41-40; 59-41-60; 59-43-230; 59-63-340; 59-63-430; 59-63-710; 59-63-800; 59-63-1390; 59-65-40; 59-65-90; 59-65-230; 59-66-20; 59-66-30; 59-67-20; 59-67-410; 59-67-440; 59-67-470; 59-67-490; 59-67-540; 139-20; 59-139-40; 59-139-50; 59-139-60; 59-139-80; 59-144-120; 59-144-130; 59-146-60; 1A. 86; 43-51; 43-62; 43-70; 43-71; 43-100; 43-165.1; 43-206; 43-246 43-248; 43-259; 43-260; Article XI, Section 1.
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Oversee the State Board of Education
Responsible organizational unit (primary)		Office of General Counsel (Division of LA)
Results Sought		
Does the legislature state intent, findings, or purpose?		No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Provide agency-related legal advice to ensure all rules and regulations are being properly followed and proper protocol is in place.
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		Schools; School Districts; Educators; General Public; SCDE
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		A State Board of Education Meeting
Number of units provided	2017-18	12
	2016-17	13
	2015-16	11
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	0.00
	2016-17	0.00
	2015-16	0.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$72,296.91
	2016-17	\$33,559.63
	2015-16	\$32,424.28
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.00%
	2016-17	0.00%
	2015-16	0.00%
Agency expenditures per unit of the deliverable	2017-18	\$6,024.74
	2016-17	\$2,581.51
	2015-16	\$2,947.66
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		The State Board of Education is established in Article XI § 1 of South Carolina Constitution. The Board consists of 17 members, one appointed from each of the state's 16 judicial circuits and one 17th member appointed by the governor. Members are appointed for four-year terms.

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		29
Associated laws		
Does state or federal law specifically require this deliverable?		No
Deliverable description		Provide technical assistance and resources to the agency administration and program offices on pre-award tasks and grant management topics.
Responsible organizational unit (primary)		Grants Program (Division of LA)
Results Sought		
Does the legislature state intent, findings, or purpose?		No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Ensure all grant programs within the SCDE are adhering to proper protocol, rules, and regulations regarding individual grants.
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		SCDE Employees; SCDE Program Offices
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Grant application submitted (included any application or form the Grants Program office assisted in submitting)
Number of units provided	2017-18	15
	2016-17	15
	2015-16	9
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	3.00
	2016-17	3.00
	2015-16	3.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$239,375.31
	2016-17	\$214,242.47
	2015-16	\$197,881.22
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.01%
	2016-17	0.00%
	2015-16	0.00%
Agency expenditures per unit of the deliverable	2017-18	\$15,958.35
	2016-17	\$14,282.83
	2015-16	\$21,986.80
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		Item number	
		30	
Associated laws			
Does state or federal law specifically require this deliverable?		No	
Deliverable description		Procure requested items and assist vendors with questions/concerns regarding the procurement process	
Responsible organizational unit (primary)		Procurement (Division of LA)	
Results Sought			
Does the legislature state intent, findings, or purpose?		No	
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Ensure all procurement rules and regulations are being properly followed.	
Associated performance measure item numbers, if any		Unknown	
Customer Details			
Customer description		SCDE; School Districts; Vendors	
Does the agency evaluate customer satisfaction?	2017-18	No	
Counties served in last completed fiscal year	2017-18	Unknown	
Number of customers served in last completed FY	2017-18	Unknown	
Percentage change in customers served predicted for current FY	2018-19	Unknown	
Maximum number of potential customers, with unlimited resources		Unknown	
Units Provided and Amounts Charged to Customers			
Description of a single deliverable unit		Item or service was procured or a question/concern was addressed.	
Number of units provided	2017-18	Does not track	
	2016-17	Does not track	
	2015-16	Does not track	
Does law prohibit charging the customer for the deliverable?	2017-18	No	
If yes, provide law		No applicable law	
	2016-17	No	
If yes, provide law		No applicable law	
	2015-16	No	
If yes, provide law		No applicable law	
Amount charged to customer per deliverable unit	2017-18	\$0.00	
	2016-17	\$0.00	
	2015-16	\$0.00	
Costs			
Total employee equivalents required (37.5 hour per week units)	2017-18	4.00	
	2016-17	3.00	
	2015-16	4.00	
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$304,861.58	
	2016-17	\$286,020.63	
	2015-16	\$319,294.54	
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.01%	
	2016-17	0.01%	
	2015-16	0.01%	
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.	
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.	
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.	
Amount generated from providing deliverable			
Total collected from charging customers	2017-18	\$0.00	
	2016-17	\$0.00	
	2015-16	\$0.00	
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00	
	2016-17	\$0.00	
	2015-16	\$0.00	
Total collected from charging customers and non-state sources	2017-18	\$0.00	
	2016-17	\$0.00	
	2015-16	\$0.00	
Agency Comments			
Additional comments from agency (optional)			

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		Item number	
	Associated laws		31
Does state or federal law specifically require this deliverable?			No
Deliverable description		Communicate and work with members of the General Assembly and their staff regarding policy changes and budget updates.	
Responsible organizational unit (primary)		Governmental Affairs (Division of LA)	
Results Sought			
Does the legislature state intent, findings, or purpose?			No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Provide agency transparency to members of the Legislature to ensure that the educational needs of South Carolina students are being met through the various programs and initiatives housed at the SCDE.	
Associated performance measure item numbers, if any			Unknown
Customer Details			
Customer description		Legislators; Legislative Staff SCDE Employees	
Does the agency evaluate customer satisfaction?		2017-18	No
Counties served in last completed fiscal year		2017-18	All
Number of customers served in last completed FY		2017-18	Unknown
Percentage change in customers served predicted for current FY		2018-19	Unknown
Maximum number of potential customers, with unlimited resources			All Legislators
Units Provided and Amounts Charged to Customers			
Description of a single deliverable unit		Communication with the General Assembly or their staff occurred.	
Number of units provided		2017-18	Does not track
		2016-17	Does not track
		2015-16	Does not track
Does law prohibit charging the customer for the deliverable?		2017-18	No
If yes, provide law			No applicable law
		2016-17	No
If yes, provide law			No applicable law
		2015-16	No
If yes, provide law			No applicable law
Amount charged to customer per deliverable unit		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Costs			
Total employee equivalents required (37.5 hour per week units)		2017-18	2.50
		2016-17	0.75
		2015-16	0.75
Total deliverable expenditures each year (operational and employee salary/fringe)		2017-18	\$87,366.82
		2016-17	\$0.00
		2015-16	\$108,126.61
Total deliverable expenditures as a percentage of total agency expenditures		2017-18	0.00%
		2016-17	0.00%
		2015-16	0.00%
Agency expenditures per unit of the deliverable		2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
		2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
		2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable			
Total collected from charging customers		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Total collected from charging customers and non-state sources		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Agency Comments			
Additional comments from agency (optional)			

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		32
Associated laws		59-1-425, 59-1-449, 59-1-450, 59-1-490, 59-5-68, 59-5-75, 59-5-85, 59-5-140, 59-6-10, 59-10-10, 59-10-50, 59-16-60, 59-18-110, 59-18-310, 59-18-320, 59-18-350, 59-18-360, 59-18-900, 59-18-910, 59-18-920, 59-18-930, 59-18-1510, 59-18-1560, 59-18-1610, 59-20-60, 59-20-65, 59-21-440, 59-24-10, 59-25-350, 59-26-20, 59-26-30, 59-36-70, 59-39-130, 59-40-70, 59-63-330, 59-139-10, 59-155-130, 59-155-140, 1.17, 1.19, 1.72, 1.78, 1A.16, 1A.33, 1A.44, 1A.55, 1A.61, 1A.86, 200.328, 200.329, 200.512, 200.515, 200.56, 300.165, 300.601, 300.640, 300.643, 300.644, 300.645, 300.646, 59-63-333, 59-144-160
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Ensure all reports required of the SCDE are sent to the appropriate recipients
Responsible organizational unit (primary)		Governmental Affairs (Division of LA)
Results Sought		
Does the legislature state intent, findings, or purpose?		No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Provide agency transparency to members of the Legislature to ensure that the educational needs of South Carolina students are being met through the various programs and initiatives housed at the SCDE.
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		General Assembly; US Department of Education; General Public; School Districts; Education Oversight Committee
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		A report was requested and submitted.
Number of units provided	2017-18	60
	2016-17	60
	2015-16	60
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	0.50
	2016-17	0.25
	2015-16	0.25
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$17,473.36
	2016-17	\$0.00
	2015-16	\$0.00
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.00%
	2016-17	0.00%
	2015-16	0.00%
Agency expenditures per unit of the deliverable	2017-18	\$291.22
	2016-17	\$0.00
	2015-16	\$0.00
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		Item number	
	Associated laws		33
Does state or federal law specifically require this deliverable?			No
Deliverable description		Provide oversight, support, and supervision for the Division of Educator, Community, and Federal Resources	
Responsible organizational unit (primary)		Division of Educator, Community, and Federal Resources	
Results Sought			
Does the legislature state intent, findings, or purpose?			Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		It is the intent of this chapter to provide for a fair, cohesive, and comprehensive system for the training, certification, initial employment, evaluation, and continuous professional development of public educators in this State. (Section 59-26-10).	
Associated performance measure item numbers, if any			Unknown
Customer Details			
Customer description		SCDE Employees; Offices within the division	
Does the agency evaluate customer satisfaction?		2017-18	No
Counties served in last completed fiscal year		2017-18	All
Number of customers served in last completed FY		2017-18	Unknown
Percentage change in customers served predicted for current FY		2018-19	Unknown
Maximum number of potential customers, with unlimited resources			Unknown
Units Provided and Amounts Charged to Customers			
Description of a single deliverable unit		Support and oversight provided.	
Number of units provided		2017-18	Unknown
		2016-17	Unknown
		2015-16	Unknown
Does law prohibit charging the customer for the deliverable?		2017-18	No
If yes, provide law			No applicable law
		2016-17	No
If yes, provide law			No applicable law
		2015-16	No
If yes, provide law			No applicable law
Amount charged to customer per deliverable unit		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Costs			
Total employee equivalents required (37.5 hour per week units)		2017-18	1.00
		2016-17	1.00
		2015-16	1.00
Total deliverable expenditures each year (operational and employee salary/fringe)		2017-18	\$233,732.89
		2016-17	\$234,042.18
		2015-16	\$261,156.79
Total deliverable expenditures as a percentage of total agency expenditures		2017-18	0.00%
		2016-17	0.01%
		2015-16	0.01%
Agency expenditures per unit of the deliverable		2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
		2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
		2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable			
Total collected from charging customers		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Total collected from charging customers and non-state sources		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Agency Comments			
Additional comments from agency (optional)		The Division of Educator, Community, and Federal Resources is committed to ensuring that our schools receive the support and guidance necessary to utilize all resources – education professionals, volunteers, leadership development opportunities, government funding, or intellectual capital – in a professional, safe, efficient, and effective manner that will support our students meeting the Profile of the South Carolina Graduate.	

Deliverables

Agency: South Carolina Department of Education
Accurate as of: 8/12/19

Deliverable		Item number	34	35
Associated laws			59-24-40; 59-24-65; 59-24-80; 59-24-100; 59-25-115; 59-25-130; 59-25-140; 59-25-180; 59-25-190; 59-25-200; 59-25-460; 59-25-470; 59-25-800; 59-40-110; 59-40-150; 59-40-170; 43-62; 43-63; 43-64; 43-167; 43-205; 59-25-480; 59-25-510; 59-40-220; 59-3-90; 59-24-30; 59-29-183; 59-33-530; 59-155-210; 59-24-30	59-18-330; 59-26-30;
Does state or federal law specifically require this deliverable?			Yes	Yes
Deliverable description			Provide monitoring, support, and training for statewide implementation of educator effectiveness and support systems.	Provide human capital data to inform professional development planning, program evaluation, and continuous improvement.
Responsible organizational unit (primary)			Educator Effectiveness and Leadership Development Office (Division of ECFR)	Educator Effectiveness and Leadership Development Office (Division of ECFR)
Results Sought				
Does the legislature state intent, findings, or purpose?			Yes	Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?			It is the intent of this chapter to provide for a fair, cohesive, and comprehensive system for the training, certification, initial employment, evaluation, and continuous professional development of public educators in this State. (Section 59-26-10).	It is the intent of this chapter to provide for a fair, cohesive, and comprehensive system for the training, certification, initial employment, evaluation, and continuous professional development of public educators in this State. (Section 59-26-10).
Associated performance measure item numbers, if any			3.1.1	3.1.2
Customer Details				
Customer description			School Districts and Institutes of Higher Education	School Districts and Institutes of Higher Education
Does the agency evaluate customer satisfaction?		2017-18	Yes	No
Counties served in last completed fiscal year		2017-18	All	All
Number of customers served in last completed FY		2017-18	24 Schools	89 Districts; All institutions of High Education
Percentage change in customers served predicted for current FY		2018-19	Unknown	Unknown
Maximum number of potential customers, with unlimited resources			All Schools	89 Districts; All institutions of High Education
Units Provided and Amounts Charged to Customers				
Description of a single deliverable unit			1 school where Teacher Improvement fund support is provided. (Numbers of participants in trainings listed below)	1 redesign on educator effectiveness data management system (1 statewide evaluator certification system)
Number of units provided		2017-18	24	1
		2016-17	24	1
		2015-16	54	1
Does law prohibit charging the customer for the deliverable?		2017-18	No	No
If yes, provide law		2017-18	No applicable law	No applicable law
		2016-17	No	No
If yes, provide law		2016-17	No applicable law	No applicable law
		2015-16	No	No
If yes, provide law		2015-16	No applicable law	No applicable law
Amount charged to customer per deliverable unit		2017-18	\$0.00	\$0.00
		2016-17	\$0.00	\$0.00
		2015-16	\$0.00	\$0.00
Costs				
Total employee equivalents required (37.5 hour per week units)		2017-18	7.15	1.25
		2016-17	6.00	0.50
		2015-16	9.25	0.75
Total deliverable expenditures each year (operational and employee salary/fringe)		2017-18	\$737,026.63	\$1,275,984.00
		2016-17	\$2,268,944.11	\$101,976.00
		2015-16	\$2,193,505.84	\$79,800.00
Total deliverable expenditures as a percentage of total agency expenditures		2017-18	0.02%	0.03%
		2016-17	0.05%	0.00%
		2015-16	0.05%	0.00%
Agency expenditures per unit of the deliverable		2017-18	\$30,709.44	\$1,275,984.00
		2016-17	\$94,539.34	\$101,976.00
		2015-16	\$40,620.48	\$79,800.00
Amount generated from providing deliverable				
Total collected from charging customers		2017-18	\$0.00	\$0.00
		2016-17	\$0.00	\$0.00
		2015-16	\$0.00	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)		2017-18	\$0.00	\$890,243.60
		2016-17	\$15,943.28	\$191,331.00
		2015-16	\$245,946.61	\$24,500.00
Total collected from charging customers and non-state sources		2017-18	\$0.00	\$890,243.60
		2016-17	\$15,943.28	\$191,331.00
		2015-16	\$245,946.61	\$24,500.00
Agency Comments				
Additional comments from agency (optional)			FY 17-18: 1011 participants in teacher evaluation and mention trainings; PADEPP and ADEPT Training and Technical Assistance. FY 16-17: 2511 Participants in 45 3-day STCS evaluator trainings; EVAAS Data and Training; PADEPP and ADEPT Training and Technical Assistance. FY 15-16: EVAAS Data and Training; PADEPP and ADEPT Training and Technical Assistance	Report to the legislature and IHEs on evaluations for all 89 school districts

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		36
Associated laws		59-26-40; 43-205.1; 59-32-40; 59-24-60; 59-59-70
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Provide support for teacher retention, principal induction, and educator effectiveness through leadership development programs.
Responsible organizational unit (primary)		Educator Effectiveness and Leadership Development Office (Division of ECFR)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		It is the intent of this chapter to provide for a fair, cohesive, and comprehensive system for the training, certification, initial employment, evaluation, and continuous professional development of public educators in this State. (Section 59-26-10).
Associated performance measure item numbers, if any		3.1.3; 3.3.1
Customer Details		
Customer description		School Districts and Institutes of Higher Education
Does the agency evaluate customer satisfaction?	2017-18	
Counties served in last completed fiscal year	2017-18	
Number of customers served in last completed FY	2017-18	
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		1 Leadership Development Program
Number of units provided	2017-18	8
	2016-17	8
	2015-16	7
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law	2016-17	No applicable law
	2016-17	No
If yes, provide law	2015-16	No applicable law
	2015-16	No
If yes, provide law	2015-16	No applicable law
Amount charged to customer per deliverable unit	2017-18	See comment below
	2016-17	See comment below
	2015-16	See comment below
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	7.50
	2016-17	7.50
	2015-16	7.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$827,327.98
	2016-17	\$959,245.68
	2015-16	\$1,076,952.92
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.02%
	2016-17	0.02%
	2015-16	0.03%
Agency expenditures per unit of the deliverable	2017-18	\$103,416.00
	2016-17	\$119,918.21
	2015-16	\$153,850.42
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$30,800.00
	2016-17	\$34,730.00
	2015-16	\$31,690.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$30,800.00
	2016-17	\$34,730.00
	2015-16	\$31,690.00
Agency Comments		
Additional comments from agency (optional)		FY 17-18: Served 516 educators and made multiple coaching visits to 141 new principals. FY 16-17: Served 491 educators and made multiple coaching visits to 134 new principals. FY 15-16: Served 524 educators and provided regional mentors to new principals. Fees Principal Induction Program: \$200 School Leadership Executive Institute: \$100 Institute for District Administrators: \$100

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		37
Associated laws		59-39-115; 59-28-150; 59-1-454; 59-28-130; 59-44-10; 59-44-60; 59-63-32; 59-65-10; 59-65-47; 59-139-90; 1A.67; 59-46-50
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Provide district support and regional trainings on family engagement strategies; facilitate partnerships between schools, districts, and community agencies in efforts of creating high quality community partnerships across the state; and, provide support to military families covered under the Military Interstate Compact Commission bylaws.
Responsible organizational unit (primary)		Family and Community Engagement (Division of ECFR)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		It is the purpose of this compact to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents. (Section 59-46-50).
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		School Districts; Schools; Community Agencies; Families of South Carolina
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		All families in South Carolina
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		A regional training, district visit, or partnership meeting
Number of units provided	2017-18	13
	2016-17	92
	2015-16	0
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	2.00
	2016-17	2.00
	2015-16	2.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$161,268.46
	2016-17	\$149,092.45
	2015-16	\$40,703.64
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.00%
	2016-17	0.00%
	2015-16	0.00%
Agency expenditures per unit of the deliverable	2017-18	\$12,405.27
	2016-17	\$1,620.57
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		(FY 17-18): 9 regional trainings, 4 district visits (FY 16-17): 9 district visits, 63 partnership meetings (FY 15-16): The Office of Family and Community Engagement (FACE) was started in January 2016; program coordinator position was filled in May 2016. Community partnership meetings, and district visits were conducted to determine baseline needs and concerns throughout the state. Regional trainings are a direct result of needs expressed to involve parents and community members more in students' education.

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		38
Associated laws		59-63-320; 200.25; 59-63-260; 59-59-150; 43-209; 43-210; 59-38-10;
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Provide local, regional, and statewide training related to school safety and emergency management, often in collaboration with SLED, the US Attorney's office – SC, and the State Fire Marshall. Administer the Youth Risk Behaviors Surveys (YRBS) and School Health Profiles.
Responsible organizational unit (primary)		Student Intervention Services (Division of ECFR)
Results Sought		
Does the legislature state intent, findings, or purpose?		No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Ensure the safety of all South Carolina students by providing appropriate and adequate training so that educators and administrators are knowledgeable in school safety.
Associated performance measure item numbers, if any		5.5.1; 6.3.1
Customer Details		
Customer description		School Districts
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		All Educators and School Administrators
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		A training, school safety checklist, YRBS, or School Health Profile completed.
Number of units provided	2017-18	132
	2016-17	292
	2015-16	132
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law	2016-17	No applicable law
	2016-17	No
If yes, provide law	2015-16	No applicable law
	2015-16	No
If yes, provide law	2015-16	No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	1.25
	2016-17	1.25
	2015-16	1.25
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$115,257.23
	2016-17	\$296,010.53
	2015-16	\$113,624.00
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.00%
	2016-17	0.01%
	2015-16	0.00%
Agency expenditures per unit of the deliverable	2017-18	\$873.16
	2016-17	\$1,013.73
	2015-16	\$860.79
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$64,795.08
	2016-17	\$65,243.75
	2015-16	\$216,759.97
Total collected from charging customers and non-state sources	2017-18	\$64,795.08
	2016-17	\$65,243.75
	2015-16	\$216,759.97
Agency Comments		
Additional comments from agency (optional)		(FY 17-18): Conducted 10 safety trainings, collected and reviewed 82 school safety checklists, and administer YRBS in 40 schools. (FY 16-17): Conducted 10 safety trainings, collected and reviewed 82 school safety checklists, and administer Profiles in approximately 200 schools. (FY 15-16): Conducted 10 safety trainings, collected and reviewed 82 school safety checklists, and administer YRBS in 40 schools.

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		39
Associated laws		200.29; 200.70; 200.74; 200.82; 200.83; 200.90; 200.61; 200.73;
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Administer and provide support, training, and monitoring to recipients of the federally funded 21st CCLC grant program.
Responsible organizational unit (primary)		Student Intervention Services (Division of ECFR)
Results Sought		
Does the legislature state intent, findings, or purpose?		No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Allow for partnerships between community based organizations and the SCDE to form.
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		School Districts, Community-Based organizations, For-Profits organizations, Institutions of Higher Education
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	120
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		150
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Training provided or grant funded and monitored.
Number of units provided	2017-18	123
	2016-17	120
	2015-16	120
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	5.00
	2016-17	5.00
	2015-16	5.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$857,077.44
	2016-17	\$723,461.68
	2015-16	\$647,113.54
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.02%
	2016-17	0.02%
	2015-16	0.02%
Agency expenditures per unit of the deliverable	2017-18	\$6,968.11
	2016-17	\$6,028.85
	2015-16	\$5,392.61
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$1,777,060.20
	2016-17	\$922,035.85
	2015-16	\$7,842,603.13
Total collected from charging customers and non-state sources	2017-18	\$1,777,060.20
	2016-17	\$922,035.85
	2015-16	\$7,842,603.13
Agency Comments		
Additional comments from agency (optional)		(FY 17-18): 120 CCLCs funded and monitored; 3 training sessions; 1 statewide grant competition; prepare approximately 150 funding notifications for CCLCs. (FY 16-17): 115 CCLCs funded and monitored; 5 training sessions; 1 statewide grant competition; prepare approximately 150 funding notifications for CCLCs. (FY 15-16): CCLCs funded and monitored; 5 training sessions; 1 statewide grant competition; prepare approximately 150 funding notifications for CCLCs.

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		40
Associated laws		59-63-220; 59-63-235; 59-63-270; 59-63-1320; 59-65-50; 43-274; 59-63-250; 59-63-217; 59-63-140; 59-63-210; 59-63-240; 59-59-40; 1.64; 1.102
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Provide district support, training, and/or monitoring of Education and Economic Development Act grants, Alternative School Programs, South Carolina Occupational Information System, and other initiatives which address student behavior and discipline.
Responsible organizational unit (primary)		Student Intervention Services (Division of ECFR)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		It is, therefore, the intent of this article to encourage district school boards throughout the State to establish alternative school programs. These programs shall be designed to provide appropriate services to students who for behavioral or academic reasons are not benefiting from the regular school program or may be interfering with the learning of others. It is further the intent of this article that cooperative agreements may be developed among school districts in order to implement innovative exemplary programs. (Section 59-63-1300).
Associated performance measure item numbers, if any		5.5.1
Customer Details		
Customer description		School Districts; Educators
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Training provided or grant monitored.
Number of units provided	2017-18	80
	2016-17	80
	2015-16	80
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	7.75
	2016-17	7.75
	2015-16	7.75
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$1,261,372.37
	2016-17	\$1,760,954.18
	2015-16	\$499,330.74
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.03%
	2016-17	0.04%
	2015-16	0.01%
Agency expenditures per unit of the deliverable	2017-18	\$15,767.15
	2016-17	\$22,011.93
	2015-16	\$6,241.63
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$3,711.00
	2016-17	\$97,529.09
	2015-16	\$8,568.20
Total collected from charging customers and non-state sources	2017-18	\$3,711.00
	2016-17	\$97,529.09
	2015-16	\$8,568.20
Agency Comments		
Additional comments from agency (optional)		(FY 17-18): conduct an average of 50 onsite training/technical assistance sessions; facilitate an average of 8 webinars; monitor 23 grant programs; prepare 150 notifications of state funding; prepare 5 annual reports. (FY 16-17): conduct an average of 50 onsite training/technical assistance sessions; facilitate an average of 8 webinars; monitor 23 grant programs; prepare 150 notifications of state funding; prepare 5 annual reports. (FY 15-16): conduct an average of 50 onsite training/technical assistance sessions; facilitate an average of 8 webinars; monitor 23 grant programs; prepare 150 notifications of state funding; prepare 5 annual reports.

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		41
Associated laws		59-25-110; 59-25-130; 43-58.1
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Development and maintenance of electronic certification system.
Responsible organizational unit (primary)		Educator Services (Division of ECFR)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		A full record of all teachers' certificates shall be kept in the State Department of Education showing the name, age, sex, color and date of certificate of each person and such other information as may be desired. (59-25-130)
Associated performance measure item numbers, if any		3.1.3
Customer Details		
Customer description		School Districts; Applicants; Educators; SCDE Employees
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		An electronic certification system
Number of units provided	2017-18	1
	2016-17	1
	2015-16	1
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	0.50
	2016-17	1.00
	2015-16	1.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$773,007.43
	2016-17	\$137,007.43
	2015-16	\$76,960.00
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.02%
	2016-17	0.00%
	2015-16	0.00%
Agency expenditures per unit of the deliverable	2017-18	\$773,007.43
	2016-17	\$137,007.43
	2015-16	\$76,960.00
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		The electronic certification system houses all educator certification data and includes an internal interface through which agency personnel process all educator certification requests, store documentation related to all educator requests and credential history, issue certificates and certificate upgrades, track progress of alternative route participants, and maintain educator experience records. The system includes a district portal for the use of authorized district personnel with responsibilities for the initial and ongoing employment, assignment, and certificate renewal of educators. The system also provides an educator portal to view certification status and a public look-up to verify credential status of educators employed in public school districts. Operation and enhancements to the current system are the responsibility of an IT contractor (.5 FTE in FY 15-16, 1.0 FTE in FY 16-17 and 17-18). Costs associated with Educator Services do not include those expenses related to the servers and technical infrastructure. Beginning with FY 17-18, has begun on the development of a new compensation and certification system by a contracted vendor. The new system is slated for completion in FY 19-20.

Deliverables

Agency: South Carolina Department of Education
Accurate as of: 8/12/19

Deliverable		
Item number		42
Associated laws		43-63; 43-57.5
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Delivery of training program for individuals seeking to become educators through the Program of Alternative Certification for Educators (PACE).
Responsible organizational unit (primary)		Educator Services (Division of ECFR)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		An individual who qualifies under the Program of Alternative Certification for Educators (PACE) guidelines as adopted by the SBE may be issued an alternative route certificate. Successful completion of certification requirements as prescribed in the PACE guidelines as adopted by the State Board of Education will qualify the applicant for a professional certificate. (R. 43-51).
Associated performance measure item numbers, if any		3.2.1
Customer Details		
Customer description		School Districts; Applicants; Educators
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	See comment box below
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		1,000
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		PACE participant
Number of units provided	2017-18	713
	2016-17	662
	2015-16	610
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$500.00
	2016-17	\$500.00
	2015-16	\$500.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	29.00
	2016-17	30.00
	2015-16	23.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$492,712.80
	2016-17	\$443,541.22
	2015-16	\$421,308.09
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.01%
	2016-17	0.01%
	2015-16	0.01%
Agency expenditures per unit of the deliverable	2017-18	\$691.04
	2016-17	\$670.00
	2015-16	\$690.67
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$218,000.00
	2016-17	\$188,250.00
	2015-16	\$175,550.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$65,306.27
	2016-17	\$71,041.72
	2015-16	\$105,727.34
Total collected from charging customers and non-state sources	2017-18	\$283,306.27
	2016-17	\$259,291.72
	2015-16	\$281,277.34
Agency Comments		
Additional comments from agency (optional)		(FY 17-18): Year 1 Participants - 394; Year 2 Participants - 319 (FY 16-17): Year 1 Participants - 361; Year 2 Participants - 301 (FY 15-16): Year 1 Participants - 322; Year 2 Participants - 288 Fee Breakdown: PACE 1 Training - \$250 PACE 2 Training - \$250

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		43
Associated laws		59-26-40; 59-155-180; 43-52; 43-57; 43-90; 43-250.1; 43-57.1; 43-209; 59-26-90; 59-26-110; 59-155-180; 43-62; 43-220; 43-258.1; 59-21-550; 1.70; 1.100; 1A.89; 59-26-90; 59-26-110; 59-155-180; 43-62; 59-26-90; 59-26-110; 59-155-180; 43-62; 43-220; 43-258.1; 59-21-550; 1.70; 1.100; 1A.89; 43-53; 43-64;
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Provide direct technical assistance and support to applicants, educators, and school districts regarding the certification, employment, and assignment of the State's educators including those prepared through traditional and alternative route programs.
Responsible organizational unit (primary)		Educator Services (Division of ECFR)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The SCDE will provide school districts with ongoing technical assistance such as training, consultation, and advisement, upon request. (R. 43-205.1)
Associated performance measure item numbers, if any		3.2.2
Customer Details		
Customer description		School Districts; Applicants; Educators
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	92,101
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		150,000
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		An educator request was processed or a first time certificate was issued.
Number of units provided	2017-18	92,101
	2016-17	85,823
	2015-16	68,015
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	See comment below
	2016-17	See comment below
	2015-16	See comment below
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	37.25
	2016-17	37.25
	2015-16	37.25
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$2,290,663.76
	2016-17	\$2,346,327.56
	2015-16	\$2,216,556.09
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.05%
	2016-17	0.05%
	2015-16	0.05%
Agency expenditures per unit of the deliverable	2017-18	\$24.87
	2016-17	\$27.34
	2015-16	\$32.59
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$738,570.00
	2016-17	\$724,316.00
	2015-16	\$733,085.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$738,570.00
	2016-17	\$724,316.00
	2015-16	\$733,085.00
Agency Comments		
Additional comments from agency (optional)		Application fee: \$105 Make up fee: \$100 Re-grade fee: \$50

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		44
Associated laws		59-26-20; 59-26-30; 59-26-110;
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Provide technical assistance to educator preparation providers related to initial and ongoing program approval and provider accreditation.
Responsible organizational unit (primary)		Educator Services (Division of ECFR)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The SCDE will provide teacher education programs with ongoing technical assistance such as training, consultation, and advisement, upon request. (R. 43-205.1)
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		Educator Preparation Providers; Participants in Educator Preparation Programs
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	30
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		35
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Educator Preparation Provider
Number of units provided	2017-18	30
	2016-17	30
	2015-16	30
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	2.75
	2016-17	2.75
	2015-16	1.75
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$404,234.78
	2016-17	\$414,057.81
	2015-16	\$246,284.01
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.01%
	2016-17	0.01%
	2015-16	0.01%
Agency expenditures per unit of the deliverable	2017-18	\$13,474.49
	2016-17	\$13,801.93
	2015-16	\$8,209.47
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		Staff members supporting educator preparation provide technical support with accreditation and program approval for 30 college and university providers with over 300 preparation programs.

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		45
Associated laws		43-237.1; 59-16-50; 59-33-330; 59-33-340
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Provide the following services: verification of secondary school completion; copies and replacements or high school equivalency diplomas; copies and replacements or high school equivalency diploma transcripts.
Responsible organizational unit (primary)		Adult Education (Division of ECFR)
Results Sought		
Does the legislature state intent, findings, or purpose?		
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The State Board of Education is also responsible for the administration, coordination, and management of adult basic and adult secondary (GED, alternate testing, and high school diploma) education for the purpose of facilitating and coordinating adult basic and adult secondary (GED, alternate testing, and high school diploma) education programs for South Carolina adults whose level of educational attainment is below high school, as prescribed by state and federal laws and regulations. (Section 59-43-20 (B)).
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		Individuals who have earned a high school equivalency diploma
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		A replacement copy of a diploma or transcript was issued or verification provided.
Number of units provided	2017-18	Does not track
	2016-17	Does not track
	2015-16	Does not track
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$10.00
	2016-17	\$10.00
	2015-16	\$10.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	6.50
	2016-17	6.50
	2015-16	7.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$401,173.75
	2016-17	\$445,678.31
	2015-16	\$495,573.41
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.01%
	2016-17	0.01%
	2015-16	0.01%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$202,665.00
	2016-17	\$228,936.00
	2015-16	\$215,527.50
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$32.50
	2015-16	\$3,539.37
Total collected from charging customers and non-state sources	2017-18	\$202,665.00
	2016-17	\$228,968.50
	2015-16	\$219,066.87
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		46
Associated laws		43-237.1; 59-16-50; 59-33-330; 59-33-340
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Monitor and provide technical assistance of the following grants provided to districts: Adult Education; Corrections Education; Generational Family Services; and Integrated English Literacy and Civics Education.
Responsible organizational unit (primary)		Adult Education (Division of ECFR)
Results Sought		
Does the legislature state intent, findings, or purpose?		
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The State Board of Education is also responsible for the administration, coordination, and management of adult basic and adult secondary (GED, alternate testing, and high school diploma) education for the purpose of facilitating and coordinating adult basic and adult secondary (GED, alternate testing, and high school diploma) education programs for South Carolina adults whose level of educational attainment is below high school, as prescribed by state and federal laws and regulations. (Section 59-43-20 (B)).
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		School Districts; Adult Education Centers
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Technical assistance provided or monitoring occurred.
Number of units provided	2017-18	Does not track
	2016-17	Does not track
	2015-16	Does not track
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law	2016-17	No applicable law
	2016-17	No
If yes, provide law	2015-16	No applicable law
	2015-16	No
If yes, provide law	2015-16	No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	13.00
	2016-17	8.00
	2015-16	11.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$457,228.89
	2016-17	\$427,887.74
	2015-16	\$371,776.23
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.01%
	2016-17	0.01%
	2015-16	0.01%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$945,170.46
	2016-17	\$1,499,144.60
	2015-16	\$2,341,761.24
Total collected from charging customers and non-state sources	2017-18	\$945,170.46
	2016-17	\$1,499,144.60
	2015-16	\$2,341,761.24
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		Item number	47
Associated laws			43-237.1; 59-16-50; 59-33-330; 59-33-340
Does state or federal law specifically require this deliverable?			Yes
Deliverable description			Provide trainings and support regarding adult education for each program year to districts.
Responsible organizational unit (primary)			Adult Education (Division of ECFR)
Results Sought			
Does the legislature state intent, findings, or purpose?			
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?			The State Board of Education and the local school districts are responsible for effective coordination and utilization of literacy councils, the technical education system, the educational television network, nonprofit groups, business and industry representatives, and other state and local agencies and private persons interested in adult basic and adult secondary (GED, alternate testing, and high school diploma) education programs to deliver programs to the state's undereducated adult population. (Section 59-43-20 (B)).
Associated performance measure item numbers, if any			5.4.1; 5.4.2
Customer Details			
Customer description			School Districts; Adult Education Centers
Does the agency evaluate customer satisfaction?		2017-18	No
Counties served in last completed fiscal year		2017-18	All
Number of customers served in last completed FY		2017-18	Unknown
Percentage change in customers served predicted for current FY		2018-19	Unknown
Maximum number of potential customers, with unlimited resources			Unknown
Units Provided and Amounts Charged to Customers			
Description of a single deliverable unit			A training or support offered
Number of units provided		2017-18	Unknown
		2016-17	Unknown
		2015-16	Unknown
Does law prohibit charging the customer for the deliverable?		2017-18	No
If yes, provide law		2016-17	No applicable law
		2016-17	No
If yes, provide law		2015-16	No applicable law
		2015-16	No
If yes, provide law			No applicable law
Amount charged to customer per deliverable unit		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Costs			
Total employee equivalents required (37.5 hour per week units)		2017-18	13.50
		2016-17	8.50
		2015-16	11.00
Total deliverable expenditures each year (operational and employee salary/fringe)		2017-18	\$457,228.89
		2016-17	\$427,887.74
		2015-16	\$371,776.23
Total deliverable expenditures as a percentage of total agency expenditures		2017-18	0.01%
		2016-17	0.01%
		2015-16	0.01%
Agency expenditures per unit of the deliverable		2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
		2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
		2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable			
Total collected from charging customers		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Total collected from charging customers and non-state sources		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Agency Comments			
Additional comments from agency (optional)			Trainings include, but are not limited to, New Director Training, Beginning of the Year Directors Meeting; Assessment Policy Training, New ESL Teacher Orientation, Family Literacy Training, Test of Adult Basic Education (TABE) Training, Database training, BEST Plus Training, BEST Literacy training, Mid-Year Director Meeting, Summer Academy Training, Fall Conference Training, and Spring Conference Training.

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		48
Associated laws		43-237.1; 59-16-50; 59-33-330; 59-33-340; 1A.27
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Provide support and oversight of the Young Adult Program (YAP) Proviso for 17 to 21 year olds in adult education.
Responsible organizational unit (primary)		Adult Education (Division of ECFR)
Results Sought		
Does the legislature state intent, findings, or purpose?		
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		A minimum of thirty percent of the funds appropriated for Previous adult educationNext must be allocated to school districts to serve Previous adult educationNext students between the ages of seventeen and twenty-one who are enrolled in programs leading to a state high school diploma, state high school equivalency diploma (GED), or career readiness certificate (WorkKeys). (Proviso 1A.27)
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		Individuals age 17 to 21 enrolled in an adult education program
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Support or oversight was provide.
Number of units provided	2017-18	Unknown
	2016-17	Unknown
	2015-16	Unknown
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	13.00
	2016-17	8.00
	2015-16	11.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$244,080.26
	2016-17	\$250,001.94
	2015-16	\$201,983.64
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.01%
	2016-17	0.01%
	2015-16	0.00%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		49
Associated laws		
Does state or federal law specifically require this deliverable?		No
Deliverable description		Provide oversight, support, and supervision for the Division of Data, Technology, and Agency Operations
Responsible organizational unit (primary)		Division of Data, Technology and Agency Operations (DTAO)
Results Sought		
Does the legislature state intent, findings, or purpose?		No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Provide necessary support and oversight to all offices within this division.
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		SCDE employees; Offices within division
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Support or oversight was provided for an office within the division.
Number of units provided	2017-18	Unknown
	2016-17	Unknown
	2015-16	Unknown
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	1.00
	2016-17	1.00
	2015-16	1.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$242,457.83
	2016-17	\$233,598.49
	2015-16	\$274,286.17
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.01%
	2016-17	0.01%
	2015-16	0.01%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		The Division of Data, Technology, and Agency Operations supplies both internal supports to agency staff and external support to districts and others so that all stakeholders can promote students reaching the Profile of the South Carolina Graduate. The division includes the Offices of Audit Services, the Chief Information Officer, the Chief Information Security Officer, and Research & Data Analysis. The deputy's office supports the Superintendent's Shared Services initiative and agency operations.

Deliverables

Agency: South Carolina Department of Education
Accurate as of: 8/12/19

Deliverable		50	51
Item number		200.504; 200.514; 59-21-1020	200.504; 200.514; 59-21-1020; 59-40-50; 200.501; 200.503; 200.507; 2 C.F.R. Appendix I to Part 200; 2 C.F.R. Appendix II to Part 200; 2 C.F.R. Appendix III to Part 200; 2 C.F.R. Appendix IX to Part 200; 59-21-1020
Associated laws			
Does state or federal law specifically require this deliverable?		Yes	Yes
Deliverable description		Perform internal audits of agency operations which includes compliance and inventory audits performed for county bus shops.	Perform external audits of sub recipients of federal funds that have passed through the SCDE.
Responsible organizational unit (primary)		Auditing Services (Division of DTAO)	Auditing Services (Division of DTAO)
Results Sought			
Does the legislature state intent, findings, or purpose?		Yes	Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The State Department of Education shall carefully monitor and audit the disbursement of monies from the South Carolina Education Improvement Act Fund. Any line item appropriation not fully expended for any program under the South Carolina Education Improvement Act of 1984 reverts to the fund. (Section 29-21-1010).	The State Department of Education shall carefully monitor and audit the disbursement of monies from the South Carolina Education Improvement Act Fund. Any line item appropriation not fully expended for any program under the South Carolina Education Improvement Act of 1984 reverts to the fund. (Section 29-21-1010).
Associated performance measure item numbers, if any		Unknown	7.1.2
Customer Details			
Customer description		SCDE Offices; County Bus Shops	Sub recipients of Federal Funds
Does the agency evaluate customer satisfaction?	2017-18	No	No
Counties served in last completed fiscal year	2017-18	All	All
Number of customers served in last completed FY	2017-18	1	17
Percentage change in customers served predicted for current FY	2018-19	0.00%	Unknown
Maximum number of potential customers, with unlimited resources		1 (The SCDE because they are internal audits)	Unknown
Units Provided and Amounts Charged to Customers			
Description of a single deliverable unit		An internal audit completed	Audit completed
Number of units provided	2017-18	65	17
	2016-17	66	13
	2015-16	79	18
Does law prohibit charging the customer for the deliverable?	2017-18	No	No
If yes, provide law	2016-17	No applicable law	No applicable law
	2016-17	No	No
If yes, provide law	2015-16	No applicable law	No applicable law
	2015-16	No	No
If yes, provide law	2015-16	No applicable law	No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00	\$0.00
	2016-17	\$0.00	\$0.00
	2015-16	\$0.00	\$0.00
Costs			
Total employee equivalents required (37.5 hour per week units)	2017-18	2.35	1.60
	2016-17	3.50	0.50
	2015-16	3.50	2.75
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$239,703.54	\$163,202.41
	2016-17	\$308,656.98	\$44,093.85
	2015-16	\$267,882.11	\$210,478.80
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.01%	0.00%
	2016-17	0.01%	0.00%
	2015-16	0.01%	0.01%
Agency expenditures per unit of the deliverable	2017-18	\$3,687.75	\$9,600.14
	2016-17	\$4,676.62	\$3,391.83
	2015-16	\$3,390.91	\$11,693.27
Amount generated from providing deliverable			
Total collected from charging customers	2017-18	\$0.00	\$0.00
	2016-17	\$0.00	\$0.00
	2015-16	\$0.00	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00	\$0.00
	2016-17	\$0.00	\$0.00
	2015-16	\$0.00	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00	\$0.00
	2016-17	\$0.00	\$0.00
	2015-16	\$0.00	\$0.00
Agency Comments			
Additional comments from agency (optional)			

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		52
Associated laws		59-17-100; 200.511; 200.521; 59-21-1020
Does state or federal law specifically require this deliverable?		No
Deliverable description		Publish guides and handbooks (Internal Audit guide, the SCDE Financial Accounting Handbook, and the National Public Education Finance Survey)
Responsible organizational unit (primary)		Auditing Services (Division of DTAO)
Results Sought		
Does the legislature state intent, findings, or purpose?		No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Ensure all SCDE employees and sub recipients are aware of auditing policies and guidelines.
Associated performance measure item numbers, if any		7.1.1
Customer Details		
Customer description		Independent Auditors, Schools Districts, Program Offices within SCDE, Nonprofits
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		A guide, handbook, or survey completed
Number of units provided	2017-18	3
	2016-17	3
	2015-16	3
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	0.75
	2016-17	0.65
	2015-16	0.75
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$76,501.13
	2016-17	\$57,322.01
	2015-16	\$57,403.31
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.00%
	2016-17	0.00%
	2015-16	0.00%
Agency expenditures per unit of the deliverable	2017-18	\$25,500.38
	2016-17	\$19,107.34
	2015-16	\$19,134.44
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		For each FY: 1 Annual Audit Guide, 1 Financial Accounting Handbook, and 1 Survey

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable			
	Item number		53
	Associated laws		59-40-50; 200.501; 200.503; 200.507
	Does state or federal law specifically require this deliverable?		No
	Deliverable description		Provide external auditing training.
	Responsible organizational unit (primary)		Auditing Services (Division of DTAO)
Results Sought			
	Does the legislature state intent, findings, or purpose?		No
	What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Ensure all SCDE employees and sub recipients are aware of auditing policies and guidelines.
	Associated performance measure item numbers, if any		Unknown
Customer Details			
	Customer description		External Auditors; Program Offices within SCDE
	Does the agency evaluate customer satisfaction?	2017-18	No
	Counties served in last completed fiscal year	2017-18	Unknown
	Number of customers served in last completed FY	2017-18	Unknown
	Percentage change in customers served predicted for current FY	2018-19	Unknown
	Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers			
	Description of a single deliverable unit		An external audit training
	Number of units provided	2017-18	0
		2016-17	0
		2015-16	1
	Does law prohibit charging the customer for the deliverable?	2017-18	No
	If yes, provide law		No applicable law
		2016-17	No
	If yes, provide law		No applicable law
		2015-16	No
	If yes, provide law		No applicable law
	Amount charged to customer per deliverable unit	2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Costs			
	Total employee equivalents required (37.5 hour per week units)	2017-18	0.00
		2016-17	0.00
		2015-16	0.30
	Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$22,961.32
	Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.00%
		2016-17	0.00%
		2015-16	0.00%
	Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
		2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
		2015-16	\$22,961.32
Amount generated from providing deliverable			
	Total collected from charging customers	2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
	Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
	Total collected from charging customers and non-state sources	2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Agency Comments			
	Additional comments from agency (optional)		The external auditor training was held in May 2016. The training was not held in FY 2016-17 or FY 2017-18. During FY 2015-16, 2 employees spent 15% of their time preparing, organizing, and presenting at the training.

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		54
Associated laws		2 CFR Part 200; 200.516; 200.517; 2 C.F.R. Appendix I to Part 200; 59-21-1020
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Calculate sub recipients risk assessment scores
Responsible organizational unit (primary)		Auditing Services (Division of DTAO)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The State Department of Education shall carefully monitor and audit the disbursement of monies from the South Carolina Education Improvement Act Fund. Any line item appropriation not fully expended for any program under the South Carolina Education Improvement Act of 1984 reverts to the fund. (Section 29-21-1010).
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		School Districts; Sub recipients of Federal Funds
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	82
Percentage change in customers served predicted for current FY	2018-19	0.00%
Maximum number of potential customers, with unlimited resources		82
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Risk rating calculated
Number of units provided	2017-18	82
	2016-17	82
	2015-16	82
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	1.30
	2016-17	0.50
	2015-16	0.70
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$132,601.96
	2016-17	\$44,093.85
	2015-16	\$53,576.42
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.00%
	2016-17	0.00%
	2015-16	0.00%
Agency expenditures per unit of the deliverable	2017-18	\$1,617.10
	2016-17	\$537.73
	2015-16	\$653.37
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		55
Associated laws		
Does state or federal law specifically require this deliverable?		No
Deliverable description		Provide technology infrastructure development and support for the agency by maintaining all systems hardware and software.
Responsible organizational unit (primary)		Chief Information Officer (Division of DTAO)
Results Sought		
Does the legislature state intent, findings, or purpose?		No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Ensure all technology is working properly for all SCDE employees.
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		SCDE Employees
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	1
Percentage change in customers served predicted for current FY	2018-19	0.00%
Maximum number of potential customers, with unlimited resources		1
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Development of infrastructure or maintenance required
Number of units provided	2017-18	Does not track
	2016-17	Does not track
	2015-16	Does not track
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	5.00
	2016-17	5.00
	2015-16	5.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$3,865,459.89
	2016-17	\$1,563,102.02
	2015-16	\$1,524,353.90
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.08%
	2016-17	0.03%
	2015-16	0.04%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		Major procurements in FY 17-18 to replace and provide server and storage capacity. The Chief Information Office is responsible for the Information Technology functions for the Department of Education. Customer number explanation: Because this is an internal function of the SCDE, but still a deliverable of the Chief Information Office, their is only one customer (the SCDE). Although it is only one customer, this deliverable allows all SCDE employees to serve all counties across the state and thus, 'All Counties' was selected for counties served.

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		Item number	56
Associated laws			
Does state or federal law specifically require this deliverable?			No
Deliverable description			Provide project management, business analysis, application development, quality assurance and support.
Responsible organizational unit (primary)			Chief Information Officer (Division of DTAO)
Results Sought			
Does the legislature state intent, findings, or purpose?			No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?			Ensure all technology is working properly for all SCDE employees.
Associated performance measure item numbers, if any			Unknown
Customer Details			
Customer description			SCDE Employees
Does the agency evaluate customer satisfaction?	2017-18		No
Counties served in last completed fiscal year	2017-18		All
Number of customers served in last completed FY	2017-18		1
Percentage change in customers served predicted for current FY	2018-19		0.00%
Maximum number of potential customers, with unlimited resources			1
Units Provided and Amounts Charged to Customers			
Description of a single deliverable unit			Management, analysis, development, or assurances were provided
Number of units provided	2017-18		Unknown
	2016-17		Unknown
	2015-16		Unknown
Does law prohibit charging the customer for the deliverable?	2017-18		No
If yes, provide law			No applicable law
	2016-17		No
If yes, provide law			No applicable law
	2015-16		No
If yes, provide law			No applicable law
Amount charged to customer per deliverable unit	2017-18		\$0.00
	2016-17		\$0.00
	2015-16		\$0.00
Costs			
Total employee equivalents required (37.5 hour per week units)	2017-18		26.00
	2016-17		15.00
	2015-16		18.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18		\$1,668,404.52
	2016-17		\$1,076,044.24
	2015-16		\$1,239,650.63
Total deliverable expenditures as a percentage of total agency expenditures	2017-18		0.04%
	2016-17		0.02%
	2015-16		0.03%
Agency expenditures per unit of the deliverable	2017-18		There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17		There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16		There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable			
Total collected from charging customers	2017-18		\$0.00
	2016-17		\$0.00
	2015-16		\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18		\$0.00
	2016-17		\$0.00
	2015-16		\$0.00
Total collected from charging customers and non-state sources	2017-18		\$0.00
	2016-17		\$0.00
	2015-16		\$0.00
Agency Comments			
Additional comments from agency (optional)			

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		57
Associated laws		
Does state or federal law specifically require this deliverable?		No
Deliverable description		Provide agency desktop support, help desk functions, and telecommunications.
Responsible organizational unit (primary)		Chief Information Officer (Division of DTAO)
Results Sought		
Does the legislature state intent, findings, or purpose?		No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Ensure all technology is working properly for all SCDE employees.
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		SCDE Employees
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	1
Percentage change in customers served predicted for current FY	2018-19	0.00%
Maximum number of potential customers, with unlimited resources		1
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Help desk provided support
Number of units provided	2017-18	Unknown
	2016-17	Unknown
	2015-16	Unknown
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	9.00
	2016-17	10.00
	2015-16	10.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$854,555.89
	2016-17	\$608,303.73
	2015-16	495368.21
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.02%
	2016-17	0.01%
	2015-16	0.01%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		58
Associated laws		
Does state or federal law specifically require this deliverable?		No
Deliverable description		Provide print and mail functions.
Responsible organizational unit (primary)		Chief Information Officer (Division of DTAO)
Results Sought		
Does the legislature state intent, findings, or purpose?		No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Ensure all mail flowing through the agency is delivered and received as well as handling the printing needs of the agency.
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		SCDE Employees
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	1
Percentage change in customers served predicted for current FY	2018-19	0.00%
Maximum number of potential customers, with unlimited resources		1
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Print job completed or mail delivered
Number of units provided	2017-18	Does not track
	2016-17	Does not track
	2015-16	Does not track
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	3.00
	2016-17	3.00
	2015-16	3.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$489,292.46
	2016-17	\$447,457.78
	2015-16	\$403,212.38
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.01%
	2016-17	0.01%
	2015-16	0.01%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		Item number	59
Associated laws			
Does state or federal law specifically require this deliverable?			No
Deliverable description			Provide systems that protect agency systems and information from malicious attack.
Responsible organizational unit (primary)			Chief Information Security Office (Division of DTAO)
Results Sought			
Does the legislature state intent, findings, or purpose?			No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?			Ensure all systems are protected so that sensitive information is unable to be accessed by outside parties.
Associated performance measure item numbers, if any			Unknown
Customer Details			
Customer description			SCDE Employees
Does the agency evaluate customer satisfaction?		2017-18	No
Counties served in last completed fiscal year		2017-18	All
Number of customers served in last completed FY		2017-18	1
Percentage change in customers served predicted for current FY		2018-19	0.00%
Maximum number of potential customers, with unlimited resources			1
Units Provided and Amounts Charged to Customers			
Description of a single deliverable unit			System provided
Number of units provided		2017-18	Unknown
		2016-17	Unknown
		2015-16	Unknown
Does law prohibit charging the customer for the deliverable?		2017-18	No
If yes, provide law		2017-18	No applicable law
		2016-17	No
If yes, provide law		2016-17	No applicable law
		2015-16	No
If yes, provide law		2015-16	No applicable law
Amount charged to customer per deliverable unit		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Costs			
Total employee equivalents required (37.5 hour per week units)		2017-18	4.00
		2016-17	4.00
		2015-16	3.00
Total deliverable expenditures each year (operational and employee salary/fringe)		2017-18	\$1,108,967.63
		2016-17	\$1,172,497.73
		2015-16	\$313,552.62
Total deliverable expenditures as a percentage of total agency expenditures		2017-18	0.02%
		2016-17	0.03%
		2015-16	0.01%
Agency expenditures per unit of the deliverable		2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
		2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
		2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable			
Total collected from charging customers		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Total collected from charging customers and non-state sources		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Agency Comments			
Additional comments from agency (optional)			

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		60
Associated laws		
Does state or federal law specifically require this deliverable?		No
Deliverable description		Provide support related to student information systems, including PowerSchool, Enrich, SUNS, and related data.
Responsible organizational unit (primary)		Research and Data Analysis (Division of DTAO)
Results Sought		
Does the legislature state intent, findings, or purpose?		No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Provide necessary support to SCDE employees as well as school districts to ensure that all systems are being utilized correctly and effectively.
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		Schools; School Districts
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	All School Districts
Percentage change in customers served predicted for current FY	2018-19	0.00%
Maximum number of potential customers, with unlimited resources		All School Districts
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Support provided regarding PowerSchool, Enrich, or SUNS related data
Number of units provided	2017-18	Does not track
	2016-17	Does not track
	2015-16	Does not track
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	9.00
	2016-17	9.00
	2015-16	7.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$8,254,547.81
	2016-17	\$6,791,691.67
	2015-16	\$7,402,622.98
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.18%
	2016-17	0.15%
	2015-16	0.18%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		61
Associated laws		59-18-900
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Collect and analyze data for the annual state report cards, ED Facts reporting, state reporting, and longitudinal data systems.
Responsible organizational unit (primary)		Research and Data Analysis (Division of DTAO)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The annual report card must serve at least six purposes: (1) inform parents and the public about the school's performance including, but not limited to, that on the home page of the report there must be each school's overall performance rating in a font size larger than twenty-six and the total number of points the school achieved on a zero to one hundred scale; (2) assist in addressing the strengths and weaknesses within a particular school; (3) recognize schools with high performance; (4) evaluate and focus resources on schools with low performance; (5) meet federal report card requirements; and (6) document the preparedness of high school graduates for college and career. (Section 59-18-900).
Associated performance measure item numbers, if any		4.1.2
Customer Details		
Customer description		Schools; School Districts; General Public; SCDE Employees
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	All Schools and Districts
Percentage change in customers served predicted for current FY	2018-19	0.00%
Maximum number of potential customers, with unlimited resources		All Schools and Districts
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Data analyzed
Number of units provided	2017-18	Unknown
	2016-17	Unknown
	2015-16	Unknown
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	12.00
	2016-17	12.00
	2015-16	10.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$1,526,334.76
	2016-17	\$1,193,729.96
	2015-16	\$955,273.50
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.03%
	2016-17	0.03%
	2015-16	0.02%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		62
Associated laws		
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Publication of the annual state and federal report cards.
Responsible organizational unit (primary)		Research and Data Analysis (Division of DTAO)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The Education Oversight Committee, working with the State Board of Education, is directed to establish the format of a comprehensive, web-based, annual report card to report on the performance for the State and for individual primary, elementary, middle, high schools, career centers, and school districts of the State. (Section 59-18-900).
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		Schools; School Districts; General Public; SCDE Employees
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	All Schools and Districts
Percentage change in customers served predicted for current FY	2018-19	0.00%
Maximum number of potential customers, with unlimited resources		All Schools and Districts
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		State or Federal Report Card published
Number of units provided	2017-18	Unknown
	2016-17	Unknown
	2015-16	Unknown
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	4.00
	2016-17	4.00
	2015-16	3.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$544,596.44
	2016-17	\$317,466.91
	2015-16	\$234,425.38
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.01%
	2016-17	0.01%
	2015-16	0.01%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		63
Associated laws		
Does state or federal law specifically require this deliverable?		No
Deliverable description		Provide support to other programs with data collection and reporting needs.
Responsible organizational unit (primary)		Research and Data Analysis (Division of DTAO)
Results Sought		
Does the legislature state intent, findings, or purpose?		No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The ability to gather requested data for SCDE employees as well as other stakeholders as needed.
Associated performance measure item numbers, if any		3.4.1
Customer Details		
Customer description		SCDE Employees
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	Unknown
Number of customers served in last completed FY	2017-18	1
Percentage change in customers served predicted for current FY	2018-19	0.00%
Maximum number of potential customers, with unlimited resources		1
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Support provided to other programs
Number of units provided	2017-18	Unknown
	2016-17	Unknown
	2015-16	Unknown
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	9.00
	2016-17	9.00
	2015-16	5.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$850,086.05
	2016-17	\$954,964.64
	2015-16	\$603,434.42
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.02%
	2016-17	0.02%
	2015-16	0.01%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		64
Associated laws		
Does state or federal law specifically require this deliverable?		No
Deliverable description		Provide oversight, support, and supervision for the Division of Federal Programs, Assessment, and School Improvement
Responsible organizational unit (primary)		Division of Federal Programs, Assessment, and School Improvement
Results Sought		
Does the legislature state intent, findings, or purpose?		No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Provide necessary support and oversight for all offices within this division.
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		SCDE Employees
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Oversight or support provided to SCDE employees or offices within the division
Number of units provided	2017-18	Unknown
	2016-17	Unknown
	2015-16	Unknown
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	1.00
	2016-17	1.00
	2015-16	1.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$253,463.76
	2016-17	\$214,980.46
	2015-16	\$205,266.58
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.01%
	2016-17	0.00%
	2015-16	0.01%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
Accurate as of: 8/12/19

Deliverable		
Item number		65
Associated laws		43-261; 43-303; 43-307; 1.61; 1.64; 1A.3; 1A.18; 1A.49; 1A.75; 59-156-210; P.L. 114-95
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Administer and provide support and oversight of federal programs related to the Every Student Succeeds Act (ESSA). Responsible for LEA plan approvals, programmatic and fiscal monitoring and technical assistance.
Responsible organizational unit (primary)		Federal and State Accountability (Division of FPASI)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		ESSA includes provisions that will help to ensure success for students and schools. Specifically, ESSA maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time and advances equity by upholding critical protections for America's disadvantaged and high-need students. (P.L. 114-95).
Associated performance measure item numbers, if any		2.1.1; 2.1.2
Customer Details		
Customer description		Schools; School Districts; US Department of Education
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Title review, audit, or monitoring visit; training provided
Number of units provided	2017-18	508
	2016-17	443
	2015-16	309
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law	2016-17	No applicable law
	2016-17	No
If yes, provide law	2015-16	No applicable law
	2015-16	No
If yes, provide law	2015-16	No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	21.00
	2016-17	25.00
	2015-16	21.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$3,444,914.76
	2016-17	\$2,948,404.54
	2015-16	\$1,848,042.10
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.07%
	2016-17	0.06%
	2015-16	0.05%
Agency expenditures per unit of the deliverable	2017-18	\$6,781.33
	2016-17	\$6,655.54
	2015-16	\$5,980.72
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$1,998,873.40
	2016-17	\$21,522,343.75
	2015-16	\$8,527,992.98
Total collected from charging customers and non-state sources	2017-18	\$1,998,873.40
	2016-17	\$21,522,343.75
	2015-16	\$8,527,992.98
Agency Comments		
Additional comments from agency (optional)		(FY 17-18): 86 Title I and Title II reviews and approvals; 34 Title I onsite monitoring visits; 118 School Improvement reviews and approvals; 33 Title II onsite monitoring visits; 31 N&D reviews and approvals; 11 N&D onsite monitoring visits; 49 districts received Title III allocations; 6 Title III monitoring visits; 86 Title IV reviews and approvals; 44 districts received Title V (no longer applicable); 7 Title V desk audits; approximately 30 onsite trainings (FY 16-17): 86 Title I and Title II reviews and approvals; 29 Title I onsite monitoring visits; 118 School Improvement reviews and approvals; 33 Title II onsite monitoring visits; 29 N&D reviews and approvals; 12 N&D onsite monitoring visits; 52 districts received Title III allocations; 5 Title III monitoring visits; 40 districts received Title VI allocations; 9 Title VI desk audits; approximately 30 onsite trainings (FY 15-16): 86 Title I and Title II reviews and approvals; 19 Title I onsite monitoring visits; 33 Title II onsite monitoring visits; 30 N&D reviews and approvals; 9 N&D onsite monitoring visits; 0 districts received Title III allocations; 0 Title III monitoring visits (no records found); 39 districts received Title VI allocations; 13 Title VI desk audits; approximately 30 onsite trainings

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		66
Associated laws		43-261; 43-300; 43-303; 43-307; 1.61; 1.64; 1A.3; 1A.18; 1A.49; 1A.75; 59-156-210
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Administer and provide support and oversight of State programs such as Accreditation, District/School Strategic Plans, and other state required programs.
Responsible organizational unit (primary)		Federal and State Accountability (Division of FPASI)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Each school district shall provide the defined program approved by the State Board of Education that complies with standards prescribed for the boards of trustees; district operations; elementary grades; middle grades; secondary grades; career and technology education centers; summer school programs; and adult education. (R. 43-300). The strategic plans and improvement reports required of the public schools and districts in Sections 59-18-1300, 59-18-1500, and 59-20-60 are consolidated and reported as follows: district and school five-year plans and annual updates and district programmatic reports, and school reports... (Section 59-18-1310).
Associated performance measure item numbers, if any		2.3.1; 3.4.2
Customer Details		
Customer description		Schools; School Districts
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	1250 Schools
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		1300 Schools
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		School served
Number of units provided	2017-18	1,250
	2016-17	1,253
	2015-16	1,247
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law	2016-17	No applicable law
	2016-17	No
If yes, provide law	2015-16	No applicable law
	2015-16	No
If yes, provide law	2015-16	No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	6.00
	2016-17	6.00
	2015-16	6.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$572,607.36
	2016-17	\$537,867.40
	2015-16	\$566,972.09
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.01%
	2016-17	0.01%
	2015-16	0.01%
Agency expenditures per unit of the deliverable	2017-18	\$458.09
	2016-17	\$429.26
	2015-16	\$454.67
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		67
Associated laws		59-18-1940; 1.36
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Reimburse districts for the administration scoring, and reporting of assessments. (Specific tests related to this deliverable are listed in comment box below)
Responsible organizational unit (primary)		Assessment (Division of FPASI)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		(A) Notwithstanding any other provision of law, the State Board of Education, through the Department of Education, is required to develop or adopt a statewide assessment program to promote student learning and to measure student performance on state standards and: (1) identify areas in which students, schools, or school districts need additional support; (2) indicate the academic achievement for schools, districts, and the State; (3) satisfy federal reporting requirements; and (4) provide professional development to educators. (Section 59-18-310).
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		School Districts
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	All School Districts
Percentage change in customers served predicted for current FY	2018-19	0.00%
Maximum number of potential customers, with unlimited resources		All School Districts
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Test administered (see comment box below for tests related to this deliverable specifically)
Number of units provided	2017-18	146,716
	2016-17	34,813
	2015-16	0
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law	2016-17	No applicable law
	2016-17	No
If yes, provide law	2015-16	No applicable law
	2015-16	No
If yes, provide law	2015-16	No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	0.15
	2016-17	0.05
	2015-16	0.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$6,646.00
	2016-17	\$1,860.00
	2015-16	\$0.00
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.00%
	2016-17	0.00%
	2015-16	0.00%
Agency expenditures per unit of the deliverable	2017-18	\$0.05
	2016-17	\$0.05
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		<ul style="list-style-type: none"> • Pre-ACT, PSAT, and Aspire for grade 10 • IB (FY18) • Ready to Work (FY18) • ACT (FY18) • SAT (FY18)

Deliverables

Agency: South Carolina Department of Education
Accurate as of: 8/12/19

Deliverable		
Item number		68
Associated laws		59-155-160; 59-18-310; 59-18-350; 59-18-360; 59-21-560; 59-59-50; 1.61; 1A.75; 200.3; 200.2; 200.5; 200.6; 200.10; 200.11
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Development of test items and test forms for administration of assessments to students; in-person and online training of district staff on administration procedures; manuals and related documents detailing administration procedures for district and school staff; customer service to districts, when needed; administration of the assessments and collection of students' responses; scoring; providing online and paper score reports for students/parents, schools, and districts; providing data files for districts. (Specific tests related to this deliverable are listed in comment box below)
Responsible organizational unit (primary)		Assessment (Division of FPASI)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		(A) Notwithstanding any other provision of law, the State Board of Education, through the Department of Education, is required to develop or adopt a statewide assessment program to promote student learning and to measure student performance on state standards and: (1) identify areas in which students, schools, or school districts need additional support; (2) indicate the academic achievement for schools, districts, and the State; (3) satisfy federal reporting requirements; and (4) provide professional development to educators. (Section 59-18-310).
Associated performance measure item numbers, if any		1.2.1; 1.2.2
Customer Details		
Customer description		Schools; School Districts
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	All public school students in South Carolina
Percentage change in customers served predicted for current FY	2018-19	0.00%
Maximum number of potential customers, with unlimited resources		All public school students in South Carolina
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Test administered (see comment box below for tests related to this deliverable specifically)
Number of units provided	2017-18	1,236,677
	2016-17	933,046
	2015-16	1,299,182
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law	2016-17	No applicable law
	2016-17	No
If yes, provide law	2015-16	No applicable law
	2015-16	No
If yes, provide law	2015-16	No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	19.00
	2016-17	29.13
	2015-16	25.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$19,624,630.74
	2016-17	\$22,189,371.98
	2015-16	\$19,295,358.28
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.42%
	2016-17	0.49%
	2015-16	0.47%
Agency expenditures per unit of the deliverable	2017-18	\$15.87
	2016-17	\$23.78
	2015-16	\$14.85
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		<ul style="list-style-type: none"> • SCPASS • SCREADY • EOCEP • SC Alternate Assessments

Deliverables

Agency: South Carolina Department of Education
Accurate as of: 8/12/19

Deliverable		Item number	69	70
Associated laws			59-155-150; 59-18-325; 59-21-560; 59-59-50; 1.36; 1A.3; 1A.75; 200.3; 200.5	59-18-350; 59-18-360; 59-155-160; 59-155-150; 59-18-320; 59-18-325; 59-19-360; 59-18-1940; 59-33-40; 1A.18; 200.3; 200.2; 200.4; 200.8; 200.9
Does state or federal law specifically require this deliverable?			Yes	Yes
Deliverable description			In-person and online training of district staff on administration procedures; manuals and related documents detailing administration procedures for district and school staff; customer service to districts, when needed; administration of the assessments and collection of students' responses; scoring; providing online and paper score reports for students/parents, schools, and districts; providing data files	Administer, score and report of assessments. (Specific tests related to this deliverable are listed in comment box below)
Responsible organizational unit (primary)			Assessment (Division of FPASI)	Assessment (Division of FPASI)
Results Sought				
Does the legislature state intent, findings, or purpose?			Yes	Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?			(A) Notwithstanding any other provision of law, the State Board of Education, through the Department of Education, is required to develop or adopt a statewide assessment program to promote student learning and to measure student performance on state standards and: (1) identify areas in which students, schools, or school districts need additional support; (2) indicate the academic achievement for schools, districts, and the State; (3) satisfy federal reporting requirements; and (4) provide professional development to educators. (Section 59-18-310).	(A) Notwithstanding any other provision of law, the State Board of Education, through the Department of Education, is required to develop or adopt a statewide assessment program to promote student learning and to measure student performance on state standards and: (1) identify areas in which students, schools, or school districts need additional support; (2) indicate the academic achievement for schools, districts, and the State; (3) satisfy federal reporting requirements; and (4) provide professional development to educators. (Section 59-18-310).
Associated performance measure item numbers, if any			1.2.1; 1.2.2	1.2.2
Customer Details				
Customer description			Schools; School Districts	Schools; School Districts
Does the agency evaluate customer satisfaction?		2017-18	No	No
Counties served in last completed fiscal year		2017-18	All	All
Number of customers served in last completed FY		2017-18	Unknown	All School Districts
Percentage change in customers served predicted for current FY		2018-19	Unknown	0.00%
Maximum number of potential customers, with unlimited resources			Unknown	All School Districts
Units Provided and Amounts Charged to Customers				
Description of a single deliverable unit			Test administered (see comment box below for tests related to this deliverable specifically)	Test administered (see comment box below for tests related to this deliverable specifically)
Number of units provided		2017-18	123,682	52,051
		2016-17	279,952	48,541
		2015-16	225,880	84,361
Does law prohibit charging the customer for the deliverable?		2017-18	No	No
If yes, provide law		2016-17	No applicable law	No applicable law
		2016-17	No	No
If yes, provide law		2015-16	No applicable law	No applicable law
		2015-16	No	No
If yes, provide law			No applicable law	No applicable law
Amount charged to customer per deliverable unit		2017-18	\$0.00	\$0.00
		2016-17	\$0.00	\$0.00
		2015-16	\$0.00	\$0.00
Costs				
Total employee equivalents required (37.5 hour per week units)		2017-18	1.53	0.10
		2016-17	2.40	0.10
		2015-16	2.43	0.10
Total deliverable expenditures each year (operational and employee salary/fringe)		2017-18	\$4,345,646.00	\$4,251,556.00
		2016-17	\$11,247,713.00	\$4,060,185.00
		2015-16	\$10,080,168.00	\$3,929,229.00
Total deliverable expenditures as a percentage of total agency expenditures		2017-18	0.09%	0.09%
		2016-17	0.25%	0.09%
		2015-16	0.25%	0.10%
Agency expenditures per unit of the deliverable		2017-18	\$35.14	\$81.68
		2016-17	\$40.18	\$83.64
		2015-16	\$44.63	\$46.58
Amount generated from providing deliverable				
Total collected from charging customers		2017-18	\$0.00	\$0.00
		2016-17	\$0.00	\$0.00
		2015-16	\$0.00	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)		2017-18	\$0.00	\$7,095,074.73
		2016-17	\$0.00	\$6,872,871.18
		2015-16	\$0.00	\$6,385,671.62
Total collected from charging customers and non-state sources		2017-18	\$0.00	\$7,095,074.73
		2016-17	\$0.00	\$6,872,871.18
		2015-16	\$0.00	\$6,385,671.62
Agency Comments				
Additional comments from agency (optional)			<ul style="list-style-type: none"> English language Proficiency assessments (ACCESS for ELLs and Alternate ACCESS for ELLs); CogAT, Iowa Assessments and Performance Tasks Assessments (identification of students for state funded gifted and talented programs); Readiness Assessments WorkKeys (FY16 and FY17 only) ACT (FY16 and FY17 only) 	<ul style="list-style-type: none"> MAP and STAR for grade 3 (assessments administered during summer reading camps) PSAT (FY 16 only) AP Exams

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		71	72
Item number		59-155-150	59-155-120
Associated laws			
Does state or federal law specifically require this deliverable?		Yes	Yes
Deliverable description		Train, administer, and score 4K and 5K assessments. (funded by Assessment in FY 17 and FY 18 only)	Funds sent to districts for the Adoption List of Formative Assessments
Responsible organizational unit (primary)		Assessment (Division of FPASI)	Assessment (Division of FPASI)
Results Sought			
Does the legislature state intent, findings, or purpose?		Yes	Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		With the enactment of this chapter, the State Superintendent of Education shall ensure that every student entering publically funded prekindergarten and kindergarten beginning in Fiscal Year 2014-2015 will be administered a readiness assessment by the forty-fifth day of the school year. (Section 59-155-150).	(A) Notwithstanding any other provision of law, the State Board of Education, through the Department of Education, is required to develop or adopt a statewide assessment program to promote student learning and to measure student performance on state standards and: (1) identify areas in which students, schools, or school districts need additional support; (2) indicate the academic achievement for schools, districts, and the State; (3) satisfy federal reporting requirements; and (4) provide professional development to educators. (Section 59-18-310).
Associated performance measure item numbers, if any		Unknown	Unknown
Customer Details			
Customer description		Educators; Schools; School Districts	Schools; School Districts
Does the agency evaluate customer satisfaction?	2017-18	No	No
Counties served in last completed fiscal year	2017-18	All	All
Number of customers served in last completed FY	2017-18	All School Districts	All School Districts
Percentage change in customers served predicted for current FY	2018-19	100.00%	200.00%
Maximum number of potential customers, with unlimited resources		All School Districts	All School Districts
Units Provided and Amounts Charged to Customers			
Description of a single deliverable unit		Test administered	Test administered in which some funding was provided
Number of units provided	2017-18	108,115	404,545
	2016-17	110,723	299,423
	2015-16	126,697	286,573
Does law prohibit charging the customer for the deliverable?	2017-18	No	No
If yes, provide law	2016-17	No applicable law	No applicable law
	2016-17	No	No
If yes, provide law	2015-16	No applicable law	No applicable law
	2015-16	No	No
If yes, provide law		No applicable law	No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00	\$0.00
	2016-17	\$0.00	\$0.00
	2015-16	\$0.00	\$0.00
Costs			
Total employee equivalents required (37.5 hour per week units)	2017-18	1.25	0.07
	2016-17	1.25	0.07
	2015-16	0.40	0.07
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$108,223.70	\$7,007.00
	2016-17	\$108,223.70	\$7,007.00
	2015-16	\$34,320.00	\$7,007.00
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.00%	0.00%
	2016-17	0.00%	0.00%
	2015-16	0.00%	0.00%
Agency expenditures per unit of the deliverable	2017-18	\$1.00	\$0.02
	2016-17	\$0.98	\$0.02
	2015-16	\$0.27	\$0.02
Amount generated from providing deliverable			
Total collected from charging customers	2017-18	\$0.00	\$0.00
	2016-17	\$0.00	\$0.00
	2015-16	\$0.00	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00	\$0.00
	2016-17	\$0.00	\$0.00
	2015-16	\$0.00	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00	\$0.00
	2016-17	\$0.00	\$0.00
	2015-16	\$0.00	\$0.00
Agency Comments			
Additional comments from agency (optional)			

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		73
Associated laws		1.10; 300.146; 300.148; 300.311;
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Fiscal and Grants Management – Collect and maintain all financial and programmatic data required by the IDEA; Perform fiscal monitoring of local education agencies (LEAs) and state-operated programs (SOPs) under the IDEA.
Responsible organizational unit (primary)		Special Education Services (Division of FPASI)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The General Assembly finds that it is necessary and proper to provide an appropriate education for all handicapped children and youth enrolled in public schools or eligible for enrollment therein. It further finds that this purpose can best be accomplished through implementation of an intensive five-year plan to expand and improve existing programs for exceptional children in the public schools. The purpose of this article is to provide for the mandatory establishment of educational and training services and facilities for handicapped children in the public schools, between the ages designated in Section 59-63-20, who cannot be trained adequately without special educational facilities and services. (Section 59-33-10).
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		School Districts; State Operated Programs; US Department of Education
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	All School Districts and State Operated Programs
Percentage change in customers served predicted for current FY	2018-19	0.00%
Maximum number of potential customers, with unlimited resources		All School Districts and State Operated Programs
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		A self assessment, desk audit, on-site visit, or MFS settlement.
Number of units provided	2017-18	197
	2016-17	197
	2015-16	111
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law	2016-17	No applicable law
	2016-17	No
If yes, provide law	2015-16	No applicable law
	2015-16	No
If yes, provide law	2015-16	No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	9.80
	2016-17	12.70
	2015-16	7.30
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$2,902,342.38
	2016-17	\$1,273,380.39
	2015-16	\$1,811,060.71
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.06%
	2016-17	0.03%
	2015-16	0.04%
Agency expenditures per unit of the deliverable	2017-18	\$14,732.70
	2016-17	\$6,463.86
	2015-16	\$16,315.86
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$1,951,661.99
	2016-17	\$1,730,955.18
	2015-16	\$1,183,735.60
Total collected from charging customers and non-state sources	2017-18	\$1,951,661.99
	2016-17	\$1,730,955.18
	2015-16	\$1,183,735.60
Agency Comments		
Additional comments from agency (optional)		It will be helpful to note that while this information is broken down by the state fiscal year for reporting purposes, the OSES operates under the requirements for the federal fiscal year. This means that rather than operating within a twelve-month state fiscal timeframe, the OSES expends funds under the twenty-seven-month federal fiscal timeframe. Activities and deliverables are all defined and required by the SPP. Each deliverable defined above and its associated units are explained in detail in the State Performance Plan (attached as an appendix). The corresponding page numbers for the deliverables and units are provided within this comment section for each deliverable. See pages 2 and 3 of the State Performance Plan "Fiscal Monitoring," page 6 "Fiscal and Grants Management Teams," and page 12 "Fiscal and Grants Management Team" (FY 17-18): 86 self assessments, 15 desk audits, 10 onsite visits; and 86 MFS settlements (FY 16-17): 86 self assessments, 15 desk audits, 10 onsite visits; and 86 MFS settlements (FY 15-16): 86 self assessments, 15 desk audits, 10 onsite visits

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		74
Associated laws		1.8; 43-243; 300.311; 59-21-520; 59-33-70; 59-33-360; 59-33-370; 59-33-510; 59-33-520; 59-33-550; 59-34-30; 59-33-50; 59-36-30; 300.106; 300.107; 300.108; 300.111; 300.112; 300.119; 300.120; 300.144
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Technical Assistance - Coordinate and provide statewide assistance for LEAs and SOPs for preschool, curriculum and instruction, post-secondary transition, assistive technology, behavioral supports, deaf and hard of hearing, visually impaired, visually impaired, group homes and residential treatment facilities.
Responsible organizational unit (primary)		Special Education Services (Division of FPASI)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The General Assembly finds that it is necessary and proper to provide an appropriate education for all handicapped children and youth enrolled in public schools or eligible for enrollment therein. It further finds that this purpose can best be accomplished through implementation of an intensive five-year plan to expand and improve existing programs for exceptional children in the public schools. The purpose of this article is to provide for the mandatory establishment of educational and training services and facilities for handicapped children in the public schools, between the ages designated in Section 59-63-20, who cannot be trained adequately without special educational facilities and services. (Section 59-33-10).
Associated performance measure item numbers, if any		1.3.2
Customer Details		
Customer description		School Districts; State Operated Programs
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	All School Districts and State Operated Programs
Percentage change in customers served predicted for current FY	2018-19	0.00%
Maximum number of potential customers, with unlimited resources		All School Districts and State Operated Programs
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Requested technical assistance or assistance via phone/email
Number of units provided	2017-18	133
	2016-17	113
	2015-16	93
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	5.40
	2016-17	7.00
	2015-16	4.70
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$2,536,992.51
	2016-17	\$1,003,810.04
	2015-16	\$1,671,259.42
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.05%
	2016-17	0.02%
	2015-16	0.04%
Agency expenditures per unit of the deliverable	2017-18	\$19,075.13
	2016-17	\$8,883.27
	2015-16	\$17,970.53
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$1,705,984.75
	2016-17	\$1,364,517.78
	2015-16	\$1,092,359.45
Total collected from charging customers and non-state sources	2017-18	\$1,705,984.75
	2016-17	\$1,364,517.78
	2015-16	\$1,092,359.45
Agency Comments		
Additional comments from agency (optional)		See page 5-6 of the State Performance Plan "Technical Assistance System"

Deliverables

Agency: South Carolina Department of Education
Accurate as of: 8/12/19

Deliverable		
Item number		75
Associated laws		1.8; 43-205; 43-243
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Programs and Initiatives - Professional Learning Opportunities - Oversee the special education across the state.
Responsible organizational unit (primary)		Special Education Services (Division of FPASI)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The General Assembly finds that it is necessary and proper to provide an appropriate education for all handicapped children and youth enrolled in public schools or eligible for enrollment therein. It further finds that this purpose can best be accomplished through implementation of an intensive five-year plan to expand and improve existing programs for exceptional children in the public schools. The purpose of this article is to provide for the mandatory establishment of educational and training services and facilities for handicapped children in the public schools, between the ages designated in Section 59-63-20, who cannot be trained adequately without special educational facilities and services. (Section 59-33-10).
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		Educators; Schools; School Districts; State Operated Programs
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		A professional learning opportunity was offered regarding a program or initiative
Number of units provided	2017-18	619
	2016-17	619
	2015-16	618
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law	2016-17	No applicable law
	2016-17	No
If yes, provide law	2015-16	No applicable law
	2015-16	No
If yes, provide law	2015-16	No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	6.00
	2016-17	7.40
	2015-16	5.70
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$2,586,812.95
	2016-17	\$1,022,727.26
	2015-16	\$1,725,029.15
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.06%
	2016-17	0.02%
	2015-16	0.04%
Agency expenditures per unit of the deliverable	2017-18	\$4,179.02
	2016-17	\$1,652.22
	2015-16	\$2,791.31
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$1,739,486.20
	2016-17	\$1,390,232.69
	2015-16	\$1,127,504.13
Total collected from charging customers and non-state sources	2017-18	\$1,739,486.20
	2016-17	\$1,390,232.69
	2015-16	\$1,127,504.13
Agency Comments		
Additional comments from agency (optional)		See pages 9-14 of the State Performance Plan "Programs and Initiatives Team" Programs: NDLA 1; SELC 1; CEC 1; SC D & HI Partnership 1; SC D & HH; Summit 1; SC Vision Education Partnership 1; SC Vision Summit 1; Spring Procedures for VI 1; Fall Procedures for VI 1; RtP 1; ASD 86; Behavior and Positive Support 86; Special Pops 86; Statewide Pyramid Model Implementation 86; Preschool Services 86; AT 86 Initiatives: SC Alt Portal 1; SC Center for Re-education (CREATE) 1; SCEIC 1; Pyramid Model Consortium 1; Visual Toolkit 1; Early Childhood 86; COSF 1; Transition form Part C to Part B 1

Deliverables

Agency: South Carolina Department of Education
Accurate as of: 8/12/19

Deliverable		
Item number		76
Associated laws		59-21-570; Title 34: PART 300; 300.1; 300.100; 300.101; 300.102; 300.109; 300.110; 300.116; 300.122; 300.145; 300.149; 300.135; 300.138; 300.139; 300.141; 300.143; 300.155; 300.156; 300.157; 300.160; 300.164; 300.222; 300.224; 300.228; 300.602; 300.603; 300.607; 300.608; 300.612; 300.613; 300.614; 300.616; 300.617; 300.623; 300.624; 300.625; 300.626
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Data Collection and Analysis - internal support in areas of IDEA reporting such as demographic analysis, data collection, education, needs analysis, data systems, and data quality assessment.
Responsible organizational unit (primary)		Special Education Services (Division of FPASI)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The General Assembly finds that it is necessary and proper to provide an appropriate education for all handicapped children and youth enrolled in public schools or eligible for enrollment therein. It further finds that this purpose can best be accomplished through implementation of an intensive five-year plan to expand and improve existing programs for exceptional children in the public schools. The purpose of this article is to provide for the mandatory establishment of educational and training services and facilities for handicapped children in the public schools, between the ages designated in Section 59-63-20, who cannot be trained adequately without special educational facilities and services. (Section 59-33-10).
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		School Districts; State Operated Programs
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		A data collection and analysis point for each districts
Number of units provided	2017-18	1,118
	2016-17	1,118
	2015-16	1,118
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	7.00
	2016-17	9.10
	2015-16	3.80
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$2,669,847.01
	2016-17	\$1,103,125.43
	2015-16	\$1,622,866.66
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.06%
	2016-17	0.02%
	2015-16	0.04%
Agency expenditures per unit of the deliverable	2017-18	\$2,388.06
	2016-17	\$986.70
	2015-16	\$1,451.58
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to provide deliverable)	2017-18	\$1,795,321.93
	2016-17	\$1,499,521.03
	2015-16	\$1,060,729.24
Total collected from charging customers and non-state sources	2017-18	\$1,795,321.93
	2016-17	\$1,499,521.03
	2015-16	\$1,060,729.24
Agency Comments		
Additional comments from agency (optional)		See pages 2-5 of the State Performance Plan "LEA Determinations" Data Collection and Analysis done on the following areas: Demographics; Needs Analysis; Data Systems; Data Quality; Indicator 11; Indicator 12; Indicator 13; Grad Rate; Indicator 3C; Indicator 5A; Indicator 6A; SWD Suspension; Career Readiness

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		77
Associated laws		43-243; 1A.67; 300.113; 300.114;
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		AT and IT Support - Assistance and support for information technology and assistive technology needs for OSES and external stakeholders ranging from item piece and equipment, or product system, off the shelf, modified and customized, used to increase maintain or improve functional capabilities of children with disabilities.
Responsible organizational unit (primary)		Special Education Services (Division of FPASI)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The General Assembly finds that it is necessary and proper to provide an appropriate education for all handicapped children and youth enrolled in public schools or eligible for enrollment therein. It further finds that this purpose can best be accomplished through implementation of an intensive five-year plan to expand and improve existing programs for exceptional children in the public schools. The purpose of this article is to provide for the mandatory establishment of educational and training services and facilities for handicapped children in the public schools, between the ages designated in Section 59-63-20, who cannot be trained adequately without special educational facilities and services. (Section 59-33-10).
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		SCDE Employees; School Districts; State Operated Programs
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Technical assistance/support provided by OSES in each of the areas of assistive technology, the Enrich IEP system, and PII.
Number of units provided	2017-18	345
	2016-17	345
	2015-16	249
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	3.70
	2016-17	4.40
	2015-16	1.60
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$2,395,834.61
	2016-17	\$880,848.13
	2015-16	\$1,504,573.25
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.05%
	2016-17	0.02%
	2015-16	0.04%
Agency expenditures per unit of the deliverable	2017-18	\$6,944.45
	2016-17	\$2,553.18
	2015-16	\$6,042.46
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$1,611,064.01
	2016-17	\$1,197,370.90
	2015-16	\$983,410.95
Total collected from charging customers and non-state sources	2017-18	\$1,611,064.01
	2016-17	\$1,197,370.90
	2015-16	\$983,410.95
Agency Comments		
Additional comments from agency (optional)		See pages 6 of the State Performance Plan "Assistive Technology Specialist (ATS)," page 9 "Assistive Technology Specialists," page 13 paragraph 3 with bulleted list, and paragraph 4 with bulleted list. Assistive Technology Specialist 86 Case Management System (Enrich) 85 IT related to PII 86 508 Compliance 1 MFS IT 86 SSIP IT support 1 In FY 15-16, MFS IT was not yet being used.

Deliverables

Agency: South Carolina Department of Education
Accurate as of: 8/12/19

Deliverable		
Item number		78
Associated laws		1.49; 43-205; 43-243; 300.146; 300.148; 43-235; 59-33-90; 59-33-100; 300.150; 300.151; 300.152; 300.154; 300.163; 300.169; 300.170; 300.171; 300.172; 300.173; 300.174; 300.175; 300.176; 300.177; 300.180; 300.191; 300.193; 300.194; 300.197; 300.199; 300.229; 300.320; 300.321; 300.500; 300.501; 300.701; 300.704; 300.808
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		General Supervision – implementation of general supervision and guidance that assists and supports LEAs and SOPs in meeting the requirements of federal and state regulations relating to students with disabilities.
Responsible organizational unit (primary)		Special Education Services (Division of FPASI)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The General Assembly finds that it is necessary and proper to provide an appropriate education for all handicapped children and youth enrolled in public schools or eligible for enrollment therein. It further finds that this purpose can best be accomplished through implementation of an intensive five-year plan to expand and improve existing programs for exceptional children in the public schools. The purpose of this article is to provide for the mandatory establishment of educational and training services and facilities for handicapped children in the public schools, between the ages designated in Section 59-63-20, who cannot be trained adequately without special educational facilities and services. (Section 59-33-10).
Associated performance measure item numbers, if any		1.3.1
Customer Details		
Customer description		School Districts; State Operated Programs
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Dispute resolution/compliance complaint, corrective activity, mediation, due process, or support provided through Ombudsman
Number of units provided	2017-18	255
	2016-17	228
	2015-16	177
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law	2016-17	No applicable law
	2016-17	No
If yes, provide law	2015-16	No applicable law
	2015-16	No
If yes, provide law	2015-16	No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	8.50
	2016-17	10.20
	2015-16	9.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$2,794,398.10
	2016-17	\$1,155,147.78
	2015-16	\$1,902,469.25
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.06%
	2016-17	0.03%
	2015-16	0.05%
Agency expenditures per unit of the deliverable	2017-18	\$10,958.42
	2016-17	\$5,066.44
	2015-16	\$10,748.41
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$1,879,075.53
	2016-17	\$1,570,237.02
	2015-16	\$1,243,481.55
Total collected from charging customers and non-state sources	2017-18	\$1,879,075.53
	2016-17	\$1,570,237.02
	2015-16	\$1,243,481.55
Agency Comments		
Additional comments from agency (optional)		See pages 1-2 of the State Performance Plan "General Supervision System" OSES does not track calls/emails individually by district; however, all districts receiving support through the ombudsman at some point throughout the year. (FY 17-18): Dispute Resolution/Compliance Complaints 69; Ombudsman 86; Facilitated IEPs 53; Mediations 0; Due Process 20; Expedited Due Process 0; Onsite Program Review 12; Corrective Activities 15 (FY 16-17): Dispute Resolution/Compliance Complaints 50; Ombudsman 86; Facilitated IEPs 23; Mediations 6; Due Process 20; Expedited Due Process 5; Onsite Program Review 15; Corrective Activities 23 (FY 15-16): Dispute Resolution/Compliance Complaints 22; Ombudsman 86; Facilitated IEPs 11; Mediations 3; Due Process 11; Expedited Due Process 3; Onsite Program Review 23; Corrective Activities 18

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		79
Associated laws		43-243; 300.148; 300.118; 300.125-300.128
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Professional learning opportunities relating to Compliance state and federal regulations and Outcomes for children with disabilities – This includes receiving and responding to informal parent complaints, updating and revising and the SC Special Education Process Guide, and receiving and responding to requests for technical assistance form LEAs and SOPs.
Responsible organizational unit (primary)		Special Education Services (Division of FPASI)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The General Assembly finds that it is necessary and proper to provide an appropriate education for all handicapped children and youth enrolled in public schools or eligible for enrollment therein. It further finds that this purpose can best be accomplished through implementation of an intensive five-year plan to expand and improve existing programs for exceptional children in the public schools. The purpose of this article is to provide for the mandatory establishment of educational and training services and facilities for handicapped children in the public schools, between the ages designated in Section 59-63-20, who cannot be trained adequately without special educational facilities and services. (Section 59-33-10).
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		Educators; Schools; School Districts; State Operated Programs
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		A professional learning opportunity was provided.
Number of units provided	2017-18	85
	2016-17	67
	2015-16	42
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	6.60
	2016-17	8.20
	2015-16	4.90
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$2,636,633.39
	2016-17	\$1,060,561.69
	2015-16	\$1,682,013.36
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.06%
	2016-17	0.02%
	2015-16	0.04%
Agency expenditures per unit of the deliverable	2017-18	\$31,019.22
	2016-17	\$15,829.28
	2015-16	\$40,047.94
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$1,772,987.64
	2016-17	\$1,441,662.49
	2015-16	\$1,099,388.38
Total collected from charging customers and non-state sources	2017-18	\$1,772,987.64
	2016-17	\$1,441,662.49
	2015-16	\$1,099,388.38
Agency Comments		
Additional comments from agency (optional)		See page 8 of the State Performance Plan "Professional Development System," and "System for Responding to Individual Requests for Assistance."

Deliverables

Agency: South Carolina Department of Education
Accurate as of: 8/12/19

Deliverable		Item number	
Associated laws		80	59-18-1610; 200.6; 59-29-10; 59-29-15; 59-29-190
Does state or federal law specifically require this deliverable?		Yes	
Deliverable description			Provide training, support, and coaching in low performing school districts.
Responsible organizational unit (primary)			School Transformation (Division of FPASI)
Results Sought		Yes	
Does the legislature state intent, findings, or purpose?			Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?			It is the purpose of the General Assembly in this chapter to establish a performance-based accountability system for public education which focuses on improving teaching and learning so that students are equipped with a strong academic foundation. (Section 59-18-100).
Associated performance measure item numbers, if any			2.2.1; 2.2.2; 2.2.3
Customer Details			
Customer description			Schools; School Districts
Does the agency evaluate customer satisfaction?		2017-18	No
Counties served in last completed fiscal year		2017-18	Unknown
Number of customers served in last completed FY		2017-18	Unknown
Percentage change in customers served predicted for current FY		2018-19	Unknown
Maximum number of potential customers, with unlimited resources			Unknown
Units Provided and Amounts Charged to Customers			
Description of a single deliverable unit			Days of training/coaching for low performing school districts.
Number of units provided		2017-18	357
		2016-17	346
		2015-16	339
Does law prohibit charging the customer for the deliverable?		2017-18	No
If yes, provide law		2016-17	No applicable law
If yes, provide law		2015-16	No
If yes, provide law		2015-16	No applicable law
If yes, provide law		2015-16	No
If yes, provide law		2015-16	No applicable law
Amount charged to customer per deliverable unit		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Costs			
Total employee equivalents required (37.5 hour per week units)		2017-18	32.00
		2016-17	36.00
		2015-16	6.00
Total deliverable expenditures each year (operational and employee salary/fringe)		2017-18	\$3,120,000.00
		2016-17	\$4,120,000.00
		2015-16	\$850,000.00
Total deliverable expenditures as a percentage of total agency expenditures		2017-18	0.07%
		2016-17	0.09%
		2015-16	0.02%
Agency expenditures per unit of the deliverable		2017-18	\$8,739.50
		2016-17	\$11,907.51
		2015-16	\$2,507.37
Amount generated from providing deliverable			
Total collected from charging customers		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)		2017-18	\$460,239.90
		2016-17	\$22,518.82
		2015-16	\$4,357.74
Total collected from charging customers and non-state sources		2017-18	\$460,239.90
		2016-17	\$22,518.82
		2015-16	\$4,357.74
Agency Comments			
Additional comments from agency (optional)			Explanation of increase in funding from FY 15-16 to FY 16-17: The Office of School Transformation received an increase in state technical assistance funds from the General Assembly, which allowed for the hiring of a transformation coach for every low performing school in the state. This allowed us to provide daily coaching services to each of the 38 schools and increase the number of face-to-face and virtual trainings offered regarding school transformation. These three things: the hiring of 30 transformation coaches, the completion of the remaining 26 diagnostic reviews, and the execution of diagnostic reviews for any district identified as underperforming per Act 281 resulted in the increased number of expenditures. Additionally, we declared a state of emergency in Allendale County School District and managed two schools in the Florence Four school district, both of which required additional state technical assistance and funding support. For example, we placed a district level transformation coach in Allendale in addition to appointing Dr. Walter Tobin as superintendent. The SCDE also declared a state of emergency in Williamsburg County School District which resulted in additional state technical assistance and funding support for that district. FY 17-18: 18 face to face trainings; 4 virtual trainings, and daily coaching for low performing schools (335 days of coaching/30 transformation coaches); FY 16-17: 8 face to face trainings; 3 virtual trainings, and daily coaching for low performing schools (335 days of coaching/30 transformation coaches); FY 15-16: 4 face to face trainings; coaching for low performing schools (335 days of coaching/3 transformation coaches)

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		81
Associated laws		59-18-1610; 59-40-155; 59-40-160; 1A.12; 59-18-1575; 59-29-55; 59-29-140; 59-29-165; 59-29-180; 59-63-1310; 59-39-50; 59-55-20; 59-55-30; 59-55-40; 59-63-65; 59-63-75; 59-63-80; 59-63-90; 59-63-95;
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Monitor evidence based interventions, practices, and strategies by conducting progress monitoring reviews.
Responsible organizational unit (primary)		School Transformation (Division of FPASI)
Results Sought		
Does the legislature state intent, findings, or purpose?		
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The office shall provide technical assistance to underperforming schools and districts as directed by the Superintendent of Education. (Section 59-18-1575).
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		Schools; School Districts
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	54
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		82
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		District diagnostic review, training regarding a district diagnostic review, or a progress monitoring review.
Number of units provided	2017-18	54
	2016-17	43
	2015-16	12
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	32.00
	2016-17	43.00
	2015-16	3.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$1,000,000.00
	2016-17	\$1,500,000.00
	2015-16	\$1,000,000.00
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.02%
	2016-17	0.03%
	2015-16	0.02%
Agency expenditures per unit of the deliverable	2017-18	\$18,518.52
	2016-17	\$34,883.72
	2015-16	\$83,333.33
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$147,512.79
	2016-17	\$8,198.60
	2015-16	\$5,126.75
Total collected from charging customers and non-state sources	2017-18	\$147,512.79
	2016-17	\$8,198.60
	2015-16	\$5,126.75
Agency Comments		
Additional comments from agency (optional)		To ensure compliance with monitoring the implementation of evidence based strategies, practices, and interventions, we conducted 38 progress-monitoring reviews to analyze each low-performing school's adherence to recommendations previously provided to the diagnostic review. Breakdown of Units: FY 17-18: 38 progress monitoring reviews; 16 face to face diagnostic review trainings FY 16-17: 26 school diagnostic reviews; 4 district diagnostic reviews; 13 face to face diagnostic review trainings FY 15-16: 12 diagnostic reviews

Deliverables

Agency: South Carolina Department of Education
Accurate as of: 8/12/19

Deliverable		82	83
Item number			
Associated laws			59-18-1610; 59-40; 110; 1A.12; 1.61
Does state or federal law specifically require this deliverable?		No	Yes
Deliverable description		Monitor sub-grant recipients for the Charter School Planning and Implementation Grant	Provide state-wide professional development relating to school transformation.
Responsible organizational unit (primary)		School Transformation (Division of FPASI)	School Transformation (Division of FPASI)
Results Sought			
Does the legislature state intent, findings, or purpose?		Yes	Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The purpose of the Charter School Program (Title V, Part B, Subpart 1 of the Elementary and Secondary Education Act [ESEA]), as stated in the federal authorizing statute and non-regulatory guidance, is to increase the national understanding of the charter school model by (1) expanding the number of high-quality charter schools available to students across the nation by providing financial assistance for the planning, program design, and initial implementation of charter schools; and (2) by evaluating the effects of charter schools, including their effects on students, student academic achievement, staff, and parents.	It is the purpose of the General Assembly in this chapter to establish a performance based accountability system for public education which focuses on improving teaching and learning so that students are equipped with a strong academic foundation. (Section 59-18-100).
Associated performance measure item numbers, if any		Unknown	Unknown
Customer Details			
Customer description		Sub recipients of the P&I Grant; Charter Schools	Educators; Schools; School Districts
Does the agency evaluate customer satisfaction?	2017-18	No	No
Counties served in last completed fiscal year	2017-18	Unknown	Unknown
Number of customers served in last completed FY	2017-18	60	8
Percentage change in customers served predicted for current FY	2018-19	Unknown	Unknown
Maximum number of potential customers, with unlimited resources		100	20
Units Provided and Amounts Charged to Customers			
Description of a single deliverable unit		Monitoring visit or technical assistance session	A training relating to school transformation
Number of units provided	2017-18	60	8
	2016-17	60	8
	2015-16	60	4
Does law prohibit charging the customer for the deliverable?	2017-18	No	No
If yes, provide law	2016-17	No applicable law	No applicable law
	2016-17	No	No
If yes, provide law	2015-16	No applicable law	No applicable law
	2015-16	No	No
If yes, provide law	2015-16	No applicable law	No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00	\$0.00
	2016-17	\$0.00	\$0.00
	2015-16	\$0.00	\$0.00
Costs			
Total employee equivalents required (37.5 hour per week units)	2017-18	3.00	3.50
	2016-17	3.00	4.00
	2015-16	3.00	2.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$240,500.00	\$145,457.92
	2016-17	\$240,500.00	\$383,196.27
	2015-16	\$240,500.00	\$326,316.62
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.01%	0.00%
	2016-17	0.01%	0.01%
	2015-16	0.01%	0.01%
Agency expenditures per unit of the deliverable	2017-18	\$4,008.33	\$18,182.24
	2016-17	\$4,008.33	\$47,899.53
	2015-16	\$4,008.33	\$81,579.16
Amount generated from providing deliverable			
Total collected from charging customers	2017-18	\$0.00	\$0.00
	2016-17	\$0.00	\$0.00
	2015-16	\$0.00	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$229,814.48	\$21,456.90
	2016-17	\$298,159.62	\$2,094.45
	2015-16	\$291,164.50	\$1,672.94
Total collected from charging customers and non-state sources	2017-18	\$229,814.48	\$21,456.90
	2016-17	\$298,159.62	\$2,094.45
	2015-16	\$291,164.50	\$1,672.94
Agency Comments			
Additional comments from agency (optional)		For all three fiscal years: 57 monitoring visits and 3 technical assistance sessions. The maximum reward amount for the P&I Grant is \$800,000 for Targeted Applicants and \$698,320 for Typical Applicants. 30 months for Planning and Implementation grants 24 months for Implementation Only grants	

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		84
Associated laws		
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Provide oversight, support, and supervision for the Division of College and Career Readiness
Responsible organizational unit (primary)		Division of College and Career Readiness
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		To meet the Profile of the South Carolina Graduate, all students graduating from public high schools in this State should have the knowledge, skills, and opportunity to be college ready, career ready, and life ready for success in the global, digital, and knowledge-based world of the twenty-first century as provided in Section 59-1-50. All graduates should have the opportunity to qualify for and be prepared to succeed in entry-level, credit-bearing college courses, without the need for remedial coursework, postsecondary job training, or significant on-the-job training. (Section 59-18-100).
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		SCDE Employees
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Support and oversight provided to SCDE employees or offices within the division
Number of units provided	2017-18	Unknown
	2016-17	Unknown
	2015-16	Unknown
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	1.00
	2016-17	1.00
	2015-16	1.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$259,093.64
	2016-17	\$218,922.44
	2015-16	\$219,915.37
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.01%
	2016-17	0.00%
	2015-16	0.01%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		The Division of College and Career Readiness is committed to the Profile of the SC Graduate and stands ready to support interagency offices, districts, schools, administrators, and teachers in preparing students for the day after graduation.

Deliverables

Agency: South Carolina Department of Education
Accurate as of: 8/12/19

Deliverable		Item number	85
Associated laws			43-236; 1.76
Does state or federal law specifically require this deliverable?			Yes
Deliverable description			Provide qualified personnel to serve as experts and liaisons in the 16 career clusters, career guidance, data/state & federal accountability, administer and monitor Perkins federal funds, provide legal counsel, oversee grant compliance, state EIA funds, and state industry credential funding.
Responsible organizational unit (primary)			Career and Technology (Division of CCR)
Results Sought			
Does the legislature state intent, findings, or purpose?			Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?			The Department of Education shall develop a curriculum, aligned with state content standards, organized around a career cluster system that must provide students with both strong academics and real-world problem solving skills. Students must be provided individualized educational, academic, and career-oriented choices and greater exposure to career information and opportunities. This system must promote the involvement and cooperative effort of parents, teachers, and school counselors in assisting students in making these choices, in setting career goals, and in developing individual graduation plans to achieve these goals. (Section 59-59-20 (A)).
Associated performance measure item numbers, if any			Unknown
Customer Details			
Customer description			School Districts; CTE Centers; Schools
Does the agency evaluate customer satisfaction?		2017-18	No
Counties served in last completed fiscal year		2017-18	All
Number of customers served in last completed FY		2017-18	16
Percentage change in customers served predicted for current FY		2018-19	Unknown
Maximum number of potential customers, with unlimited resources			16 (unless other career clusters are added)
Units Provided and Amounts Charged to Customers			
Description of a single deliverable unit			Liaison in one of the 16 career clusters
Number of units provided		2017-18	16
		2016-17	16
		2015-16	16
Does law prohibit charging the customer for the deliverable?		2017-18	No
If yes, provide law		2016-17	No applicable law
		2016-17	No
If yes, provide law		2015-16	No applicable law
		2015-16	No
If yes, provide law		2015-16	No applicable law
Amount charged to customer per deliverable unit		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Costs			
Total employee equivalents required (37.5 hour per week units)		2017-18	8.95
		2016-17	8.95
		2015-16	8.95
Total deliverable expenditures each year (operational and employee salary/fringe)		2017-18	\$1,046,829.38
		2016-17	\$1,223,040.18
		2015-16	\$1,187,631.68
Total deliverable expenditures as a percentage of total agency expenditures		2017-18	0.02%
		2016-17	0.03%
		2015-16	0.03%
Agency expenditures per unit of the deliverable		2017-18	\$65,426.84
		2016-17	\$76,440.01
		2015-16	\$74,226.98
Amount generated from providing deliverable			
Total collected from charging customers		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)		2017-18	\$303,281.24
		2016-17	\$1,193,090.87
		2015-16	\$1,192,094.13
Total collected from charging customers and non-state sources		2017-18	\$303,281.24
		2016-17	\$1,193,090.87
		2015-16	\$1,192,094.13
Agency Comments			
Additional comments from agency (optional)			

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		Item number	86
	Associated laws		59-29-21; 59-54-30;
	Does state or federal law specifically require this deliverable?		Yes
	Deliverable description		Provide communication to business and industry, school districts, post-secondary institutions, legislative representatives, parents, students, advocacy groups, and other CTE shareholders about career and technical education. More specifically regarding CTE initiatives, CTE programs, state CTE data, and various opportunities via face to face interactions, website, traditional mail, email, newsletter, phone and web conferencing, professional learning opportunities, and promotional items related to Career and Technical Education.
	Responsible organizational unit (primary)		Career and Technology (Division of CCR)
Results Sought			
	Does the legislature state intent, findings, or purpose?		Yes
	What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The Department of Education shall develop a curriculum, aligned with state content standards, organized around a career cluster system that must provide students with both strong academics and real-world problem solving skills. Students must be provided individualized educational, academic, and career-oriented choices and greater exposure to career information and opportunities. This system must promote the involvement and cooperative effort of parents, teachers, and school counselors in assisting students in making these choices, in setting career goals, and in developing individual graduation plans to achieve these goals. (Section 59-59-20 (A)).
	Associated performance measure item numbers, if any		5.2.1; 5.2.2; 5.2.3; 5.2.4
Customer Details			
	Customer description		School Districts; Business and Industries; Legislators; Parents; Students; Advocacy Groups; Institutions of Higher Education; CTE Stakeholders
	Does the agency evaluate customer satisfaction?	2017-18	No
	Counties served in last completed fiscal year	2017-18	All
	Number of customers served in last completed FY	2017-18	Unknown
	Percentage change in customers served predicted for current FY	2018-19	Unknown
	Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers			
	Description of a single deliverable unit		Communication occurred to one of the customers listed above.
	Number of units provided	2017-18	Does not track
		2016-17	Does not track
		2015-16	Does not track
	Does law prohibit charging the customer for the deliverable?	2017-18	No
	If yes, provide law	2016-17	No applicable law
		2016-17	No
	If yes, provide law	2015-16	No applicable law
		2015-16	No
	If yes, provide law		No applicable law
	Amount charged to customer per deliverable unit	2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Costs			
	Total employee equivalents required (37.5 hour per week units)	2017-18	5.50
		2016-17	5.50
		2015-16	5.50
	Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$715,419.01
		2016-17	\$612,777.04
		2015-16	\$598,073.72
	Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.02%
		2016-17	0.01%
		2015-16	0.01%
	Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
		2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
		2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable			
	Total collected from charging customers	2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
	Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$207,266.98
		2016-17	\$597,771.60
		2015-16	\$600,320.94
	Total collected from charging customers and non-state sources	2017-18	\$207,266.98
		2016-17	\$597,771.60
		2015-16	\$600,320.94
Agency Comments			
	Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		Item number	87
Associated laws			43-236; 1.73; 59-59-70;
Does state or federal law specifically require this deliverable?			Yes
Deliverable description			Provide supplies and materials in the form of educational books and supplies, instructional materials, computer programmed licenses, postage, printed items, and travel costs to support relaying CTE content to k-12 schools, districts, and post-secondary institutions.
Responsible organizational unit (primary)			Career and Technology (Division of CCR)
Results Sought			
Does the legislature state intent, findings, or purpose?			Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?			The Department of Education shall develop a curriculum, aligned with state content standards, organized around a career cluster system that must provide students with both strong academics and real-world problem solving skills. Students must be provided individualized educational, academic, and career-oriented choices and greater exposure to career information and opportunities. This system must promote the involvement and cooperative effort of parents, teachers, and school counselors in assisting students in making these choices, in setting career goals, and in developing individual graduation plans to achieve these goals. (Section 59-59-20 (A)).
Associated performance measure item numbers, if any			Unknown
Customer Details			
Customer description			Schools; School Districts; Institutions of Higher Education
Does the agency evaluate customer satisfaction?		2017-18	No
Counties served in last completed fiscal year		2017-18	All
Number of customers served in last completed FY		2017-18	Unknown
Percentage change in customers served predicted for current FY		2018-19	Unknown
Maximum number of potential customers, with unlimited resources			Unknown
Units Provided and Amounts Charged to Customers			
Description of a single deliverable unit			Educational books and supplies, instructional materials, and other goods and services provided to schools, districts, and IHEs.
Number of units provided		2017-18	Does not track
		2016-17	Does not track
		2015-16	Does not track
Does law prohibit charging the customer for the deliverable?		2017-18	No
If yes, provide law		2016-17	No applicable law
		2016-17	No
If yes, provide law		2015-16	No applicable law
		2015-16	No
If yes, provide law		2015-16	No applicable law
Amount charged to customer per deliverable unit		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Costs			
Total employee equivalents required (37.5 hour per week units)		2017-18	0.85
		2016-17	0.85
		2015-16	0.85
Total deliverable expenditures each year (operational and employee salary/fringe)		2017-18	\$43,538.40
		2016-17	\$78,179.88
		2015-16	\$21,435.18
Total deliverable expenditures as a percentage of total agency expenditures		2017-18	0.00%
		2016-17	0.00%
		2015-16	0.00%
Agency expenditures per unit of the deliverable		2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
		2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
		2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable			
Total collected from charging customers		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)		2017-18	\$12,613.69
		2016-17	\$76,265.44
		2015-16	\$21,515.72
Total collected from charging customers and non-state sources		2017-18	\$12,613.69
		2016-17	\$76,265.44
		2015-16	\$21,515.72
Agency Comments			
Additional comments from agency (optional)			

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		Item number	88
Associated laws			59-59-100; 59-59-110; 59-59-190
Does state or federal law specifically require this deliverable?			Yes
Deliverable description			Partner with related advocacy groups through dues and member fees, hosting professional learning opportunities, and collaboration that support the work of CTE and the distribution of Perkins Federal funds to schools and districts.
Responsible organizational unit (primary)			Career and Technology (Division of CCR)
Results Sought			
Does the legislature state intent, findings, or purpose?			Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?			The South Carolina Department of Employment and Workforce, in collaboration with the State Board for Technical and Comprehensive Education and the Commission on Higher Education, shall assist the Department of Education, in planning and promoting the career information and employment options and preparation programs provided for in this chapter by: (5) collaborating with local agencies and businesses to stimulate funds. (59-59-190 (A)(5)).
Associated performance measure item numbers, if any			Unknown
Customer Details			
Customer description			Advocacy Groups; School Districts; CTE Centers
Does the agency evaluate customer satisfaction?		2017-18	No
Counties served in last completed fiscal year		2017-18	All
Number of customers served in last completed FY		2017-18	Unknown
Percentage change in customers served predicted for current FY		2018-19	Unknown
Maximum number of potential customers, with unlimited resources			Unknown
Units Provided and Amounts Charged to Customers			
Description of a single deliverable unit			Partnership created or professional learning opportunity offered related to Perkins Federal funds
Number of units provided		2017-18	Unknown
		2016-17	Unknown
		2015-16	Unknown
Does law prohibit charging the customer for the deliverable?		2017-18	No
If yes, provide law			No applicable law
		2016-17	No
If yes, provide law			No applicable law
		2015-16	No
If yes, provide law			No applicable law
Amount charged to customer per deliverable unit		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Costs			
Total employee equivalents required (37.5 hour per week units)		2017-18	0.85
		2016-17	0.85
		2015-16	0.85
Total deliverable expenditures each year (operational and employee salary/fringe)		2017-18	\$58,022.49
		2016-17	\$123,991.99
		2015-16	\$106,663.44
Total deliverable expenditures as a percentage of total agency expenditures		2017-18	0.00%
		2016-17	0.00%
		2015-16	0.00%
Agency expenditures per unit of the deliverable		2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
		2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
		2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable			
Total collected from charging customers		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)		2017-18	\$16,809.93
		2016-17	\$120,955.72
		2015-16	\$107,064.22
Total collected from charging customers and non-state sources		2017-18	\$16,809.93
		2016-17	\$120,955.72
		2015-16	\$107,064.22
Agency Comments			
Additional comments from agency (optional)			

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		89
Associated laws		43-236; 59-59-20; 59-59-80; 59-59-190
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Provide professional learning opportunities to schools, districts, and post-secondary institutions through face to face meetings, regional collaborative meetings, and onsite technical assistance visits.
Responsible organizational unit (primary)		Career and Technology (Division of CCR)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The Department of Education shall develop a curriculum, aligned with state content standards, organized around a career cluster system that must provide students with both strong academics and real-world problem solving skills. Students must be provided individualized educational, academic, and career-oriented choices and greater exposure to career information and opportunities. This system must promote the involvement and cooperative effort of parents, teachers, and school counselors in assisting students in making these choices, in setting career goals, and in developing individual graduation plans to achieve these goals. (Section 59-59-20 (A)).
Associated performance measure item numbers, if any		5.2.5
Customer Details		
Customer description		Schools; School Districts; Institutions of Higher Education
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Professional learning opportunity occurred
Number of units provided	2017-18	Unknown
	2016-17	Unknown
	2015-16	Unknown
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law	2016-17	No applicable law
	2016-17	No
If yes, provide law	2015-16	No applicable law
	2015-16	No
If yes, provide law	2015-16	No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	6.00
	2016-17	6.00
	2015-16	6.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$38,251.21
	2016-17	\$30,575.98
	2015-16	\$39,340.98
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.00%
	2016-17	0.00%
	2015-16	0.00%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$11,081.92
	2016-17	\$29,827.25
	2015-16	\$39,488.80
Total collected from charging customers and non-state sources	2017-18	\$11,081.92
	2016-17	\$29,827.25
	2015-16	\$39,488.80
Agency Comments		
Additional comments from agency (optional)		This also helps support the professional development of the CTE Programs so that administrative staff can better assist shareholders with regards to state EIA funds, federal Perkins funds, specific CTE program implementation, and standards revisions for CTE courses.

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		90
Associated laws		
Does state or federal law specifically require this deliverable?		No
Deliverable description		Provide indirect support in the amount of 3% of federal funds for salaries, fringe, and other expenses.
Responsible organizational unit (primary)		Career and Technology (Division of CCR)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The Department of Education shall develop a curriculum, aligned with state content standards, organized around a career cluster system that must provide students with both strong academics and real-world problem solving skills. Students must be provided individualized educational, academic, and career-oriented choices and greater exposure to career information and opportunities. This system must promote the involvement and cooperative effort of parents, teachers, and school counselors in assisting students in making these choices, in setting career goals, and in developing individual graduation plans to achieve these goals. (Section 59-59-20 (A)).
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		SCDE Employees
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Support provided
Number of units provided	2017-18	Unknown
	2016-17	Unknown
	2015-16	Unknown
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law	2016-17	No applicable law
	2016-17	No
If yes, provide law	2015-16	No applicable law
	2015-16	No
If yes, provide law	2015-16	No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	18.90
	2016-17	18.90
	2015-16	18.90
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$37,318.87
	2016-17	\$38,431.18
	2015-16	\$32,339.13
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.00%
	2016-17	0.00%
	2015-16	0.00%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$10,811.80
	2016-17	\$37,490.09
	2015-16	\$32,460.64
Total collected from charging customers and non-state sources	2017-18	\$10,811.80
	2016-17	\$37,490.09
	2015-16	\$32,460.64
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		91
Associated laws		59-155-110; 59-155-170; 59-155-190; 59-155-200; 59-156-150
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Implement and report components of Read to Succeed, including school and district reading plans, summer reading camps and literacy courses.
Responsible organizational unit (primary)		Early Learning and Literacy (Division of CCR)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		There is established within the South Carolina Department of Education the South Carolina Read to Succeed Office to implement a comprehensive, systemic approach to reading. (Section 59-155-110).
Associated performance measure item numbers, if any		5.3.4; 5.3.5
Customer Details		
Customer description		Schools; School Districts
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	All School Districts
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		All School Districts
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Component of Read to Succeed was implemented or reported
Number of units provided	2017-18	Unknown
	2016-17	Unknown
	2015-16	Unknown
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	24.67
	2016-17	22.91
	2015-16	23.33
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$2,779,749.81
	2016-17	\$3,587,945.08
	2015-16	\$3,691,019.43
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.06%
	2016-17	0.08%
	2015-16	0.09%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$5,500.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$5,500.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		92
Associated laws		59-156-120; 59-156-130; 59-156-160; 59-35-10; 59-36-50; 59-139-70
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Monitor and implement CERDEP and EIA 4K in school districts.
Responsible organizational unit (primary)		Early Learning and Literacy (Division of CCR)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		There is created the South Carolina Child Early Reading Development and Education Program which is a full day, four-year-old kindergarten program for at-risk children which must be made available to qualified children in all public school districts within the State. (Section 59-156-110).
Associated performance measure item numbers, if any		5.3.1; 5.3.2; 5.3.3; 5.3.7
Customer Details		
Customer description		Schools; School Districts
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	Unknown
Number of customers served in last completed FY	2017-18	10,545
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		20,000
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		CERDEP or EIA 4k implemented in a school district
Number of units provided	2017-18	62
	2016-17	61
	2015-16	61
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law	2016-17	No applicable law
	2016-17	No
If yes, provide law	2015-16	No applicable law
	2015-16	No
If yes, provide law	2015-16	No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	4.91
	2016-17	3.17
	2015-16	2.84
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$553,468.66
	2016-17	\$496,455.08
	2015-16	\$449,506.65
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.01%
	2016-17	0.01%
	2015-16	0.01%
Agency expenditures per unit of the deliverable	2017-18	\$8,926.91
	2016-17	\$8,138.61
	2015-16	\$7,368.96
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		93
Associated laws		1A.59;59-39-30; 59-156-180
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Provide professional development and technical assistance to 4k educators and providers.
Responsible organizational unit (primary)		Early Learning and Literacy (Division of CCR)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The General Assembly recognizes there is a strong relationship between the skills and preparation of prekindergarten instructors and the educational outcomes of students. To improve these educational outcomes, participating providers shall require all personnel providing instruction and classroom support to students participating in the South Carolina Child Early Reading Development and Education Program to participate annually in a minimum of fifteen hours of professional development, including, teaching children from poverty. (Section 59-156-180).
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		Educators; Schools; School Districts
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Professional development provided to 4k educators or providers
Number of units provided	2017-18	Unknown
	2016-17	Unknown
	2015-16	Unknown
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law	2016-17	No applicable law
	2016-17	No
If yes, provide law	2015-16	No applicable law
	2015-16	No
If yes, provide law	2015-16	No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	4.92
	2016-17	3.17
	2015-16	2.83
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$553,468.66
	2016-17	\$496,455.08
	2015-16	\$449,506.65
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.01%
	2016-17	0.01%
	2015-16	0.01%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		94
Associated laws		59-139-15; 59-155-130
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Create reports on district implementation of Early Learning and Literacy initiatives.
Responsible organizational unit (primary)		Early Learning and Literacy (Division of CCR)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The Read to Succeed Office must guide and support districts and collaborate with university teacher training programs to increase reading proficiency through the following functions: (9) provide an annual report to the General Assembly regarding the implementation of the South Carolina Read to Succeed Act and the State and the district's progress toward ensuring that at least ninety-five percent of all students are reading at grade level. (Section 59-155-130 (9)).
Associated performance measure item numbers, if any		5.3.6
Customer Details		
Customer description		General Assembly; General Public
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		A report completed
Number of units provided	2017-18	8
	2016-17	8
	2015-16	8
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	2.50
	2016-17	1.75
	2015-16	2.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$281,806.85
	2016-17	\$274,068.26
	2015-16	\$316,553.98
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.01%
	2016-17	0.01%
	2015-16	0.01%
Agency expenditures per unit of the deliverable	2017-18	\$35,225.86
	2016-17	\$34,258.53
	2015-16	\$39,569.25
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		Reports - the office provides annual reports that include: a. Summer reading camp report b. Reading proficiency report c. CERDEP report d. Reading coaches report e. Reading Partners report f. Data reports to the EOC g. National 4K and literacy reports (NIEER, GAO)

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		95
Associated laws		59-26-70; 59-39-112; 59-29-183
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Develop competencies for the Profile of the SC Graduate.
Responsible organizational unit (primary)		Personalized Learning (Division of CCR)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The State shall make a reasonable and concerted effort to ensure that graduates have world class knowledge based on rigorous standards in language arts and math for college and career readiness. Students should have the opportunity to learn one of a number of foreign languages, and have offerings in science, technology, engineering, mathematics, arts, and social sciences that afford them the knowledge needed to be successful. (Section 59-1-50).
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		School Districts/Students
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	All public school students in South Carolina
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		All public school students in South Carolina
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		A Practitioner's Guide - a set of statewide competencies for the Profile of the SC
Number of units provided	2017-18	1
	2016-17	0
	2015-16	0
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	1.50
	2016-17	0.00
	2015-16	0.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$144,189.67
	2016-17	\$0.00
	2015-16	\$0.00
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.00%
	2016-17	0.00%
	2015-16	0.00%
Agency expenditures per unit of the deliverable	2017-18	\$144,189.67
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		The Office of Personalized Learning was established in 2017. Therefore, for FY 2015-16 and 2016-17, there are no employees or expenditures to account for based on this office and in turn, this deliverable.

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		96
Associated laws		1.61
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Provide professional learning opportunities to teachers, schools, and students regarding personalized learning and competency based initiatives.
Responsible organizational unit (primary)		Personalized Learning (Division of CCR)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Working with the Education Oversight Committee, the State Department of Education shall design and pilot district accountability models that focus on competency-based education for a district or school or on regional or county economic initiatives to improve the postsecondary success of students. A district may apply to the department and the committee to participate in the pilot. (Section 59-18-1940).
Associated performance measure item numbers, if any		1.1.1
Customer Details		
Customer description		Teachers, Schools, Districts
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		A Professional Learning Opportunity
Number of units provided	2017-18	96
	2016-17	0
	2015-16	0
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	4.50
	2016-17	0.00
	2015-16	0.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$751,387.01
	2016-17	\$0.00
	2015-16	\$0.00
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.02%
	2016-17	0.00%
	2015-16	0.00%
Agency expenditures per unit of the deliverable	2017-18	\$7,826.95
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$400.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$400.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		72 face to face trainings; 4 online modules for on-demand asynchronous learning; 16 live online learning sessions; 3 webinars; 1 virtual course.

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		97
Associated laws		43-231; 43-232; 43-234; 43-238; 59-18-100; 59-29-230; 59-63-1400; 59-32-10; 59-32-30; 59-65-45
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Develop and revise South Carolina's Academic Standards
Responsible organizational unit (primary)		Standards and Learning (Division of CCR)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The standards must be reflective of the highest level of academic skills with the rigor necessary to improve the curriculum and instruction in South Carolina's schools so that students are encouraged to learn at unprecedented levels and must be reflective of the highest level of academic skills at each grade level. (Section 59-18-300). The State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. (Section 59-18-350).
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		Schools; School Districts; Educators
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	All public school students in South Carolina
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		All public school students in South Carolina
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		An entire set of standards spanning grade levels K-12
Number of units provided	2017-18	5
	2016-17	5
	2015-16	4
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	8.00
	2016-17	7.00
	2015-16	9.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$1,160,851.08
	2016-17	\$650,209.52
	2015-16	\$771,295.19
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.02%
	2016-17	0.01%
	2015-16	0.02%
Agency expenditures per unit of the deliverable	2017-18	\$232,170.22
	2016-17	\$130,041.90
	2015-16	\$192,823.80
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$176,896.17
	2016-17	\$29,100.63
	2015-16	\$17,281.40
Total collected from charging customers and non-state sources	2017-18	\$176,896.17
	2016-17	\$29,100.63
	2015-16	\$17,281.40
Agency Comments		
Additional comments from agency (optional)		(FY 17-18): Health, Social Studies, Visual and Performing Arts, World Languages, High School Computer Science (FY 16-17): Health, Social Studies, Visual and Performing Arts, K-8 Computer Science (FY 15-16): English Language Arts, Math, Health, American Sign Language

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		98
Associated laws		43-231; 43-232; 43-234; 43-238; 43-273; 59-59-220; 59-18-300; 59-18-350
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Identify, develop and/or revise resources that support statewide implementation of the South Carolina Academic Standards.
Responsible organizational unit (primary)		Standards and Learning (Division of CCR)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. (Section 59-18-350).
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		Schools; School Districts; Educators
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	All public school students in South Carolina
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		All public school students in South Carolina
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		A scope and sequence for a particular content area in grades K-12 or a support document/implementation guide to support K-12 set of standards
Number of units provided	2017-18	6
	2016-17	8
	2015-16	2
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law	2016-17	No applicable law
	2016-17	No
If yes, provide law	2015-16	No applicable law
	2015-16	No
If yes, provide law	2015-16	No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	11.00
	2016-17	12.00
	2015-16	6.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$1,160,851.08
	2016-17	\$650,209.52
	2015-16	\$771,295.19
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.02%
	2016-17	0.01%
	2015-16	0.02%
Agency expenditures per unit of the deliverable	2017-18	\$193,475.18
	2016-17	\$81,276.19
	2015-16	\$385,647.60
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		99
Associated laws		59-18-1130; 59-18-1930
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Provide professional learning opportunities to improve the capacity of teachers and districts in raising student achievement.
Responsible organizational unit (primary)		Standards and Learning (Division of CCR)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The State Department of Education shall develop an accountability system to ensure that identified professional development standards are effectively implemented. As part of this system the department shall provide information on the identified standards to all principals and other professional development leaders. Training for all school districts in how to design comprehensive professional development programs that are consistent with the standards also shall be a part of the implementation. A variety of staff development options that address effective teaching and assessment of state academic standards and workforce preparation skills shall be included in the information provided to principals and other professional development leaders to ensure high levels of student achievement. (Section 59-18-1930).
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		Schools; School Districts; Educators
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Professional Learning Opportunity was provided
Number of units provided	2017-18	41
	2016-17	34
	2015-16	9
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law	2016-17	No applicable law
	2016-17	No
If yes, provide law	2015-16	No applicable law
	2015-16	No
If yes, provide law	2015-16	No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	18.00
	2016-17	20.00
	2015-16	15.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$1,160,851.08
	2016-17	\$650,209.52
	2015-16	\$771,295.19
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.02%
	2016-17	0.01%
	2015-16	0.02%
Agency expenditures per unit of the deliverable	2017-18	\$28,313.44
	2016-17	\$19,123.81
	2015-16	\$85,699.47
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		100
Associated laws		43-242; 43-246; 43-273; 43-279; 1.64; 59-29-100
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Monitor compliance with state statutes and regulations as appropriate.
Responsible organizational unit (primary)		Standards and Learning (Division of CCR)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The standards must be reflective of the highest level of academic skills with the rigor necessary to improve the curriculum and instruction in South Carolina's schools so that students are encouraged to learn at unprecedented levels and must be reflective of the highest level of academic skills at each grade level. (Section 59-18-300).
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		Schools; School Districts
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Monitoring occurred
Number of units provided	2017-18	Unknown
	2016-17	Unknown
	2015-16	Unknown
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law	2016-17	No applicable law
	2016-17	No
If yes, provide law	2015-16	No applicable law
	2015-16	No
If yes, provide law	2015-16	No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	18.00
	2016-17	20.00
	2015-16	15.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$386,950.36
	2016-17	\$216,736.51
	2015-16	\$257,098.40
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.01%
	2016-17	0.00%
	2015-16	0.01%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		101
Associated laws		59-31-230; 59-65-240
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Administer virtual k-12 coursework and instruction.
Responsible organizational unit (primary)		Virtual Education (Division of CCR)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Ensure consistent high quality education for the students of South Carolina utilizing technology-delivered courses.(59-16-10)
Associated performance measure item numbers, if any		5.1.1; 5.1.2; 5.1.3; 5.1.5; 5.1.6
Customer Details		
Customer description		Schools; School Districts; Students of South Carolina
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	41,449
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		100,000
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		A student enrolled in a virtual course
Number of units provided	2017-18	41,449
	2016-17	39,053
	2015-16	39,645
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	166.20
	2016-17	177.70
	2015-16	176.70
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$6,700,028.96
	2016-17	\$5,888,593.12
	2015-16	\$4,836,565.60
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.14%
	2016-17	0.13%
	2015-16	0.12%
Agency expenditures per unit of the deliverable	2017-18	\$161.65
	2016-17	\$150.78
	2015-16	\$122.00
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		<p>The number of teachers fluctuate from year-to-year; however, many of those teachers serve as an adjunct teacher (part-time) and are only used if additional classes are needed. In many cases, not all of the teachers that were employed by the program were used each year.</p> <p>No new positions have been allocated to the office since 2015-16 fiscal year. Overall student growth has been limited due to not being able to hire additional teachers to take on more students. In 2016-17 the program turned away 2,526 student enrollments and in 2017-2018 the program turned away 3,286 student enrollments.</p>

Deliverables

Agency: South Carolina Department of Education
Accurate as of: 8/12/19

Deliverable		
Item number		102
Associated laws		59-16-15; 59-16-20; 59-16-40; 59-31-230; 59-65-240
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Develop virtual coursework and instruction.
Responsible organizational unit (primary)		Virtual Education (Division of CCR)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Ensure consistent high quality education for the students of South Carolina utilizing technology-delivered courses.(59-16-10)
Associated performance measure item numbers, if any		5.1.5
Customer Details		
Customer description		Schools; School Districts; Students of South Carolina
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Instructional resources/textbooks or a course which was developed
Number of units provided	2017-18	196
	2016-17	165
	2015-16	157
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	13.00
	2016-17	11.00
	2015-16	8.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$1,678,350.73
	2016-17	\$2,190,446.27
	2015-16	\$1,609,179.64
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.04%
	2016-17	0.05%
	2015-16	0.04%
Agency expenditures per unit of the deliverable	2017-18	\$8,563.01
	2016-17	\$13,275.43
	2015-16	\$10,249.55
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		(FY 17-18): 112 instructional resources/textbooks and 84 courses; (FY16-17): 92 instructional resources/textbooks and 73 courses; (FY15-16): 89 instructional resources/textbooks and 68 courses The number of course titles in the VirtualSC course catalog has increased each year based on student, school and parent feedback on needed courses. As new courses are added to the catalog the number of instructional materials also increases as each new course could contain several additional resources that need to be purchased for students. In addition to the new courses added, the staff involved with course development must also maintain the existing courses and ensure that all courses are standards aligned, ensure that unit goals are measurable and that the course objectives are aligned to assessments throughout the course. Each year many courses go through a revision process as standards change to ensure that all courses are standards aligned. So, staff are regularly involved in both new course development as well as on-going course revision. FY 2016-17 was a large renewal year for many of the program's instructional materials. This created a higher expenditure than in other years. Many instructional materials are renewed on a 6 year cycle, which results in a higher net cost every 6 years in that category.

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		103
Associated laws		59-31-230; 59-65-240
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Form partnerships to implement district-level virtual resources and programming.
Responsible organizational unit (primary)		Virtual Education (Division of CCR)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Ensure consistent high quality education for the students of South Carolina utilizing technology-delivered courses.(59-16-10)
Associated performance measure item numbers, if any		5.1.4
Customer Details		
Customer description		Schools; School Districts; Students of South Carolina
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	60
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		80
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		A partnership with a school or district
Number of units provided	2017-18	60
	2016-17	51
	2015-16	40
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	3.30
	2016-17	3.30
	2015-16	3.30
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$533,206.00
	2016-17	\$676,949.85
	2015-16	\$356,532.57
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.01%
	2016-17	0.01%
	2015-16	0.01%
Agency expenditures per unit of the deliverable	2017-18	\$8,886.77
	2016-17	\$13,273.53
	2015-16	\$8,913.31
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		(FY 17-18): 43 districts partnered for Elementary Keyboarding, 12 District Franchise Programs, 5 school partnerships for Virtual Learning Labs; (FY 16-17): 35 districts partnered for Elementary Keyboarding, 8 District Franchise Programs, 8 school partnerships for Virtual Learning Labs; (FY 15-16): 32 districts partnered for Elementary Keyboarding, 4 District Franchise Programs, 4 school partnerships for Virtual Learning Labs After discussions, the program began the Franchise Program to offer schools the VirtualSC online courses and technology to deliver the courses to their students, along with teacher training to help their local teachers become familiar with teaching in an online classroom. This program has continually grown each year and has helped the program generate some additional revenue, which has been used to hire some additional teachers to support students. Additionally, this column includes several resources that we provide at no cost to schools including: Shmoop and Elementary Keyboarding. Both of the resources are offered at no cost to schools across the state. Lastly, this column also includes our Virtual Learning Lab program, which is offered to a school when they have a need for a whole classroom of students to take the same class. The school will contract with the program to offer the course, the materials, and the online certified teacher to provide instruction to their class of students.

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		104
Associated laws		59-31-230; 59-65-240
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Provide online professional development for educators.
Responsible organizational unit (primary)		Virtual Education (Division of CCR)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Ensure consistent high quality education for the students of South Carolina utilizing technology-delivered courses.(59-16-10)
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		Educators; Schools; School Districts
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	11,108
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		15,000
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Educator who participated in one of the courses offered
Number of units provided	2017-18	11,108
	2016-17	10,836
	2015-16	5,015
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$85.00
	2016-17	\$85.00
	2015-16	\$85.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	41.50
	2016-17	38.00
	2015-16	37.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$1,482,886.99
	2016-17	\$1,558,489.18
	2015-16	\$1,152,294.48
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.03%
	2016-17	0.03%
	2015-16	0.03%
Agency expenditures per unit of the deliverable	2017-18	\$133.50
	2016-17	\$143.83
	2015-16	\$229.77
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$1,162,623.03
	2016-17	\$1,099,076.00
	2015-16	\$336,565.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$1,162,623.03
	2016-17	\$1,099,076.00
	2015-16	\$336,565.00
Agency Comments		
Additional comments from agency (optional)		(FY 17-18): 36 courses offered; (FY 16-17): 32 courses offered; (FY 15-16): 30 courses offered This includes all functions of providing online professional development to educators statewide on various topics, including: Read to Succeed, technology integration, and online teaching. The primary costs associated with this program are costs of the technology used to create, develop and maintain the online courses, a registration system for educators to enroll into courses, and staff to oversee the program as well as teachers to facilitate the online professional development courses. The online PD program experienced major growth between the 15-16 and 16-17 fiscal years due to the growth and demand for online Read to Succeed courses. In addition, the program is working directly with other agency offices to provide support for PACE, Read to Succeed, Teaching and Learning Standards, Online Teaching Endorsement, and many other popular PD opportunity for educators. The popularity of the program has continued to expand since 16-17 resulting in increased enrollments.

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		Item number	105
Associated laws			
Does state or federal law specifically require this deliverable?		No	
Deliverable description		Provide oversight, support, and supervision for the Division of District Operations and Support.	
Responsible organizational unit (primary)		Division of District Operations and Support	
Results Sought			
Does the legislature state intent, findings, or purpose?		No	
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Provide oversight, support, and supervision to all offices within the Division of District Operations and Support.	
Associated performance measure item numbers, if any		Unknown	
Customer Details			
Customer description		SCDE Employees	
Does the agency evaluate customer satisfaction?	2017-18	No	
Counties served in last completed fiscal year	2017-18	All	
Number of customers served in last completed FY	2017-18	Unknown	
Percentage change in customers served predicted for current FY	2018-19	Unknown	
Maximum number of potential customers, with unlimited resources		Unknown	
Units Provided and Amounts Charged to Customers			
Description of a single deliverable unit		Support or oversight was provided for SCDE employees and offices within the division	
Number of units provided	2017-18	Unknown	
	2016-17	Unknown	
	2015-16	Unknown	
Does law prohibit charging the customer for the deliverable?	2017-18	No	
If yes, provide law		No applicable law	
	2016-17	No	
If yes, provide law		No applicable law	
	2015-16	No	
If yes, provide law		No applicable law	
Amount charged to customer per deliverable unit	2017-18	\$0.00	
	2016-17	\$0.00	
	2015-16	\$0.00	
Costs			
Total employee equivalents required (37.5 hour per week units)	2017-18	1.00	
	2016-17	1.00	
	2015-16	1.00	
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$231,645.89	
	2016-17	\$206,053.99	
	2015-16	\$160,769.77	
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.00%	
	2016-17	0.00%	
	2015-16	0.00%	
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.	
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.	
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.	
Amount generated from providing deliverable			
Total collected from charging customers	2017-18	\$0.00	
	2016-17	\$0.00	
	2015-16	\$0.00	
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00	
	2016-17	\$0.00	
	2015-16	\$0.00	
Total collected from charging customers and non-state sources	2017-18	\$0.00	
	2016-17	\$0.00	
	2015-16	\$0.00	
Agency Comments			
Additional comments from agency (optional)		The mission of the Division of Operations and Support is to support the operations of the South Carolina Department of Education, and to provide technical assistance, monitoring, and support to school districts implementing health and nutrition, transportation, facilities, and Medicaid claiming activities.	

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		106
Associated laws		43-168; 43-169; 59-10-40; 59-10-220; 59-10-320; 59-10-330; 59-21-710; 59-21-750; 59-63-720; 59-63-740; 59-63-765; 59-63-790; 43-168; 43-169; 43-171.1; 7 CFR 210-299; 7 CFR 3016; 7 CFR 3019
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Provide support and training to school districts regarding Health and Nutrition programs.
Responsible organizational unit (primary)		Health and Nutrition (Division of DOS)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Appropriate professional development must be provided to teachers and volunteers on the importance of physical activity for young children and the relationship of activity and good nutrition to academic performance and healthy lifestyles. (Section 59-10-40).
Associated performance measure item numbers, if any		6.2.1
Customer Details		
Customer description		Schools; School Districts
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		Training was offered
Number of units provided	2017-18	Unknown
	2016-17	Unknown
	2015-16	Unknown
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law	2016-17	No applicable law
	2016-17	No
If yes, provide law	2015-16	No applicable law
	2015-16	No
If yes, provide law	2015-16	No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	14.00
	2016-17	13.00
	2015-16	12.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$1,038,752.49
	2016-17	\$804,505.31
	2015-16	\$996,689.45
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.02%
	2016-17	0.02%
	2015-16	0.02%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		Trainings include, but are not limited to: - Director Training; - New SFA Training; - HACCP; - Produce Safety; - DC System; - ServSafe; - 6 cent Workshop; - Area Meetings Misc. content; - New Managers Training; - SIFT Training 5 days; - Leadership Training; - State Meeting Training Annually; - Misc. training by request as needed

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		107	108
Item number		107	108
Associated laws		43-168; 43-169; 59-10-220; 59-10-320; 59-10-330; 59-21-710; 59-21-750; 59-63-720; 59-63-740; 59-63-765; 59-63-790; 43-168; 43-169; 43-171.1; 7 CFR 210-299; 7 CFR 3016; 7 CFR 3019	43-168; 43-169; 59-10-220; 59-10-320; 59-10-330; 59-21-710; 59-21-750; 59-63-720; 59-63-740; 59-63-765; 59-63-790; 43-168; 43-169; 43-171.1; 7 CFR 210-299; 7 CFR 3016; 7 CFR 3019
Does state or federal law specifically require this deliverable?		Yes	Yes
Deliverable description		Approve all summer feeding sites and sponsors.	Monitor all School Nutrition programs.
Responsible organizational unit (primary)		Health and Nutrition (Division of DOS)	Health and Nutrition (Division of DOS)
Results Sought			
Does the legislature state intent, findings, or purpose?		Yes	Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Federal law—specifically, the National School Lunch Act (42 U.S.C. Section 1758(f), the National School Lunch Program (7 C.F.R. Section 210.10), and the School Breakfast Program (7 C.F.R. Section 220.8)—regulates the nutritional quality of foods served in the nation’s school meal programs. For a school meal program to receive USDA subsidies, school meals must meet nutrition standards for saturated fat, vitamins, minerals, protein, calories, and portion sizes. (R. 43-168).	Federal law—specifically, the National School Lunch Act (42 U.S.C. Section 1758(f), the National School Lunch Program (7 C.F.R. Section 210.10), and the School Breakfast Program (7 C.F.R. Section 220.8)—regulates the nutritional quality of foods served in the nation’s school meal programs. For a school meal program to receive USDA subsidies, school meals must meet nutrition standards for saturated fat, vitamins, minerals, protein, calories, and portion sizes. (R. 43-168).
Associated performance measure item numbers, if any		6.2.3	6.2.2
Customer Details			
Customer description		Summer Feeding Site Sponsors	Schools; School Districts
Does the agency evaluate customer satisfaction?	2017-18	No	No
Counties served in last completed fiscal year	2017-18	All	All
Number of customers served in last completed FY	2017-18	2,010	111
Percentage change in customers served predicted for current FY	2018-19	Unknown	Unknown
Maximum number of potential customers, with unlimited resources		3,000	150
Units Provided and Amounts Charged to Customers			
Description of a single deliverable unit		An approved sponsor site	An annual visit or administrative review.
Number of units provided	2017-18	2,010	111
	2016-17	1,919	91
	2015-16	1,700	139
Does law prohibit charging the customer for the deliverable?	2017-18	No	No
If yes, provide law	2016-17	No applicable law	No applicable law
	2016-17	No	No
If yes, provide law	2015-16	No applicable law	No applicable law
	2015-16	No	No
If yes, provide law	2015-16	No applicable law	No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00	\$0.00
	2016-17	\$0.00	\$0.00
	2015-16	\$0.00	\$0.00
Costs			
Total employee equivalents required (37.5 hour per week units)	2017-18	5.00	14.00
	2016-17	5.00	13.00
	2015-16	4.00	12.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$983,530.61	\$1,036,071.14
	2016-17	\$929,194.42	\$1,330,551.23
	2015-16	\$900,035.52	\$994,641.62
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.02%	0.02%
	2016-17	0.02%	0.03%
	2015-16	0.02%	0.02%
Agency expenditures per unit of the deliverable	2017-18	\$489.32	\$9,333.97
	2016-17	\$484.21	\$14,621.44
	2015-16	\$529.43	\$7,155.70
Amount generated from providing deliverable			
Total collected from charging customers	2017-18	\$0.00	\$0.00
	2016-17	\$0.00	\$0.00
	2015-16	\$0.00	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$376,999.37	\$1,680,432.61
	2016-17	\$393,081.44	\$2,099,589.30
	2015-16	\$43,086.91	\$1,515,059.23
Total collected from charging customers and non-state sources	2017-18	\$376,999.37	\$1,680,432.61
	2016-17	\$393,081.44	\$2,099,589.30
	2015-16	\$43,086.91	\$1,515,059.23
Agency Comments			
Additional comments from agency (optional)			(FY 17-18): 63 annual visits; 48 administrative reviews = 111 Total (FY 16-17): 47 annual visits; 44 administrative reviews = 91 Total (FY 15-16): 93 annual visits; 46 administrative reviews = 139 Total

Deliverables

Agency: South Carolina Department of Education
Accurate as of: 8/12/19

Deliverable		Item number	109	110
Associated laws			43-168; 43-169; 59-10-220; 59-10-320; 59-10-330; 59-21-710; 59-21-750; 59-63-720; 59-63-740; 59-63-765; 59-63-790; 43-168; 43-169; 43-171.1; 7 CFR 210-299; 7 CFR 3016; 7 CFR 3019	7 CFR 210-299; 7 CFR 3016; 7 CFR 3019
Does state or federal law specifically require this deliverable?			Yes	Yes
Deliverable description			Oversee and monitor USDA Foods to School Food Authorities.	Monitor USDA grants for CEP, FFVP and Federal Equipment
Responsible organizational unit (primary)			Health and Nutrition (Division of DOS)	Health and Nutrition (Division of DOS)
Results Sought				
Does the legislature state intent, findings, or purpose?			Yes	Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?			Federal law—specifically, the National School Lunch Act (42 U.S.C. Section 1758(f), the National School Lunch Program (7 C.F.R. Section 210.10), and the School Breakfast Program (7 C.F.R. Section 220.8)—regulates the nutritional quality of foods served in the nation’s school meal programs. For a school meal program to receive USDA subsidies, school meals must meet nutrition standards for saturated fat, vitamins, minerals, protein, calories, and portion sizes. (R. 43-168).	Federal law—specifically, the National School Lunch Act (42 U.S.C. Section 1758(f), the National School Lunch Program (7 C.F.R. Section 210.10), and the School Breakfast Program (7 C.F.R. Section 220.8)—regulates the nutritional quality of foods served in the nation’s school meal programs. For a school meal program to receive USDA subsidies, school meals must meet nutrition standards for saturated fat, vitamins, minerals, protein, calories, and portion sizes. (R. 43-168).
Associated performance measure item numbers, if any			Unknown	Unknown
Customer Details				
Customer description			School Districts; USDA	Schools; School District
Does the agency evaluate customer satisfaction?		2017-18	No	No
Counties served in last completed fiscal year		2017-18	All	All
Number of customers served in last completed FY		2017-18	Unknown	175
Percentage change in customers served predicted for current FY		2018-19	Unknown	Unknown
Maximum number of potential customers, with unlimited resources			Unknown	250
Units Provided and Amounts Charged to Customers				
Description of a single deliverable unit			A pound of food shipped	A grant awarded to a SFA or school.
Number of units provided		2017-18	5,344,628	175
		2016-17	9,032,574	239
		2015-16	8,293,868	188
Does law prohibit charging the customer for the deliverable?		2017-18	No	No
If yes, provide law		2016-17	No applicable law	No applicable law
		2016-17	No	No
If yes, provide law		2015-16	No applicable law	No applicable law
		2015-16	No	No
If yes, provide law		2015-16	No applicable law	No applicable law
Amount charged to customer per deliverable unit		2017-18	\$0.00	\$0.00
		2016-17	\$0.00	\$0.00
		2015-16	\$0.00	\$0.00
Costs				
Total employee equivalents required (37.5 hour per week units)		2017-18	3.00	2.00
		2016-17	4.00	2.00
		2015-16	4.00	2.00
Total deliverable expenditures each year (operational and employee salary/fringe)		2017-18	\$711,394.83	\$618,778.83
		2016-17	\$804,505.31	\$746,345.73
		2015-16	\$859,955.34	\$748,048.63
Total deliverable expenditures as a percentage of total agency expenditures		2017-18	0.02%	0.01%
		2016-17	0.02%	0.02%
		2015-16	0.02%	0.02%
Agency expenditures per unit of the deliverable		2017-18	\$0.13	\$3,535.88
		2016-17	\$0.09	\$3,122.79
		2015-16	\$0.10	\$3,978.98
Amount generated from providing deliverable				
Total collected from charging customers		2017-18	\$0.00	\$0.00
		2016-17	\$0.00	\$0.00
		2015-16	\$0.00	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)		2017-18	\$1,153,831.07	\$1,003,614.60
		2016-17	\$1,269,496.96	\$1,177,722.04
		2015-16	\$1,309,902.23	\$1,139,443.55
Total collected from charging customers and non-state sources		2017-18	\$1,153,831.07	\$1,003,614.60
		2016-17	\$1,269,496.96	\$1,177,722.04
		2015-16	\$1,309,902.23	\$1,139,443.55
Agency Comments				
Additional comments from agency (optional)				(FY 17-18): FFVP granted to 36 SFAs and 139 schools. (FY 16-17): FFVP granted to 40 SFAs and 199 schools. (FY 15-16): FFVP granted to 40 SFAs and 148 schools. 2016 Equipment Grant – Awarded a total of 16 SFAs, 29 schools 2017 Equipment Grant – Awarded a total of 17 SFAs, 32 schools 2018 Equipment Grant – Awarded a total of 15 SFAs, 27 schools

Deliverables

Agency: South Carolina Department of Education
Accurate as of: 8/12/19

Deliverable		Item number	111	112
Associated laws				
Does state or federal law specifically require this deliverable?		No	No	No
Deliverable description		Monitor, train, and support school districts regarding compliance with Medicaid billing for school-based services	Administration of School District Administrative Claiming (SDAC) program related to school district Medicaid reimbursement for administrative activities	
Responsible organizational unit (primary)		Medicaid Services (Division of DOS)	Medicaid Services (Division of DOS)	
Results Sought				
Does the legislature state intent, findings, or purpose?		No	No	No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Provide support to school districts regarding compliance with Medicaid billing for school based services.	Provide support to school districts regarding compliance with Medicaid billing for school based services.	
Associated performance measure item numbers, if any		6.3.2; 6.3.3	Unknown	
Customer Details				
Customer description		School Districts; SC DHHS	School Districts	
Does the agency evaluate customer satisfaction?		2017-18	No	
Counties served in last completed fiscal year		2017-18	All	
Number of customers served in last completed FY		2017-18	All School Districts	330
Percentage change in customers served predicted for current FY		2018-19	0.00%	Unknown
Maximum number of potential customers, with unlimited resources			All School Districts	Unknown
Units Provided and Amounts Charged to Customers				
Description of a single deliverable unit		On-site visit, state agency visit, Annual report to DHHS, or technical assistance training	Invoice processed or technical assistance training provided	
Number of units provided		2017-18	168	330
		2016-17	107	322
		2015-16	96	320
Does law prohibit charging the customer for the deliverable?		2017-18	No	No
If yes, provide law		2016-17	No applicable law	No applicable law
		2016-17	No	No
If yes, provide law		2015-16	No applicable law	No applicable law
		2015-16	No	No
If yes, provide law			No applicable law	No applicable law
Amount charged to customer per deliverable unit		2017-18	\$0.00	\$0.00
		2016-17	\$0.00	\$0.00
		2015-16	\$0.00	\$0.00
Costs				
Total employee equivalents required (37.5 hour per week units)		2017-18	4.80	1.10
		2016-17	4.75	1.13
		2015-16	4.30	1.35
Total deliverable expenditures each year (operational and employee salary/fringe)		2017-18	\$300,650.44	\$68,899.06
		2016-17	\$341,601.89	\$80,905.71
		2015-16	\$357,086.77	\$112,108.64
Total deliverable expenditures as a percentage of total agency expenditures		2017-18	0.01%	0.00%
		2016-17	0.01%	0.00%
		2015-16	0.01%	0.00%
Agency expenditures per unit of the deliverable		2017-18	\$1,789.59	\$208.79
		2016-17	\$3,192.54	\$251.26
		2015-16	\$3,719.65	\$350.34
Amount generated from providing deliverable				
Total collected from charging customers		2017-18	\$0.00	\$0.00
		2016-17	\$0.00	\$0.00
		2015-16	\$0.00	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)		2017-18	\$176,158.67	\$40,369.69
		2016-17	\$144,498.77	\$34,223.39
		2015-16	\$260,548.50	\$81,800.12
Total collected from charging customers and non-state sources		2017-18	\$176,158.67	\$40,369.69
		2016-17	\$144,498.77	\$34,223.39
		2015-16	\$260,548.50	\$81,800.12
Agency Comments				
Additional comments from agency (optional)		(FY 17-18): 81 on-site district visits, 2 state agency site visit, 1 Annual Report to SC DHHS, and 85 Technical Assistance trainings	(FY 17-18): 318 Invoices processed; 12 Technical Assistance trainings	(FY 17-18): 316 Invoices processed; 6 Technical Assistance trainings
		(FY 16-17): 81 on-site district visits, 1 state agency site visit, 1 Annual Report to SC DHHS, and 24 Technical Assistance trainings	(FY 16-17): 316 Invoices processed; 6 Technical Assistance trainings	(FY 15-16): 316 Invoices processed; 4 Technical Assistance trainings
		(FY 15-16): 81 on-site district visits, 1 state agency site visit, 1 Annual Report to SC DHHS, and 13 Technical Assistance trainings		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		113
Associated laws		
Does state or federal law specifically require this deliverable?		No
Deliverable description		Medicaid reimbursement for Special Needs Transportation
Responsible organizational unit (primary)		Medicaid Services (Division of DOS)
Results Sought		
Does the legislature state intent, findings, or purpose?		No
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		Provide support to school districts regarding compliance with Medicaid billing for school based services.
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		School Districts; SCDE
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	80 School Districts
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		All School Districts
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		District participating in SNT claiming
Number of units provided	2017-18	80
	2016-17	80
	2015-16	79
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law	2017-18	No applicable law
	2016-17	No
If yes, provide law	2016-17	No applicable law
	2015-16	No
If yes, provide law	2015-16	No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	2.35
	2016-17	1.13
	2015-16	2.10
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$131,534.57
	2016-17	\$80,905.71
	2015-16	\$195,152.07
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.00%
	2016-17	0.00%
	2015-16	0.00%
Agency expenditures per unit of the deliverable	2017-18	\$1,644.18
	2016-17	\$1,011.32
	2015-16	\$2,470.28
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$348,982.35
	2016-17	\$154,699.80
	2015-16	\$1,751,260.07
Total collected from charging customers and non-state sources	2017-18	\$348,982.35
	2016-17	\$154,699.80
	2015-16	\$1,751,260.07
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		114
Associated laws		59-23-220; 59-23-230; 59-23-240; 59-23-250; 59-63-910
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Conduct Plan Reviews
Responsible organizational unit (primary)		School Facilities (Division of DOS)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		All construction, improvement, and renovation of public school buildings and property on or after the effective date of this section must have plans and specifications submitted to the State Superintendent of Education or the superintendent's designee. Approval of the plans and specifications by the State Superintendent of Education or the superintendent's designee must be received before public bidding before the construction can begin. (Section 59-23-210 (B)).
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		School Districts; Design Professionals
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		
Number of units provided	2017-18	Unknown
	2016-17	Unknown
	2015-16	Unknown
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	2.75
	2016-17	2.90
	2015-16	2.55
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$238,675.89
	2016-17	\$1,605,379.41
	2015-16	\$256,808.53
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.01%
	2016-17	0.04%
	2015-16	0.01%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		Of this expenditure amount for FY 16-17, \$3,289,022.25 was for payments to vendors that conducted efficiency studies and facilities assessments. Only \$586,031.49 of expenditures supported Office of Facilities operations/core functions.

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		115
Associated laws		59-23-220; 59-23-230; 59-23-240; 59-23-250; 59-63-910
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Issue Building Permits for all newly constructed buildings and renovation projects
Responsible organizational unit (primary)		School Facilities (Division of DOS)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		All construction, improvements, and renovation of public school buildings and property must be inspected by the State Superintendent of Education or the superintendent's designee for compliance with the applicable codes and standards. (Section 59-23-220).
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		School Districts; Design Professionals; Contractors; Other State Agencies
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		
Number of units provided	2017-18	70
	2016-17	Unknown
	2015-16	Unknown
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	2.75
	2016-17	0.60
	2015-16	0.60
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$65,093.42
	2016-17	\$332,147.46
	2015-16	\$60,425.54
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.00%
	2016-17	0.01%
	2015-16	0.00%
Agency expenditures per unit of the deliverable	2017-18	\$929.91
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$680.00
	2016-17	\$760.00
	2015-16	\$880.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$680.00
	2016-17	\$760.00
	2015-16	\$880.00
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		
Item number		116
Associated laws		59-23-220; 59-23-230; 59-23-240; 59-23-250; 59-63-910
Does state or federal law specifically require this deliverable?		Yes
Deliverable description		Perform building inspections of South Carolina Schools
Responsible organizational unit (primary)		School Facilities (Division of DOS)
Results Sought		
Does the legislature state intent, findings, or purpose?		Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		All construction, improvements, and renovation of public school buildings and property must be inspected by the State Superintendent of Education or the superintendent's designee for compliance with the applicable codes and standards. (Section 59-23-220).
Associated performance measure item numbers, if any		Unknown
Customer Details		
Customer description		School Districts; Design Professionals; Contractors; Other State Agencies
Does the agency evaluate customer satisfaction?	2017-18	No
Counties served in last completed fiscal year	2017-18	All
Number of customers served in last completed FY	2017-18	Unknown
Percentage change in customers served predicted for current FY	2018-19	Unknown
Maximum number of potential customers, with unlimited resources		Unknown
Units Provided and Amounts Charged to Customers		
Description of a single deliverable unit		
Number of units provided	2017-18	Unknown
	2016-17	Unknown
	2015-16	Unknown
Does law prohibit charging the customer for the deliverable?	2017-18	No
If yes, provide law		No applicable law
	2016-17	No
If yes, provide law		No applicable law
	2015-16	No
If yes, provide law		No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Costs		
Total employee equivalents required (37.5 hour per week units)	2017-18	0.75
	2016-17	1.40
	2015-16	1.40
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$151,884.66
	2016-17	\$775,010.75
	2015-16	\$140,992.92
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.00%
	2016-17	0.02%
	2015-16	0.00%
Agency expenditures per unit of the deliverable	2017-18	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
	2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable		
Total collected from charging customers	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00
	2016-17	\$0.00
	2015-16	\$0.00
Agency Comments		
Additional comments from agency (optional)		

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		Item number	117
Associated laws			59-23-220; 59-23-230; 59-23-240; 59-23-250; 59-63-910
Does state or federal law specifically require this deliverable?			Yes
Deliverable description			Issue Certificates of Occupancy
Responsible organizational unit (primary)			School Facilities (Division of DOS)
Results Sought			
Does the legislature state intent, findings, or purpose?			Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?			A certificate of approval must be obtained from the State Superintendent of Education or the superintendent's designee before a building may be occupied.(Section 59-23-220).
Associated performance measure item numbers, if any			Unknown
Customer Details			
Customer description			School Districts; Design Professionals; Contractors; Other State Agencies
Does the agency evaluate customer satisfaction?		2017-18	No
Counties served in last completed fiscal year		2017-18	All
Number of customers served in last completed FY		2017-18	Unknown
Percentage change in customers served predicted for current FY		2018-19	Unknown
Maximum number of potential customers, with unlimited resources			Unknown
Units Provided and Amounts Charged to Customers			
Description of a single deliverable unit			
Number of units provided		2017-18	60
		2016-17	Unknown
		2015-16	Unknown
Does law prohibit charging the customer for the deliverable?		2017-18	No
If yes, provide law			No applicable law
		2016-17	No
If yes, provide law			No applicable law
		2015-16	No
If yes, provide law			No applicable law
Amount charged to customer per deliverable unit		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Costs			
Total employee equivalents required (37.5 hour per week units)		2017-18	1.75
		2016-17	2.10
		2015-16	1.45
Total deliverable expenditures each year (operational and employee salary/fringe)		2017-18	\$151,884.66
		2016-17	\$1,162,516.12
		2015-16	\$146,028.38
Total deliverable expenditures as a percentage of total agency expenditures		2017-18	0.00%
		2016-17	0.03%
		2015-16	0.00%
Agency expenditures per unit of the deliverable		2017-18	\$2,531.41
		2016-17	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
		2015-16	There were no units provided, no cost, or the agency does not track the number of units provided and/or total cost.
Amount generated from providing deliverable			
Total collected from charging customers		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Total collected from charging customers and non-state sources		2017-18	\$0.00
		2016-17	\$0.00
		2015-16	\$0.00
Agency Comments			
Additional comments from agency (optional)			

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		Item number	118	119
Associated laws			59-67-50; 59-67-100; 59-67-105; 59-67-270; 59-67-420; 59-67-30; 59-67-80; 59-67-90; 59-67-110; 59-67-250; 59-67-580; 59-63-1360; 1.15	1.20; 1.51; 59-67-580
Does state or federal law specifically require this deliverable?			Yes	Yes
Deliverable description			Maintain and operate the bus fleet for school districts through county bus shops	Purchase school buses for the entire public school system of South Carolina
Responsible organizational unit (primary)			Transportation (Division of DOS)	Transportation (Division of DOS)
Results Sought				
Does the legislature state intent, findings, or purpose?			Yes	Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?			The Department of Education School Bus Maintenance Shops shall be permitted, on a cost reimbursable-plus basis, to deliver transportation maintenance and services to vehicles owned or operated by public agencies in South Carolina. (Proviso 1.15).	With funds appropriated by the General Assembly for school bus purchases, the State Board of Education shall implement a school bus replacement cycle to replace approximately one-fifteenth of the fleet each year with new school buses, resulting in a complete replacement of the fleet every fifteen years. (Section 59-67-580).
Associated performance measure item numbers, if any			6.1.1; 6.1.2; 6.1.3; 6.1.4; 6.1.5; 6.1.6; 6.1.7	Unknown
Customer Details				
Customer description			School Districts; Schools	School Districts; Schools
Does the agency evaluate customer satisfaction?		2017-18	No	No
Counties served in last completed fiscal year		2017-18	All	All
Number of customers served in last completed FY		2017-18	All School Districts	All School Districts
Percentage change in customers served predicted for current FY		2018-19	0.00%	0.00%
Maximum number of potential customers, with unlimited resources			All School Districts	All School Districts
Units Provided and Amounts Charged to Customers				
Description of a single deliverable unit			One bus shop	One bus
Number of units provided		2017-18	42	1,306
		2016-17	42	779
		2015-16	42	220
Does law prohibit charging the customer for the deliverable?		2017-18	No	No
If yes, provide law			No applicable law	No applicable law
		2016-17	No	No
If yes, provide law			No applicable law	No applicable law
		2015-16	No	No
If yes, provide law			No applicable law	No applicable law
Amount charged to customer per deliverable unit		2017-18	\$0.00	\$0.00
		2016-17	\$0.00	\$0.00
		2015-16	\$0.00	\$0.00
Costs				
Total employee equivalents required (37.5 hour per week units)		2017-18	400.00	1.00
		2016-17	400.00	1.00
		2015-16	400.00	1.00
Total deliverable expenditures each year (operational and employee salary/fringe)		2017-18	\$48,280,533.59	\$74,402,900.00
		2016-17	\$42,199,012.33	\$63,653,872.00
		2015-16	\$47,944,819.63	\$1,079,221.00
Total deliverable expenditures as a percentage of total agency expenditures		2017-18	1.03%	1.59%
		2016-17	0.93%	1.40%
		2015-16	1.17%	0.03%
Agency expenditures per unit of the deliverable		2017-18	\$1,149,536.51	\$56,970.06
		2016-17	\$1,004,738.39	\$81,712.29
		2015-16	\$1,141,543.32	\$4,905.55
Amount generated from providing deliverable				
Total collected from charging customers		2017-18	\$0.00	\$0.00
		2016-17	\$0.00	\$0.00
		2015-16	\$0.00	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)		2017-18	\$6,547,315.24	\$0.00
		2016-17	\$6,666,734.09	\$0.00
		2015-16	\$8,946,702.13	\$0.00
Total collected from charging customers and non-state sources		2017-18	\$6,547,315.24	\$0.00
		2016-17	\$6,666,734.09	\$0.00
		2015-16	\$8,946,702.13	\$0.00
Agency Comments				
Additional comments from agency (optional)				

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable			120	121
Item number			1.15; 59-67-90; 59-67-585	59-67-108; 59-67-425; 59-67-515; 59-67-520; 43-242; 59-67-470
Associated laws				
Does state or federal law specifically require this deliverable?		Yes	Yes	Yes
Deliverable description		Purchase and provide fuel for school buses to county bus shops	Provide training to school bus drivers and support school districts	
Responsible organizational unit (primary)		Transportation (Division of DOS)	Transportation (Division of DOS)	
Results Sought				
Does the legislature state intent, findings, or purpose?		Yes	Yes	Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		School buses operated by school districts, other governmental agencies or head start agencies for the purpose of transporting students for school or school related activities shall not be subject to state motor fuel taxes. Further, that school districts, other governmental agencies or head start agencies may purchase this fuel, on a cost reimbursable-plus basis, from the Department of Education School Bus Maintenance Shops. (Proviso 1.15).	The State Board of Education shall provide a rigid school bus driver training course and issue special "school bus driver's certificates" to successful candidates. No person shall be authorized to drive a school bus in this State transporting children, whether the bus be owned by the State, by a local school agency, or by a private contractor, who has not been so certified by the State Board of Education. (Section 59-67-470).	
Associated performance measure item numbers, if any		Unknown	Unknown	
Customer Details				
Customer description		School Districts; County Bus Shop	School Districts; Schools	
Does the agency evaluate customer satisfaction?	2017-18	No	No	
Counties served in last completed fiscal year	2017-18	All	All	
Number of customers served in last completed FY	2017-18	All county bus shops	Unknown	
Percentage change in customers served predicted for current FY	2018-19	0.00%	Unknown	
Maximum number of potential customers, with unlimited resources		All county bus shops	Unknown	
Units Provided and Amounts Charged to Customers				
Description of a single deliverable unit		A gallon of fuel	A training or class offered for bus drivers	
Number of units provided	2017-18	10,571,277	392	
	2016-17	8,945,810	392	
	2015-16	10,141,340	441	
Does law prohibit charging the customer for the deliverable?	2017-18	No	No	
If yes, provide law	2016-17	No applicable law	No applicable law	
	2016-17	No	No	
If yes, provide law	2015-16	No applicable law	No applicable law	
	2015-16	No	No	
If yes, provide law	2017-18	No applicable law	No applicable law	
Amount charged to customer per deliverable unit	2017-18	\$0.00	\$0.00	
	2016-17	\$0.00	\$0.00	
	2015-16	\$0.00	\$0.00	
Costs				
Total employee equivalents required (37.5 hour per week units)	2017-18	2.00	7.00	
	2016-17	2.00	7.00	
	2015-16	2.00	7.00	
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$25,873,614.04	\$414,193.00	
	2016-17	\$14,331,296.00	\$434,902.00	
	2015-16	\$17,911,774.00	\$447,949.00	
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.55%	0.01%	
	2016-17	0.32%	0.01%	
	2015-16	0.44%	0.01%	
Agency expenditures per unit of the deliverable	2017-18	\$2.45	\$1,056.61	
	2016-17	\$1.60	\$1,109.44	
	2015-16	\$1.77	\$1,015.76	
Amount generated from providing deliverable				
Total collected from charging customers	2017-18	\$0.00	\$0.00	
	2016-17	\$0.00	\$0.00	
	2015-16	\$0.00	\$0.00	
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$380,002.82	\$0.00	
	2016-17	\$492,929.88	\$0.00	
	2015-16	\$352,898.00	\$0.00	
Total collected from charging customers and non-state sources	2017-18	\$380,002.82	\$0.00	
	2016-17	\$492,929.88	\$0.00	
	2015-16	\$352,898.00	\$0.00	
Agency Comments				
Additional comments from agency (optional)				

Deliverables

Agency: South Carolina Department of Education
 Accurate as of: 8/12/19

Deliverable		122	123
Item number		122	123
Associated laws		1.16; 59-67-120;	59-67-300; 59-67-535
Does state or federal law specifically require this deliverable?		Yes	Yes
Deliverable description		Engineering Associates - Provide support to the technical aspects of bus shops	Area Supervisors - Responsible for supervising County Supervisors in assigned area bus shops
Responsible organizational unit (primary)		Transportation (Division of DOS)	Transportation (Division of DOS)
Results Sought			
Does the legislature state intent, findings, or purpose?		Yes	Yes
What is specific outcome sought in law OR, if not in law, specific outcome agency seeks by providing the deliverable?		The Department of Education School Bus Maintenance Shops shall be permitted, on a cost reimbursable-plus basis, to deliver transportation maintenance and services to vehicles owned or operated by public agencies in South Carolina. (Proviso 1.15).	The Department of Education School Bus Maintenance Shops shall be permitted, on a cost reimbursable-plus basis, to deliver transportation maintenance and services to vehicles owned or operated by public agencies in South Carolina. (Proviso 1.15).
Associated performance measure item numbers, if any		Unknown	Unknown
Customer Details			
Customer description		County Bus Shops	County Bus Shops
Does the agency evaluate customer satisfaction?	2017-18	No	No
Counties served in last completed fiscal year	2017-18	All	All
Number of customers served in last completed FY	2017-18	All county bus shops	All county bus shops
Percentage change in customers served predicted for current FY	2018-19	0.00%	100.00%
Maximum number of potential customers, with unlimited resources		All county bus shops	All county bus shops
Units Provided and Amounts Charged to Customers			
Description of a single deliverable unit		Bus shop where an engineering associate provides support	An area supervisor who is responsible for a designated region of the state
Number of units provided	2017-18	42	5
	2016-17	42	5
	2015-16	42	5
Does law prohibit charging the customer for the deliverable?	2017-18	No	No
If yes, provide law	2016-17	No applicable law	No applicable law
	2016-17	No	No
If yes, provide law	2015-16	No applicable law	No applicable law
	2015-16	No	No
If yes, provide law		No applicable law	No applicable law
Amount charged to customer per deliverable unit	2017-18	\$0.00	\$0.00
	2016-17	\$0.00	\$0.00
	2015-16	\$0.00	\$0.00
Costs			
Total employee equivalents required (37.5 hour per week units)	2017-18	6.00	3.00
	2016-17	6.00	3.00
	2015-16	6.00	3.00
Total deliverable expenditures each year (operational and employee salary/fringe)	2017-18	\$505,779.00	\$292,924.00
	2016-17	\$498,880.00	\$285,600.00
	2015-16	\$515,632.00	\$282,568.00
Total deliverable expenditures as a percentage of total agency expenditures	2017-18	0.01%	0.01%
	2016-17	0.01%	0.01%
	2015-16	0.01%	0.01%
Agency expenditures per unit of the deliverable	2017-18	\$12,042.36	\$58,584.80
	2016-17	\$11,878.10	\$57,120.00
	2015-16	\$12,276.95	\$56,513.60
Amount generated from providing deliverable			
Total collected from charging customers	2017-18	\$0.00	\$0.00
	2016-17	\$0.00	\$0.00
	2015-16	\$0.00	\$0.00
Total collected from non-state sources as a result of providing the deliverable (federal and other grants awarded to agency to provide deliverable)	2017-18	\$0.00	\$0.00
	2016-17	\$0.00	\$0.00
	2015-16	\$0.00	\$0.00
Total collected from charging customers and non-state sources	2017-18	\$0.00	\$0.00
	2016-17	\$0.00	\$0.00
	2015-16	\$0.00	\$0.00
Agency Comments			
Additional comments from agency (optional)			

Performance Measures

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Performance Measure			
Item #	1.1.1	1.2.1	1.2.2
Description	Number of participating schools in tiered technical support for personalized and competency-based learning	Number of face-to-face and online trainings held for each statewide assessment program	Number of test programs whose results were posted online LATE (i.e. AFTER November 15) (Include only test programs whose results are embargoed prior to release to the public)
Time applicable	State Fiscal Year (July - June)	State Fiscal Year (July - June)	State Fiscal Year (July - June)
Results Summary			
Is the goal to meet, exceed, or obtain a lower value than the target?	Meet	Meet or exceed	Meet or obtain lower value
Did the agency achieve its goal			
2018	No	There was no target	Yes
2017	There was no target	There was no target	Yes
2016	There was no target	There was no target	There was no target
2015	There was no target	There was no target	There was no target
2014	There was no target	There was no target	There was no target
Changes in target			
2019	Increased from prior year	No prior year target	Same as prior year
2018	No prior year target	No prior year target	Same as prior year
2017	No prior year target	No prior year target	No prior year target
2016	No prior year target	No prior year target	No prior year target
2015	No prior year target	No prior year target	No prior year target
Result details for year ending... (Note: DNE means "did not exist")			
2019 (18-19)			
Target	175	100	0
2018 (17-18)			
Target	0	DNE	0
Actual	100	129	0
2017 (16-17)			
Target	DNE	DNE	0
Actual	DNE	DNE	0
2016 (15-16)			
Target	DNE	DNE	DNE
Actual	DNE	DNE	DNE
2015 (14-15)			
Target	DNE	DNE	DNE
Actual	DNE	DNE	DNE
2014 (13-14)			
Target	DNE	DNE	DNE
Actual	DNE	DNE	DNE
Agency Comments			
Additional comments from agency (optional)	<p>Goal number 1: The SCDE will support engagement of all STUDENTS so they graduate from high school with the world class knowledge, skills, and characteristics to be successful in post secondary college, careers, and citizenship.</p> <p>Strategy 1.1: Provide resources, training, and support for school improvement, innovation, and high quality personalized learning opportunities.</p> <p>**Please note: DNE is used throughout to indicate we did not track the specific measure for that year.</p>	<p>Strategy 1.2: Implement comparable, valid, and reliable resources and metrics to ensure all students are prepared for success in college, careers, and citizenship after graduation.</p>	

Performance Measures

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Performance Measure			
Item #	1.3.1	1.3.2	2.1.1
Description	Number of family/parent engagement technical assistance workshops provided	Percent of schools complying with postsecondary transition and services of students with IEPs	Percent of districts in compliance with federal policies and guidelines for use of Title I funds
Time applicable	State Fiscal Year (July - June)	State Fiscal Year (July - June)	State Fiscal Year (July - June)
Results Summary			
Is the goal to meet, exceed, or obtain a lower value than the target?	Meet or exceed	Meet or exceed	Meet
Did the agency achieve its goal			
2018	No	Yes	No
2017	There was no target	Yes	Yes
2016	There was no target	Yes	No
2015	There was no target	No	No
2014	There was no target	No	Yes
Changes in target			
2019	Same as prior year	Same as prior year	Same as prior year
2018	No prior year target	Same as prior year	Same as prior year
2017	No prior year target	Same as prior year	Same as prior year
2016	No prior year target	Same as prior year	Same as prior year
2015	No prior year target	Same as prior year	Same as prior year
Result details for year ending... (Note: DNE means "did not exist")			
2019 (18-19)			
Target	10	95%	100%
2018 (17-18)			
Target	10	95%	100%
Actual	9	95%	98.8%
2017 (16-17)			
Target	DNE	95%	100%
Actual	DNE	95.3%	100%
2016 (15-16)			
Target	DNE	95.0%	100%
Actual	DNE	96.6%	95.0%
2015 (14-15)			
Target	DNE	95%	100.0%
Actual	DNE	92%	95.0%
2014 (13-14)			
Target	DNE	95%	100.0%
Actual	DNE	92%	100.0%
Agency Comments			
Additional comments from agency (optional)	Strategy 1.3: Provide resources and support partnerships that will allow schools to offer a continuum of supplemental services/resources for the academic, social, and emotional needs of students.		Goal Number 2: The SCDE will assist SCHOOLS in using funding and resources effectively, improving continuously, and ensuring systems are high quality so students are able to meet the Profile of the SC Graduate. Strategy 2.1: Implement federal programs effectively.

Performance Measures

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Performance Measure			
Item #	2.1.2	2.2.1	2.2.2
Description	Percent of districts participating in Title I training and technical support	Number of professional learning opportunities provided to support use of the EBI portfolio	Percent of Priority schools which showed improvement on annual state tests in ELA or mathematics
Time applicable	State Fiscal Year (July - June)	State Fiscal Year (July - June)	State Fiscal Year (July - June)
Results Summary			
Is the goal to meet, exceed, or obtain a lower value than the target?	Meet	Meet or exceed	Meet or exceed
Did the agency achieve its goal			
2018	Yes	Yes	Yes
2017	Yes	There was no target	Yes
2016	Yes	There was no target	No
2015	No	There was no target	There was no target
2014	No	There was no target	There was no target
Changes in target			
2019	Same as prior year	Increased from prior year	Increased from prior year
2018	Same as prior year	No prior year target	Same as prior year
2017	Same as prior year	No prior year target	Same as prior year
2016	Same as prior year	No prior year target	No prior year target
2015	Same as prior year	No prior year target	No prior year target
Result details for year ending... (Note: DNE means "did not exist")			
2019 (18-19)			
Target	100%	20	60%
2018 (17-18)			
Target	100%	10	50%
Actual	100%	17	61%
2017 (16-17)			
Target	100%	DNE	50%
Actual	100%	0	50%
2016 (15-16)			
Target	100%	DNE	50%
Actual	100%	DNE	DNE
2015 (14-15)			
Target	100%	DNE	DNE
Actual	93%	DNE	DNE
2014 (13-14)			
Target	100%	DNE	DNE
Actual	92%	DNE	DNE
Agency Comments			
Additional comments from agency (optional)		Strategy 2.2: Provide support to improve academic performance of districts and schools identified as low performing.	

Performance Measures

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Performance Measure			
Item #	2.2.3	2.3.1	3.1.1
Description	Percent of transformation coaches showing evidence of significant gains for their assigned schools	Percent of districts in compliance with the statutes and regulations as related to the state accountability standards as well as with the federal statutes, regulations, and guidance	Percent of SC educators rated proficient or above
Time applicable	State Fiscal Year (July - June)	State Fiscal Year (July - June)	State Fiscal Year (July - June)
Results Summary			
Is the goal to meet, exceed, or obtain a lower value than the target?	Meet or exceed	Meet or exceed	Meet or exceed
Did the agency achieve its goal			
2018	Yes	No	No
2017	No	No	No
2016	There was no target	There was no target	Yes
2015	There was no target	There was no target	No
2014	There was no target	There was no target	No
Changes in target			
2019	Increased from prior year	Same as prior year	Same as prior year
2018	Same as prior year	Same as prior year	Same as prior year
2017	No prior year target	No prior year target	Same as prior year
2016	No prior year target	No prior year target	Same as prior year
2015	No prior year target	No prior year target	Same as prior year
Result details for year ending... (Note: DNE means "did not exist")			
2019 (18-19)			
Target	60%	100%	98%
2018 (17-18)			
Target	50%	100%	98%
Actual	55%	60%	95%
2017 (16-17)			
Target	50%	100%	98%
Actual	DNE	96%	96%
2016 (15-16)			
Target	DNE	DNE	98%
Actual	DNE	96%	98%
2015 (14-15)			
Target	DNE	DNE	98%
Actual	DNE	DNE	96%
2014 (13-14)			
Target	DNE	DNE	98%
Actual	DNE	DNE	96%
Agency Comments			
Additional comments from agency (optional)	<p>Strategy 2.3: Engage all districts in using high quality systems review and accreditation.</p> <p>Goal Number 3: SCDE will support public school EDUCATORS in building expertise to increase student growth and achievement, close the achievement gap, and increase numbers of students meeting the Profile of the SC Graduate.</p> <p>Strategy 3.1: Use teacher evaluation and Student Learning Objectives (SLOs) to engage educators in evidence-based practices and the use of data to improve student performance.</p> <p>Number above reflects "percentage met"</p>		

Performance Measures

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Performance Measure			
Item #	3.1.2	3.1.3	3.2.1
Description	Percentage of districts assigned to regional liaisons	Percent of districts trained with new data management system	Number of educators entering profession through approved non-traditional or alternative route programs (all programs including PACE)
Time applicable	State Fiscal Year (July - June)	State Fiscal Year (July - June)	State Fiscal Year (July - June)
Results Summary			
Is the goal to meet, exceed, or obtain a lower value than the target?	Meet or exceed	Meet or exceed	Meet or exceed
Did the agency achieve its goal			
2018	Yes	Yes	Yes
2017	There was no target	There was no target	Yes
2016	There was no target	There was no target	No
2015	There was no target	There was no target	There was no target
2014	There was no target	There was no target	There was no target
Changes in target			
2019	Same as prior year	Increased from prior year	Increased from prior year
2018	No prior year target	No prior year target	Same as prior year
2017	No prior year target	No prior year target	Same as prior year
2016	No prior year target	No prior year target	No prior year target
2015	No prior year target	No prior year target	No prior year target
Result details for year ending... (Note: DNE means "did not exist")			
2019 (18-19)			
Target	100%	DNE	500
2018 (17-18)			
Target	100%	100%	350
Actual	100%	100%	484
2017 (16-17)			
Target	DNE	DNE	350
Actual	DNE	0	353
2016 (15-16)			
Target	DNE	DNE	350
Actual	DNE	DNE	325
2015 (14-15)			
Target	DNE	DNE	DNE
Actual	DNE	DNE	DNE
2014 (13-14)			
Target	DNE	DNE	DNE
Actual	DNE	DNE	DNE
Agency Comments			
Additional comments from agency (optional)		98% of districts have had face to face training; 100% of districts have access to webinar resources	Strategy 3.2: Support the recruitment and retention of high quality educators. Numbers for 2015 and 2016 are PACE only

Performance Measures

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Performance Measure			
Item #	3.2.2	3.3.1	3.4.1
Description	Number of educator certification requests completed by the Office of Educator Services	Satisfaction of Principals (met expectations; above expectations; and exceeds expectations)	Number of EPPs using edTPA or PPAT
Time applicable	State Fiscal Year (July - June)	State Fiscal Year (July - June)	State Fiscal Year (July - June)
Results Summary			
Is the goal to meet, exceed, or obtain a lower value than the target?	Meet or exceed	Meet or exceed	Meet or exceed
Did the agency achieve its goal			
2018	There was no target	Yes	No
2017	There was no target	There was no target	No
2016	There was no target	There was no target	There was no target
2015	There was no target	There was no target	There was no target
2014	There was no target	There was no target	There was no target
Changes in target			
2019	No prior year target	Same as prior year	Same as prior year
2018	No prior year target	No prior year target	Same as prior year
2017	No prior year target	No prior year target	No prior year target
2016	No prior year target	No prior year target	No prior year target
2015	No prior year target	No prior year target	No prior year target
Result details for year ending... (Note: DNE means "did not exist")			
2019 (18-19)			
Target	81,785	95%	5
2018 (17-18)			
Target	DNE	95%	5
Actual	81,785	98%	2
2017 (16-17)			
Target	DNE	DNE	5
Actual	DNE	DNE	3
2016 (15-16)			
Target	DNE	DNE	DNE
Actual	DNE	DNE	DNE
2015 (14-15)			
Target	DNE	DNE	DNE
Actual	DNE	DNE	DNE
2014 (13-14)			
Target	DNE	DNE	DNE
Actual	DNE	DNE	DNE
Agency Comments			
Additional comments from agency (optional)	<p>Strategy 3.3: Provide leadership programs which support the Profile of the South Carolina Graduate</p> <p>Break down of actual for 2018: 65% exceeded expectations; 17% above expectations; 16% met expectations; 2% below expectations; 0% poor</p> <p>Strategy 3.4: Work with IHEs and other teacher agencies to ensure South Carolina teachers have the knowledge, skills, and abilities to help students meet the profile of the South Carolina Graduate</p>		

Performance Measures

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Performance Measure			
Item #	3.4.2	4.1.1	4.1.2
Description	Percent of EPPs requesting additional data elements from the SCDE for accreditation purposes	Number of newsletters and webinars	Number of Data Quality Reports available through SAS BI interface
Time applicable	State Fiscal Year (July - June)	State Fiscal Year (July - June)	State Fiscal Year (July - June)
Results Summary			
Is the goal to meet, exceed, or obtain a lower value than the target?	Meet or exceed	Meet or exceed	Meet or exceed
Did the agency achieve its goal			
2018	Yes	Yes	No
2017	There was no target	There was no target	There was no target
2016	There was no target	There was no target	There was no target
2015	There was no target	There was no target	There was no target
2014	There was no target	There was no target	There was no target
Changes in target			
2019	Same as prior year	Same as prior year	Same as prior year
2018	No prior year target	No prior year target	No prior year target
2017	No prior year target	No prior year target	No prior year target
2016	No prior year target	No prior year target	No prior year target
2015	No prior year target	No prior year target	No prior year target
Result details for year ending... (Note: DNE means "did not exist")			
2019 (18-19)			
Target	75%	10	10
2018 (17-18)			
Target	75%	10	10
Actual	100%	12	0
2017 (16-17)			
Target	DNE	DNE	DNE
Actual	DNE	DNE	DNE
2016 (15-16)			
Target	DNE	DNE	DNE
Actual	DNE	DNE	DNE
2015 (14-15)			
Target	DNE	DNE	DNE
Actual	DNE	DNE	DNE
2014 (13-14)			
Target	DNE	DNE	DNE
Actual	DNE	DNE	DNE
Agency Comments			
Additional comments from agency (optional)	<p>Goal 4: The SCDE will align state, district and school LEARNING SYSTEMS so they promote personalized student growth, achievement, and the Profile of the SC Graduate.</p> <p>Strategy 4.1: Develop and implement a world class accountability system to communicate state, district, and school progress effectively.</p>		

Performance Measures

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Performance Measure			
Item #	4.1.3	4.1.4	5.1.1
Description	Percentage of public assessments reporting completed within 10 days of file receipt	Number of data security incidents	Number of students served by the SCDE virtual programs
Time applicable	State Fiscal Year (July - June)	State Fiscal Year (July - June)	State Fiscal Year (July - June)
Results Summary			
Is the goal to meet, exceed, or obtain a lower value than the target?	Meet or exceed	Meet or obtain lower value	Meet or exceed
Did the agency achieve its goal			
2018	No	Yes	Yes
2017	There was no target	There was no target	Yes
2016	There was no target	There was no target	Yes
2015	There was no target	There was no target	There was no target
2014	There was no target	There was no target	There was no target
Changes in target			
2019	Same as prior year	Increased from prior year	Same as prior year
2018	No prior year target	No prior year target	Increased from prior year
2017	No prior year target	No prior year target	Increased from prior year
2016	No prior year target	No prior year target	No prior year target
2015	No prior year target	No prior year target	No prior year target
Result details for year ending... (Note: DNE means "did not exist")			
2019 (18-19)			
Target	80%	DNE	100,000
2018 (17-18)			
Target	80%	0	100,000
Actual	0%	0	130,747
2017 (16-17)			
Target	DNE	DNE	88,000
Actual	DNE	DNE	115,148
2016 (15-16)			
Target	DNE	DNE	75,000
Actual	DNE	DNE	76,104
2015 (14-15)			
Target	DNE	DNE	DNE
Actual	DNE	DNE	DNE
2014 (13-14)			
Target	DNE	DNE	DNE
Actual	DNE	DNE	DNE
Agency Comments			
Additional comments from agency (optional)			<p>Goal 5: The SCDE will foster expansion of LEARNING OPPORTUNITIES so all students meet expectations of the Profile of the SC Graduate.</p> <p>Strategy 5.1: Implement robust virtual options to meet state standards that serve 100 percent of students and schools who apply for a virtual course.</p> <p>This number includes all students who accessed any program provided by the SCDE Virtual Ed office. This includes keyboarding courses offered for 4 year olds.</p>

Performance Measures

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Performance Measure			
Item #	5.1.2	5.1.3	5.1.4
Description	Number of students enrolled in a VirtualSC course	Average number of students per year per virtual teacher	Number of schools in partnership with the SCDE Office of Virtual Education through franchises
Time applicable	State Fiscal Year (July - June)	State Fiscal Year (July - June)	State Fiscal Year (July - June)
Results Summary			
Is the goal to meet, exceed, or obtain a lower value than the target?	Meet or exceed	Meet or obtain lower value	Meet or exceed
Did the agency achieve its goal			
2018	Yes	Yes	Yes
2017	Yes	Yes	No
2016	Yes	There was no target	There was no target
2015	Yes	There was no target	There was no target
2014	Yes	There was no target	There was no target
Changes in target			
2019	Same as prior year	Same as prior year	Increased from prior year
2018	Increased from prior year	Same as prior year	Same as prior year
2017	Increased from prior year	No prior year target	No prior year target
2016	Increased from prior year	No prior year target	No prior year target
2015	Increased from prior year	No prior year target	No prior year target
Result details for year ending... (Note: DNE means "did not exist")			
2019 (18-19)			
Target	45,000	150	13
2018 (17-18)			
Target	45,000	150	8
Actual	45,918	137	10
2017 (16-17)			
Target	40,000	150	8
Actual	41,449	117	6
2016 (15-16)			
Target	35,000	DNE	DNE
Actual	39,053	135	3
2015 (14-15)			
Target	30,000	DNE	DNE
Actual	32,779	DNE	DNE
2014 (13-14)			
Target	20,000	DNE	DNE
Actual	22,107	DNE	DNE
Agency Comments			
Additional comments from agency (optional)	In 2016 – 2019 school years, the program had to turn away enrollments due to a lack of funding to hire additional teachers. This includes only the enrollment numbers for those students enrolled in a virtual credit course.		

Performance Measures

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Performance Measure			
Item #	5.1.5	5.1.6	5.2.1
Description	Number of districts utilizing free keyboarding courses	Percentage of students achieving adult education outcomes	Percent of students completing a Career and Technology Education Program of Study
Time applicable	State Fiscal Year (July - June)	State Fiscal Year (July - June)	State Fiscal Year (July - June)
Results Summary			
Is the goal to meet, exceed, or obtain a lower value than the target?	Meet or exceed	Meet or exceed	Meet or exceed
Did the agency achieve its goal			
2018	Yes	No	No
2017	There was no target	No	No
2016	There was no target	There was no target	There was no target
2015	There was no target	There was no target	There was no target
2014	There was no target	There was no target	There was no target
Changes in target			
2019	Increased from prior year	Decreased from prior year	Decreased from prior year
2018	No prior year target	Same as prior year	Same as prior year
2017	No prior year target	No prior year target	No prior year target
2016	No prior year target	No prior year target	No prior year target
2015	No prior year target	No prior year target	No prior year target
Result details for year ending... (Note: DNE means "did not exist")			
2019 (18-19)			
Target	57	49%	8%
2018 (17-18)			
Target	34	52%	17%
Actual	40	44%	6%
2017 (16-17)			
Target	DNE	52%	17%
Actual	DNE	47%	16%
2016 (15-16)			
Target	DNE	DNE	DNE
Actual	DNE	DNE	16%
2015 (14-15)			
Target	DNE	DNE	DNE
Actual	DNE	DNE	DNE
2014 (13-14)			
Target	DNE	DNE	DNE
Actual	DNE	DNE	DNE
Agency Comments			
Additional comments from agency (optional)			Strategy 5.2: Align Career and Technology Education courses with workforce development needs.

Performance Measures

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Performance Measure			
Item #	5.2.2	5.2.3	5.2.4
Description	Percent of CTE completers who earn a silver or higher on the National Readiness Certificate	Percent of CTE completers who attain industry certifications	Number of CTE students who took technical college coursework (dual credit)
Time applicable	State Fiscal Year (July - June)	State Fiscal Year (July - June)	State Fiscal Year (July - June)
Results Summary			
Is the goal to meet, exceed, or obtain a lower value than the target?	Meet or exceed	Meet or exceed	Meet or exceed
Did the agency achieve its goal			
2018	No	Yes	No
2017	Yes	Yes	No
2016	There was no target	There was no target	There was no target
2015	There was no target	There was no target	There was no target
2014	There was no target	There was no target	There was no target
Changes in target			
2019	Decreased from prior year	Increased from prior year	Decreased from prior year
2018	Same as prior year	Increased from prior year	Same as prior year
2017	No prior year target	No prior year target	No prior year target
2016	No prior year target	No prior year target	No prior year target
2015	No prior year target	No prior year target	No prior year target
Result details for year ending... (Note: DNE means "did not exist")			
2019 (18-19)			
Target	36%	50%	3,000
2018 (17-18)			
Target	66%	43%	4,100
Actual	34%	48%	2,458
2017 (16-17)			
Target	66%	40%	4,100
Actual	66%	41%	3,683
2016 (15-16)			
Target	DNE	DNE	DNE
Actual	65%	38%	DNE
2015 (14-15)			
Target	DNE	DNE	DNE
Actual	DNE	DNE	DNE
2014 (13-14)			
Target	DNE	DNE	DNE
Actual	DNE	DNE	DNE
Agency Comments			
Additional comments from agency (optional)			

Performance Measures

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Performance Measure			
Item #	5.2.5	5.3.1	5.3.2
Description	Number of trainings provided to support districts and technical colleges articulate agreements in order to increase student access to dual credit	5.3.1 Percent of existing CDEP classrooms which received CDEP monitoring visits	Number of students enrolled statewide in CERDEP
Time applicable	State Fiscal Year (July - June)	State Fiscal Year (July - June)	State Fiscal Year (July - June)
Results Summary			
Is the goal to meet, exceed, or obtain a lower value than the target?	Meet or exceed	Meet	Meet or exceed
Did the agency achieve its goal			
2018	Yes	No	Yes
2017	Yes	No	No
2016	There was no target	There was no target	No
2015	There was no target	There was no target	There was no target
2014	There was no target	There was no target	There was no target
Changes in target			
2019	Increased from prior year	Decreased from prior year	Increased from prior year
2018	Increased from prior year	Increased from prior year	Increased from prior year
2017	No prior year target	No prior year target	Increased from prior year
2016	No prior year target	No prior year target	No prior year target
2015	No prior year target	No prior year target	No prior year target
Result details for year ending... (Note: DNE means "did not exist")			
2019 (18-19)			
Target	15	50%	10700
2018 (17-18)			
Target	12	60%	10500
Actual	13	43%	10545
2017 (16-17)			
Target	8	40%	10000
Actual	10	43%	DNE
2016 (15-16)			
Target	DNE	DNE	9500
Actual	0	DNE	9404
2015 (14-15)			
Target	DNE	DNE	DNE
Actual	DNE	DNE	DNE
2014 (13-14)			
Target	DNE	DNE	DNE
Actual	DNE	DNE	DNE
Agency Comments			
Additional comments from agency (optional)	Strategy 5.3: Support schools and districts in strengthening the quality of their early learning and literacy programs.		

Performance Measures

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Performance Measure			
Item #	5.3.3	5.3.4	5.3.5
Description	Percent of early childhood programs demonstrating compliance with monitoring standards	Percent of Abbeville plaintiff districts which received on-site literacy specialist support during third grade summer reading camps	Percent of districts where third grade summer reading camps meet minimum standards of quality
Time applicable	State Fiscal Year (July - June)	State Fiscal Year (July - June)	State Fiscal Year (July - June)
Results Summary			
Is the goal to meet, exceed, or obtain a lower value than the target?	Meet or exceed	Meet or exceed	Meet or exceed
Did the agency achieve its goal			
2018	No	Yes	No
2017	No	Yes	No
2016	There was no target	There was no target	There was no target
2015	There was no target	There was no target	There was no target
2014	There was no target	There was no target	There was no target
Changes in target			
2019	Same as prior year	Same as prior year	Increased from prior year
2018	Increased from prior year	Same as prior year	Decreased from prior year
2017	No prior year target	No prior year target	No prior year target
2016	No prior year target	No prior year target	No prior year target
2015	No prior year target	No prior year target	No prior year target
Result details for year ending... (Note: DNE means "did not exist")			
2019 (18-19)			
Target	40%	100%	DNE
2018 (17-18)			
Target	40%	100%	85%
Actual	30%	100%	80%
2017 (16-17)			
Target	30%	100%	100%
Actual	DNE	100%	80%
2016 (15-16)			
Target	DNE	DNE	DNE
Actual	DNE	100%	78%
2015 (14-15)			
Target	DNE	DNE	DNE
Actual	DNE	DNE	DNE
2014 (13-14)			
Target	DNE	DNE	DNE
Actual	DNE	DNE	DNE
Agency Comments			
Additional comments from agency (optional)			

Performance Measures

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Performance Measure			
Item #	5.3.6	5.3.7	5.4.1
Description	Average number of page views per month of OELL webpage with resources related to family awareness of and involvement in children's literacy development	Percent of districts meeting preschool special education outcome targets	Percent of adult education directors and teachers attending training
Time applicable	State Fiscal Year (July - June)	State Fiscal Year (July - June)	State Fiscal Year (July - June)
Results Summary			
Is the goal to meet, exceed, or obtain a lower value than the target?	Meet or exceed	Meet or exceed	Meet or exceed
Did the agency achieve its goal			
2018	Yes	No	No
2017	There was no target	No	There was no target
2016	There was no target	No	There was no target
2015	There was no target	No	There was no target
2014	There was no target	No	There was no target
Changes in target			
2019	Increased from prior year	Increased from prior year	Same as prior year
2018	No prior year target	Same as prior year	No prior year target
2017	No prior year target	Same as prior year	No prior year target
2016	No prior year target	Increased from prior year	No prior year target
2015	No prior year target	Same as prior year	No prior year target
Result details for year ending... (Note: DNE means "did not exist")			
2019 (18-19)			
Target	230	DNE	100%
2018 (17-18)			
Target	200	75%	100%
Actual	230	66%	47%
2017 (16-17)			
Target	DNE	75%	DNE
Actual	DNE	66%	DNE
2016 (15-16)			
Target	DNE	75%	DNE
Actual	DNE	66%	DNE
2015 (14-15)			
Target	DNE	60%	DNE
Actual	DNE	55%	DNE
2014 (13-14)			
Target	DNE	60%	DNE
Actual	DNE	55%	DNE
Agency Comments			
Additional comments from agency (optional)			Strategy 5.4: Support increased student access to opportunities to develop world class knowledge, skills, and citizenship.

Performance Measures

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Performance Measure			
Item #	5.4.2	5.5.1	6.1.1
Description	Number of elementary schools that request access to Career Trek via SCOIS	Number of professional learning opportunities provided by the Office of Student Intervention Services designed to improve the behavior and/or academic performance of students in alternative school programs	Percent of school buses older than 10 years or 100,000 miles
Time applicable	State Fiscal Year (July - June)	State Fiscal Year (July - June)	State Fiscal Year (July - June)
Results Summary			
Is the goal to meet, exceed, or obtain a lower value than the target?	Meet or exceed	Meet or exceed	Obtain lower value
Did the agency achieve its goal			
2018	No	Yes	No
2017	Yes	There was no target	Yes
2016	There was no target	There was no target	No
2015	There was no target	There was no target	No
2014	There was no target	There was no target	No
Changes in target			
2019	Same as prior year	Increased from prior year	Increased from prior year
2018	Increased from prior year	No prior year target	Decreased from prior year
2017	No prior year target	No prior year target	Same as prior year
2016	No prior year target	No prior year target	Same as prior year
2015	No prior year target	No prior year target	Same as prior year
Result details for year ending... (Note: DNE means "did not exist")			
2019 (18-19)			
Target	150	7	45%
2018 (17-18)			
Target	150	5	35%
Actual	124	6	59%
2017 (16-17)			
Target	100	DNE	65%
Actual	106	3	40%
2016 (15-16)			
Target	DNE	DNE	65%
Actual	DNE	DNE	79%
2015 (14-15)			
Target	DNE	DNE	65%
Actual	DNE	DNE	71%
2014 (13-14)			
Target	DNE	DNE	65%
Actual	DNE	DNE	73%
Agency Comments			
Additional comments from agency (optional)			Goal #6: The SCDE will aid districts in building the capacity to provide safe and healthy environments for long-term success. Strategy 6.1: Operate a safe and efficient school transportation program

Performance Measures

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Performance Measure			
Item #	6.1.2	6.1.3	6.1.4
Description	Average operating miles per bus	Number of transportation service calls	Turnover rate for bus shop mechanics
Time applicable	State Fiscal Year (July - June)	State Fiscal Year (July - June)	State Fiscal Year (July - June)
Results Summary			
Is the goal to meet, exceed, or obtain a lower value than the target?	Meet or obtain lower value	Meet or obtain lower value	Obtain lower value
Did the agency achieve its goal			
2018	No	Yes	No
2017	No	Yes	No
2016	Yes	No	No
2015	No	No	No
2014	No	No	No
Changes in target			
2019	Same as prior year	Decreased from prior year	Increased from prior year
2018	Same as prior year	Decreased from prior year	Increased from prior year
2017	Decreased from prior year	Decreased from prior year	Decreased from prior year
2016	Same as prior year	Same as prior year	Same as prior year
2015	Same as prior year	Same as prior year	Same as prior year
Result details for year ending... (Note: DNE means "did not exist")			
2019 (18-19)			
Target	14,000	8,500	24.1%
2018 (17-18)			
Target	14,000	12,000	15.9%
Actual	14,956	9,357	24.1%
2017 (16-17)			
Target	14,000	13,500	14.9%
Actual	14,600	13,026	16.9%
2016 (15-16)			
Target	15,000	14,000	15.0%
Actual	14,400	14,321	15.9%
2015 (14-15)			
Target	15,000	14,000	15.0%
Actual	15,789	16,547	20.00%
2014 (13-14)			
Target	15,000	14,000	15.00%
Actual	15,283	14,440	17.00%
Agency Comments			
Additional comments from agency (optional)			

Performance Measures

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Performance Measure			
Item #	6.1.5	6.1.6	6.1.7
Description	Number of youth apprentices successfully completing program	Number of bus driver-caused accidents	Number of district route ride times that exceed 90 minutes
Time applicable	State Fiscal Year (July - June)	State Fiscal Year (July - June)	State Fiscal Year (July - June)
Results Summary			
Is the goal to meet, exceed, or obtain a lower value than the target?	Meet or exceed	Obtain lower value	Meet or obtain lower value
Did the agency achieve its goal			
2018	Yes	No	No
2017	There was no target	Yes	Yes
2016	There was no target	No	Yes
2015	There was no target	There was no target	There was no target
2014	There was no target	There was no target	There was no target
Changes in target			
2019	Increased from prior year	Increased from prior year	Increased from prior year
2018	No prior year target	Decreased from prior year	Decreased from prior year
2017	No prior year target	Increased from prior year	Decreased from prior year
2016	No prior year target	No prior year target	No prior year target
2015	No prior year target	No prior year target	No prior year target
Result details for year ending... (Note: DNE means "did not exist")			
2019 (18-19)			
Target	4	500	1000
2018 (17-18)			
Target	1	300	450
Actual	3	649	1464
2017 (16-17)			
Target	DNE	390	600
Actual	1	307	469
2016 (15-16)			
Target	DNE	382	887
Actual	DNE	398	663
2015 (14-15)			
Target	DNE	DNE	DNE
Actual	DNE	DNE	DNE
2014 (13-14)			
Target	DNE	DNE	DNE
Actual	DNE	DNE	DNE
Agency Comments			
Additional comments from agency (optional)			

Performance Measures

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Performance Measure			
Item #	6.2.1	6.2.2	6.2.3
Description	Number of training courses provided to support local implementation of USDA nutritional requirements	Number of school gardens	Number of summer food sites
Time applicable	State Fiscal Year (July - June)	State Fiscal Year (July - June)	State Fiscal Year (July - June)
Results Summary			
Is the goal to meet, exceed, or obtain a lower value than the target?	Meet or exceed	Meet or exceed	Meet or exceed
Did the agency achieve its goal			
2018	Yes	No	No
2017	Yes	There was no target	Yes
2016	No	There was no target	No
2015	There was no target	There was no target	No
2014	There was no target	There was no target	Yes
Changes in target			
2019	Increased from prior year	Same as prior year	Same as prior year
2018	Increased from prior year	No prior year target	Increased from prior year
2017	Same as prior year	No prior year target	Increased from prior year
2016	No prior year target	No prior year target	Decreased from prior year
2015	No prior year target	No prior year target	Increased from prior year
Result details for year ending... (Note: DNE means "did not exist")			
2019 (18-19)			
Target	61	20	2,500
2018 (17-18)			
Target	60	20	2,500
Actual	61	0	2,384
2017 (16-17)			
Target	10	DNE	2,049
Actual	61	0	2,516
2016 (15-16)			
Target	10	DNE	1,982
Actual	8	DNE	1,952
2015 (14-15)			
Target	DNE	DNE	2,300
Actual	DNE	DNE	2,261
2014 (13-14)			
Target	DNE	DNE	1,400
Actual	DNE	DNE	1,408
Agency Comments			
Additional comments from agency (optional)	Strategy 6.2: Provide and support a healthy learning environment by ensuring access to nutritious meals.		

Performance Measures

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Performance Measure			
Item #	6.3.1	6.3.2	6.3.3
Description	Number of school climate and/or bullying technical assistance opportunities provided.	Number of districts with major Medicaid discrepancies	Number of districts served through the Process Improvement Team (PIT)
Time applicable	State Fiscal Year (July - June)	State Fiscal Year (July - June)	State Fiscal Year (July - June)
Results Summary			
Is the goal to meet, exceed, or obtain a lower value than the target?	Meet or exceed	Meet or obtain lower value	Meet or obtain lower value
Did the agency achieve its goal			
2018	Yes	Yes	Yes
2017	There was no target	Yes	There was no target
2016	There was no target	There was no target	There was no target
2015	There was no target	There was no target	There was no target
2014	There was no target	There was no target	There was no target
Changes in target			
2019	Same as prior year	Decreased from prior year	Same as prior year
2018	No prior year target	Decreased from prior year	No prior year target
2017	No prior year target	No prior year target	No prior year target
2016	No prior year target	No prior year target	No prior year target
2015	No prior year target	No prior year target	No prior year target
Result details for year ending... (Note: DNE means "did not exist")			
2019 (18-19)			
Target	8	23	2
2018 (17-18)			
Target	8	24	2
Actual	11	18	2
2017 (16-17)			
Target	DNE	25	DNE
Actual	8	18	0
2016 (15-16)			
Target	DNE	DNE	DNE
Actual	DNE	30	DNE
2015 (14-15)			
Target	DNE	DNE	DNE
Actual	DNE	DNE	DNE
2014 (13-14)			
Target	DNE	DNE	DNE
Actual	DNE	DNE	DNE
Agency Comments			
Additional comments from agency (optional)	Strategy 6.3: Support schools in developing positive and supportive climates for learning		

Performance Measures

Agency: South Carolina Department of Education

Accurate as of 8/12/19

Performance Measure			
Item #	7.1.1	7.1.2	7.2.1
Description	Percent of offices where standard operating manual is present. Information included should be easy to follow for a proper succession planning.	Number of written audit reports documenting results of pre-award audit for programs that have been issued to program management.	Percent staff turnover
Time applicable	State Fiscal Year (July - June)	State Fiscal Year (July - June)	State Fiscal Year (July - June)
Results Summary			
Is the goal to meet, exceed, or obtain a lower value than the target?	Meet or exceed	Meet or exceed	Meet or obtain lower value
Did the agency achieve its goal			
2018	No	Yes	No
2017	There was no target	There was no target	No
2016	There was no target	There was no target	No
2015	There was no target	There was no target	There was no target
2014	There was no target	There was no target	There was no target
Changes in target			
2019	Decreased from prior year	Increased from prior year	Same as prior year
2018	No prior year target	No prior year target	Same as prior year
2017	No prior year target	No prior year target	Same as prior year
2016	No prior year target	No prior year target	No prior year target
2015	No prior year target	No prior year target	No prior year target
Result details for year ending... (Note: DNE means "did not exist")			
2019 (18-19)			
Target	75%	12	15.00%
2018 (17-18)			
Target	80%	10	15.00%
Actual	58%	12	22.26%
2017 (16-17)			
Target	DNE	DNE	15.00%
Actual	DNE	DNE	22.60%
2016 (15-16)			
Target	DNE	DNE	15.00%
Actual	DNE	DNE	15.70%
2015 (14-15)			
Target	DNE	DNE	DNE
Actual	DNE	DNE	DNE
2014 (13-14)			
Target	DNE	DNE	DNE
Actual	DNE	DNE	DNE
Agency Comments			
Additional comments from agency (optional)	Goal #7: The SCDE will model excellence and continuous improvement in all programs and services. Strategy 7.1: Implement a continuous improvement process focused on program effectiveness, stakeholder satisfaction, fidelity, and return on public investment.		Strategy 7.2: Foster a culture of innovation, improvement, excellence, collaboration, service, and urgency.

Report or Review Name	Name of Entity Requesting the Report or Conducting Review	Type of Entity	Reporting Frequency	Current Fiscal Year, Submission Date or Review Timeline (MM/DD/YYYY)	Summary of Information Requested in the Report or Reviewed	Method to Access the Report or Information from the Review
Proviso "School Districts and Special Schools Flexibility" (2018-19 1.26, 1A.14)	General Assembly	State	Annually	June 30, 2020	<i>All school districts must report the student teacher ratio for every classroom to the Department of Education at the ninety and one hundred and eighty day mark. The department shall report this information to the General Assembly.</i> The school district shall report to the Department of Education the actual percentage of its per pupil expenditures used for classroom instruction, instructional support, and transportation, food service, and safety within non-instruction pupil services for the current school year ending June thirtieth. Quarterly throughout the current fiscal year, the chairman of each school district's board and the superintendent of each school district must certify where non-instructional or nonessential programs have been suspended and the specific flexibility actions taken. The certification must be in writing, signed by the chairman and the superintendent, delivered electronically to the State Superintendent of Education, and an electronic copy forwarded to the Chairman of the Senate Finance Committee, the Chairman of the Senate Education Committee, the Chairman of the House Ways and Means Committee, and the Chairman of the House Education and Public Works Committee. Additionally, the certification must be presented publicly at a regularly called school board meeting, and the certification must be conspicuously posted on the internet website maintained by the school district.	Number 1 - will be posted on the SDE website under "Reports" and on the General Assembly website under "Agency Reports" Numbers 2 & 3 - request from agency or on district website
59-39-130: Tabulation of college freshman results	General Assembly	State	Annually	July 31, 2019	After district reports have been received (by May 1), the SCDE will tabulate them so as to show the academic performance of graduates from the respective high schools who entered institutions of higher learning. No due date in statute.	https://ed.sc.gov/scdoe/assets/File/data/College-Freshman-Report/17-18%20College%20Freshman%20Report%11.pdf
Proviso "Paperwork Reduction and Streamlining Report"	General Assembly	State	Other	July 31, 2019	In February 2019, the South Carolina General Assembly passed and the Governor signed into law a joint resolution that tasked the South Carolina Department of Education (SCDE) with making recommendations for reducing and streamlining the amount of paperwork and reporting requirements placed on teachers, schools, and school districts. The joint resolution specifically instructed the SCDE to include information on reporting and paperwork at the school, school district, and state levels and to include the entity requiring the report, the method of reporting, and the frequency of the report. Furthermore, the SCDE was to include federal reporting requirements and the potential loss of federal funds at the state and district levels if the federal reporting requirement was not met. The joint resolution required that the SCDE submit its report to the Chairman of the Senate Education Committee and the Chairman of the House Education and Public Works Committee before August 1, 2019.	https://ed.sc.gov/data/reports/legislative/legislative-reports/special-one-time-reports/2019-07-13-paperwork-reduction-and-streamlining-report/
59-18-360: Dissemination of assessment results	Public	State	Annually	August 1, 2018	Beginning with the 2010 assessment administration, the Department of Education is directed to provide assessment results annually on individual students and schools by August first, in a manner and format that is easily understood by parents and the public. In addition, the school assessment results must be presented in a format easily understood by the faculty and in a manner that is useful for curriculum review and instructional improvement. The department is to provide longitudinally matched student data from the standards based assessments and include information on the performance of subgroups of students within the school. The department must work with the Division of Accountability (EOC) in developing the formats of the assessment results. Schools and districts are responsible for disseminating this information to parents.	
Proviso "Information Technology and Information Security Plans" (2017-18 = 117.112)	Department of Administration	State	Annually	August 1, 2018	By August 1 of the current fiscal year, all state agencies must submit an information technology plan and an information security plan.	Request from Agency
National Public Education Finance Survey	US Department of Education	Federal	Annually	August 15, 2018	Calculate state per pupil expenditure used to determine the amount of allocation for Title I and other federal programs each year; SCDE submits expenditure and revenue data and average daily attendance statistics; Federal Register, Vol. 80 No. 246 Notice	Request from Agency
J-1 Exchange Visitor Program Report	US Department of Education	Federal	Annually	August	Provide information regarding cultural exchange teachers in South Carolina; Access via USED Title II website.	Submitted via an online portal directly to the USED. Request from Agency
Proviso "Fines and Fees" Report (Proviso 117.74 - FY 2019-2020)	Chairman of the Senate Finance Committee; Chairman of the House Ways and Means Committee	State	Annually	September 1st	Post report online and submit	https://www.scstatehouse.gov/reports/reports.php
1-1-810: Agency Accountability Report (Proviso 117.29 - FY 2019-2020)	Executive Budget Office; Legislative Oversight Committee; Governor; General Assembly	State	Annually	September 15th	Promote strategic planning and thoughtful review of agency goals; 1-1-810; Provide information for the purpose of a zero-base budget analysis	https://www.scstatehouse.gov/reports/aar2018/H630.pdf
59-6-10: EIA Program Reports	Education Oversight Committee	State	Annually	September 30th	Provide programmatic and expenditure information to EOC for EIA-funded programs; Approximately 30 reports submitted with budget actuals	https://eoc.sc.gov/sites/default/files/Documents/EIA%202018/EIA%20BINDER%20for%20the%202017-18%20Reports%20%26%202019-20%20EIA%20Requests%20Table%20of%20Contents%201.pdf
Proviso "Adult Education" (Previous FY) (Proviso 1A.27 - FY 2019-2020)	Senate Finance; House Ways and Means; Senate Education; House Education and Public Works Committee	State	Annually	September 30th	Provide summary information on school district quarterly reports to the SCD; District reports should include unique student identifiers; Report why students have enrolled in adult education and whether or not they are pursuing a GED or a diploma; In this data report, the SCDE typically provides a summary of data for the first quarter of the current fiscal year.	https://www.scstatehouse.gov/reports/DeptofEducation/vap%2017-18%20summary%204th%20Quarter.pdf
Proviso "Aid to District Draw Down" (Proviso 1A.42 - FY 2019-2020)	Chairman of the Senate Finance Committee; Chairman of the House Ways and Means Committee; Chairman of the Senate Education Committee; Chairman of the House Education and Public Works Committee; Governor; local legislative delegation	State	Annually	September 30th	Report on districts that failed to submit an updated plan in the current fiscal year; Plans ensure districts are meeting the safety needs of their students; Plans ensure districts, Palmetto Unified, and DJJ have updated safety plans in place	file:///S:/Agency%20Reports%20on%20Website/2nd%20FY%20Qtr%20Reports/CFOWilliams/Proviso1A42%20Compliance.pdf
59-18-1560: External Review Committees	State Board of Education	State	Annually	September	Superseded by proviso 1A.12 External review committee report on district's progress in implementing recommendations and improving performance (annually for four years or as deemed necessary by SBE); Fulfilled by posting diagnostic reviews on SCDE website	https://ed.sc.gov/districts-schools/school-improvement/school-improvement-programs/
Proviso "Bank Account and Transparency and Accountability" (Proviso 117.83 - FY 2019-2020)	State Fiscal Accountability Authority	State	Annually	October 1st	Report use composite reservoir bank accounts	file:///S:/Agency%20Reports%20on%20Website/2nd%20FY%20Qtr%20Reports/CFOWilliams/Proviso117.83BankAccountTransparAcct.pdf
Proviso "LEA: Audit" regarding lottery expenditures (Proviso 3.1 - FY 2019-2020)	Executive Budget Office; Chairman of Senate Finance Committee; Chairman of the House Ways and Means Committee	State	Annually	October 1st	Provide guidelines/procedures and expenditures of lottery funds allocated to school districts and other recipient institutions according to law; In addition, provide report on the amount of lottery funds distributed to each entity in the prior fiscal year	file:///S:/Agency%20Reports%20on%20Website/2nd%20FY%20Qtr%20Reports/CFOWilliams/Proviso3.1-LotteryMemo-Compliance.pdf
NIERR Yearbook Data	NIERR	Outside Organization	Annually	October 1st	Provide requested SC data for national NIERR State of Preschool Yearbook; See http://nieer.org/state-preschool-yearbooks	http://nieer.org/state-preschool-yearbooks/2018-2

Title II EPP Completer Data	US Department of Education	Federal	Annually	October 31st	Update USDE on completers of SC EPPs. Data uploaded via required template to Title II. Access via USED Title II website.	https://title2.ed.gov/Public/Home.aspx
Proviso "GP: Discrimination Policy" (Proviso 117.13 - FY 2019-2020)	State Human Affairs Commission	State	Annually	October 31st	Each state agency shall submit to the State Human Affairs Commission employment and filled vacancy data by race and sex by October thirty-first, of each year.	https://www.schac.sc.gov/sites/default/files/Documents/Technical%20srvcv%2019%20Report%20to%20the%20General%20Assembly%20REV.pdf
Proviso "IMD Operations" (Proviso 117.73 - FY 2019-2020)	Chairman of Senate Finance Committee; Chairman of House Ways and Means Committee; Governor	State	Annually	November 1st	Report expenditures of all IMD transition funds	file:///S:/Agency%20Reports%20or%20Website/2nd%20FY%20Qtr%20Repts/CFW-Williams/IMD%20Operations%20-%20Allocations.pdf
Other Funds Survey	Department of Administration	State	Annually	November 1st	Provide to the Department of Administration per H630	file:///S:/Agency%20Reports%20or%20Website/2nd%20FY%20Qtr%20Repts/CFW-Williams/H630%20Other%20Fund%20Survey%20102918.pdf
59-19-900 (E): School and District Report Cards (Proviso 1A.39 "Dropout Recovery Data," 59-10-50 Physical Education Assessments, and 59-18-920 report card for charter, alternative, and career and technology schools included)	Public	State	Annually	November 15th	The school's report card must be furnished to parents and the public no later than November fifteenth. Report cards must provide calculated physical education program effectiveness score per 59-10-50; also 59-18-930	https://screportcards.com/
Regulation 43-80: Bus Route Approval	LEAs	State	Annually	November 15th	Written approval or disapproval of all routes will be provided by the SCDE no later than 11/15. Two weeks are given for the LEA to correct. If operating routes after 11.15 that have not been approved, this will be considered unauthorized and at the LEA's expense.	
Proviso "CDEPP Student Information and Reporting" (Proviso 1A.55 - FY 2017-2018)	Education Oversight Committee	State	Annually	November 30th	SCDE and First Steps provide any information required by the EOC for the annual CDEPP report; list of requested data is provided by EOC	Not an SCDE report. https://www.scstatehouse.gov/reports/EducationOversightComm/STATE-FUNDED%20FULL%20DAY%20K%20PROGRAM%20REPORT.pdf
Hidden Earmarks Survey	Department of Administration	State	Annually	December 1st	The Executive Budget Office compiles a report of hidden earmarks included in the previous year's appropriations act. The DoA provides a survey on which the SCDE must indicate any unrequested funds appropriated to the agency that were earmarked to be awarded to any entity as a grant or contract.	Not an SCDE report.
59-10-10: Students Health and Fitness Act	General Assembly	State	Annually	December 1st	Provide summary of district- and school-level compliance with all elements of the 2005 Student Health and Fitness Act	https://www.scstatehouse.gov/reports/DeptofEducation/SCDE%20SHA%20Report%20Final%202018.pdf
Proviso "IDEA Maintenance of Effort" (Proviso 1A.32 - FY 2018-2019)	General Assembly; Governor	State	Annually	December 1st	Submit estimate of the IDEA MOE requirement; This item deals with the Proviso informing the General Assembly of the estimate MFS needed for the current year.	Agency and Statehouse websites.
Proviso "Dropout Prevention and High Schools that Work Program" (Proviso 1A.16 - FY 2017-2018)	Chairman of Senate Finance Committee; Chairman of House Ways and Means Committee; Senate Education Committee; Chairman of the House Education and Public Works Committee; Governor	State	Annually	December 1st	Report on the effectiveness of dropout prevention programs; Assess program progress and effectiveness in providing a better prepared workforce and student success in post-secondary education; EEDA program monitoring and effectiveness	https://www.scstatehouse.gov/reports/DeptofEducation/1A.16%20Proviso%20Report%20Dropout%20HS%2017-18_Final.pdf
State Teacher Shortage Areas	US Department of Education	Federal	Annually	December 1st	Provide information for federal student loan forgiveness; Federal critical needs areas defined. Access via USED website.	https://ed.sc.gov/educators/recruitment-and-recognition/critical-need-areas/
Proviso "Full Day 4K" (Proviso 1.58 - FY 2018-2019)	General Assembly	State	Annually	December 1st	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. The department must provide the results of the annual audit findings to the General Assembly no later than December first.	https://www.scstatehouse.gov/reports/EducationOversightComm/STATE-FUNDED%20FULL%20DAY%20K%20PROGRAM%20REPORT.pdf
59-59-175: Coordinating Council Report	Governor; General Assembly; Department of Commerce; State Board of Education	State	Annually	December 1st	Report annually by December first to the Governor, the General Assembly, the Department of Commerce, the State Board of Education, and other appropriate governing boards on the progress, results, and compliance with the provisions of this chapter to specifically include progress toward career pathways and its ability to provide a better prepared workforce and student success in postsecondary education	https://ed.sc.gov/districts-schools/student-intervention-services/education-and-economic-development-act-eeda/
59-16-60: SC Virtual School Program and Virtual School Offerings	State Board of Education; General Assembly; Education Oversight Committee	State	Annually	December 15th	Report on the overall effectiveness of the virtual school program including completion rates, course enrollments, etc. Provide SBE with report on virtual school offerings and data.	file:///S:/Agency%20Reports%20or%20Website/1st%20FY%20Qtr%20Repts/CCR-Math%20Ove-Mitchell/Virtual%20School%20Annual%20Report%202017-18%20-%20FINAL.pdf
21st Century CCLC Annual Data Submittal	US Department of Education	Federal	Annually	December 15th	Submit 21st CCLC annual data directly to the USED via the USED's reporting portal. States are required to use the USED's portal. The information in the report is a combination of data pulled from Powerschool and data reported by subrecipients. Our statewide evaluator is responsible for updating the data from each subrecipient into the federal portal, and our office staff is responsible for certifying the data and submitting the final information to the USED in December of each year.	Request from Agency
Proviso "Technical Assistance" (1A.12) and 59-18-1610	Chairman of Senate Finance Committee; Chairman of House Ways and Means Committee; Chairman of Senate Education Committee; Chairman of House Education and Public Works Committee; Governor; Local Legislative Delegation	State	Annually	December 15th	Low-performing schools and districts shall be placed within the tiered technical assistance framework not later than December fifteenth. Report findings on monitoring of student academic achievement and progress on implementation in the fall following the school or district designation as low-performing. State Superintendent report on the progress of the system in regard to assistance provided to the local school districts and data documenting the impact of the assistance on student academic achievement and on high school graduation rates; Make due date the earliest date is available	https://ed.sc.gov/districts-schools/school-improvement/school-improvement-programs/
Report/Update on South Carolina School Bus Fleet	General Assembly	State	Annually	December 30th	No set due date; provide prior to legislative session	Request from Transportation, current and on file with that office.
Consolidated Annual Report (CAR)	US Department of Education	Federal	Annually	December 30th	Provide required annual data to federal portal; includes Perkins analysis	Upon request
59-155-130: Summer Reading Camp Report	State Board of Education	State	Annually	December 31st	Report yearly success rate of summer reading camps. No date in law	https://www.scstatehouse.gov/reports/DeptofEducation/2019%20Reading%20Plan%20and%20Proficiency%20Report.pdf
Proviso "Safety Report" (Proviso 1.98)	Senate Finance Committee; House Ways and Means Committee	State	Annually	December 31st		https://www.scstatehouse.gov/reports/DeptofEducation/Safe%20Schools%20Initiative%20Report%2012.31.2018.pdf
Proviso "Grants Committee Process" (Proviso 1A.92)	Governor; Senate Finance Committee; House Ways and Means Committee	State	Annually	December 31st		https://www.scstatehouse.gov/reports/DeptofEducation/Grants%20Committee%20Report%20-%20Final.pdf
Proviso "Reading/Literacy Coaches" (Proviso 1.62 and 1A.61 - FY 2018-2019)	General Assembly	State	Annually	January 15th	Report on hiring/assignment of reading/literacy coaches by school in current fiscal year; Also report amount of funds to be used for Summer Reading Camps	https://www.scstatehouse.gov/reports/DeptofEducation/Reading%20Coach%20Report%20Final.pdf
59-18-350: Analysis of Assessments	School Districts	State	Annually	January 15th	The State Department of Education annually shall convene a team of curriculum experts to analyze the results of the assessments, including performance item by item. This analysis must yield a plan for disseminating additional information about the assessment results and instruction and the information must be disseminated to districts not later than January fifteenth of the subsequent year.	https://ed.sc.gov/tests/assessment-information/quick-links-for-teachers/test-data-review-reports/
59-63-330: School-Related Crime	General Assembly; Office of Attorney General	State	Annually	January 31st	Report compiled school-related crime information; Identify persistently dangerous schools; Provide January 31 following districts' final quarterly reports of the school year	https://www.scstatehouse.gov/reports/reports.php

59-18-310: Retroactive Diplomas	General Assembly and State Board of Education	State	Other	January 31st	A person who is no longer enrolled in a public school and who previously failed to receive a high school diploma or was denied graduation solely for failing to meet the exit exam requirements pursuant to this section and State Regulation may petition the local school board to determine the student's eligibility to receive a high school diploma pursuant to this chapter. The local school board will transmit diploma requests to the South Carolina Department of Education in accordance with department procedures. Petitions under this section must be submitted to the local school district. Students receiving diplomas in accordance with this section shall not be counted as graduates in the graduation rate calculations for affected schools and districts, either retroactively or in current or future calculations. On or before January 31, 2019, the South Carolina Department of Education shall report to the State Board of Education and the General Assembly the number of diplomas granted, by school district, under the provision.	https://www.scstatehouse.gov/reports/DeptofEducation/Report%20to%20the%20GA%20DP.pdf
59-26-20: Critical Needs, Schools, Geographic Areas, and Subject Areas for SC Teacher Loan Forgiveness	State Board of Education; SCSLC	State	Annually	January	Areas of critical need shall include both geographic areas and areas of teacher certification and must be defined annually for that purpose by the State Board of Education. SBE approved definitions should be posted and sent to the SCSLC.	https://ed.sc.gov/educators/recruitment-and-recognition/critical-need-areas/
Regulation 43-300: Preliminary Reports on Accreditation		State	Annually	February 1st	Provided to support district compliance with state and federal requirements.	
Proviso "Debt Collection Reports" (Proviso 117.34 - FY 2018-2019)	Chairman of Senate Finance Committee; Chairman of Ways and Means Committee; Inspector General	State	Annually	February 28th	Report outstanding debt owed to the SCDE by outside entities in previous fiscal year; See definitions in proviso	file:///S:/Agency%20Reports%20on%20Website/3rd%20FY%20Qtr1%20Rpts/CFW-Williams/DebtCollection2018-Proviso117.34.pdf
Proviso "Work Based Learning" (Proviso 1A.5 - FY 2018-2019)	Senate Finance Committee; House Ways and Means Committee	State	Annually	February	OCTE report on accomplishments of the Career Counseling Specialists	https://www.scstatehouse.gov/reports/DeptofEducation/Proviso%201A.5-WorkBasedLearning2019.pdf
59-25-350: American Board	State Board of Education; General Assembly	State	Annually	March 31st	Submit total number of individual employed in SC with a passport certificate issued by ABCTE (now American Board) by district and nonprivileged information collected on these individuals through the ADEPT system	https://www.scstatehouse.gov/reports/DeptofEducation/EP-05-2019AmericanBoardRep-03-19-Attach.pdf
Gun Free Schools Act	US Department of Education	Federal	Annually	March	Provide information about weapons in SC schools; GFSA Authorizing Legislation (Title IV, Part A, Subpart 3, Section 4141)	https://www.scstatehouse.gov/reports/DeptofEducation/South%20Carolina%20FY%202017-18%20GFSA%20Compliance%20Questions.pdf
South Carolina Federal Plan	US Department of Education	Federal	Annually	April		https://ed.sc.gov/newsroom/every-student-succeeds-act-essa/
59-1-449: State and Local Funding Requirements	Local Government Entities with Authorities to Levy School Taxes	Local Govt.	Annually	May 1st	Report state and local funding requirements; Post EFA and local required support on SCDE website.	https://ed.sc.gov/finance/financial-services/budget-planning-for-upcoming-school-year/fiscal-year-2019-2020/
59-155-140: State Reading Plan and 59-155-130: Progress towards 95% Reading on Grade Level	US Department of Education	Federal	Annually	May	No due date; Provide updated plan and state reading proficiency progress report; Include proficiency update regarding 59-155-130	file:///S:/Agency%20Reports%20on%20Website/4th%20Qtr%20Rpts/CCR-Catow/2019%20Reading%20Plan%20and%20Proficiency%20Report.pdf
Charter School Grant Annual Report	US Department of Education	Federal	Annually	May	Evaluate annual performance related to grant goals, metrics, funding requirements, and grant guidance	https://ed.sc.gov/finance/financial-services/4th%20Qtr%20Rpts/FPASL-Payne/OST-Dixon/Charter%20School%20Grants%20Annual%20Report/Binder1.pdf
59-40-170: Vacant School Building Report	Applicants for Charter Schools	State	Annually	May	No due date; The Department of Education shall make available, upon request, a list of vacant and unused buildings and vacant and unused portions of buildings that are owned by school districts in this State and that may be suitable for the operation of a charter school. The department shall make the list available to applicants for charter schools and to existing charter schools. The list must include the address of each building, a short description of the building, and the name of the owner of the building.	https://www.scstatehouse.gov/reports/reports.php
Proviso "LEA: FY 2017-2018 Funding" (Reading Partners Impact - Proviso 3.4 - FY 2018-2019)	Chairman of Senate Finance Committee; Chairman of House Ways and Means Committee; Chairman of Senate Education Committee; Chairman of House Education and Public Works Committee	State	Annually	June 15th	The Office of Early Learning and Literacy shall specify planning criteria to be submitted by Reading Partners no later than July fifteenth of the current fiscal year. Planning criteria shall include, but is not limited to, pre and post assessment data, parental and family literacy engagement, summer learning support and building school level capacity for intervention.	file:///S:/Agency%20Reports%20on%20Website/4th%20Qtr%20Rpts/CCR-Mathis/OELL-Catow/2019%20Reading%20Partners%20Outcomes%20Report%200021.pdf
59-1-425: Missed School Days (Weather Report)	General Assembly	State	Annually	June 30th	School term information; Provide detailed report of information from each district listing beginning and length of school term as well as the number of: (1) days missed and the reason, (2) days made up, and (3) days waived; Must be provided prior to July 1	https://www.scstatehouse.gov/reports/reports.php
Southern Legislative Public Education Survey	Council of State Governments; Southern Legislative Conference; Fiscal Affairs; and Government Operations Committee	State	Other	June	Provide comparative data report which is submitted and presented to the Fiscal Affairs and Government Operations Committee of the Southern Legislative Conference during its Annual Meeting; Comparison is made between the 15 states in the Southern Legislative Conference states; Submit via the Southern Legislative conference website	Completed via online portal. https://www.scllanta.org/Publications/
Proviso "School Bus Purchase" (Proviso 1.19 - FY 2018-2019)	Chairman of Senate Finance; Chairman of House Ways and Means	State	Other	June	If the department uses the specifications of another state, the department must submit a report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee detailing the methodology by which the alternative specifications were determined to be safe, more economical, and in the public interest, when compared to the specifications set forth by the School Bus Specifications Committee.	We currently use South Carolina Specifications, therefore there is no report required.
2-47-55: Comprehensive Permanent Improvement Plan	Capital Budget Office; Department of Administration	State	Other	June 30th		Upon request.
Proviso 1.98	Senate Finance Committee; House Ways and Means Committee	State	Annually	Close of Fiscal Year		Will be posted on Statehouse website when completed

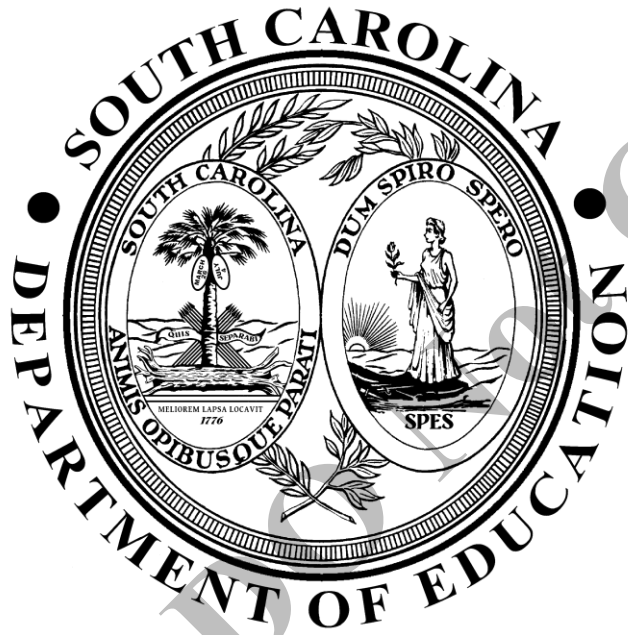
Report or Review Name	Name of Entity Requesting the Report or Conducting Review	Type of Entity	Reporting Frequency	Current Fiscal Year: Submission Date or Review Timeline (MM/DD/YYYY)	Summary of Information Requested in the Report or Reviewed	Method to Access the Report or Information from the Review
59-29-155: Founding principles	Senate Education; House Education and Public Works	State	Bi Annual	October 15th, 2019	Due next cycle - 10/15/2017; Submit documentation of implementation of this section (founding principles instruction required, reporting requirements, professional development); See statute for specific requirements. Requires SCDE professional development (and reporting of it). References EOC and SBE. Provide report on October 15 of each odd-numbered year, commencing in 2017.	Agency and Statehouse website once it is complete.
59-36-70: Report by Advisory Council on services for preschoolers	Interagency Coordinating Council; Joint Legislative Committee on Children; Senate Finance; House Ways and Means; Senate Education; House Education and Public Works	State	Bi Annual (2020 is next report publication)	February 1st	State Advisory Council, with assistance from SCDE staff, submit summary of services provided for preschool children with disabilities and their families; See statute for requirements; Related to Act 86, which requires LEAs to serve children with disabilities ages 3 through 5	https://ed.sc.gov/districts-schools/special-education-services/oversight-and-assistance-o-a/faced/aced-reports-resources/idea-preschool-report-2016-17/
Diploma Pathways	General Assembly	State	Bi Annual	February 15th	The department shall monitor the number of diplomas and employability credentials earned by students and shall report to the State Board of Education and the General Assembly biannually by February 15, beginning in 2020.	

Report or Review Name	Name of Entity Requesting the Report or Conducting Review	Type of Entity	Reporting Frequency	Current Fiscal Year: Submission Date or Review Timeline (MM/DD/YYYY)	Summary of Information Requested in the Report or Reviewed	Method to Access the Report or Information from the Review
59-144-130: SBE facilities information (capital needs reports)	General Assembly	State	Tri Annual	December 1st	SBE report projected five-year school facilities improvement requirements reported by school districts, needs since last report, and previously identified needs. Report every three years beginning in 1998	

59-01-495: Title 59 review	General Assembly	State	Tri Annual	December 31st	Assemble committee; Committee report all statutes that are obsolete and no longer applicable; Identify federal education statutes and regulations applicable to SC	

**STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION



**Declaration of Emergency
Guidance Document**

DRAFT 1.0

April 2018

The South Carolina Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, veteran status, or disability in admission to, treatment in, or employment in its programs and activities. Inquiries regarding the nondiscrimination policies should be made to the Employee Relations Manager, 1429 Senate Street, Columbia, South Carolina 29201, 803-734-8781. For further information on federal non-discrimination regulations, including Title IX, contact the Assistant Secretary for Civil Rights at OCR.DC@ed.gov or call 1-800-421-3481.

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Legislation

Appropriations Act of 2017, Proviso 1A.12. as well as the Education Accountability Act (EAA), gives the South Carolina State Superintendent of Education the authority to declare a state of emergency in a school or district. S.C. Code § 59-18-1520 reads:

“If the recommendations approved by the state board, the district's plan, or the school's revised plan are not satisfactorily implemented by the school rated school/district at-risk and its school district according to the time line developed by the State Board of Education or if student academic performance has not met expected progress, the principal, district superintendent, and members of the board of trustees must appear before the State Board of Education to outline the reasons why a state of emergency should not be declared in the school. The state superintendent, after consulting with the external review committee and with the approval of the State Board of Education, shall be granted the authority to take any of the following actions:

- (1) furnish continuing advice and technical assistance in implementing the recommendations of the State Board of Education;
- (2) declare a state of emergency in the school and replace the school's principal; or
- (3) declare a state of emergency in the school and assume management of the school.”

S.C. Code § 59-18-1570 reads “. Designation of state of emergency in school district designated as school/district at-risk; remedial actions.

(A) If recommendations approved by the State Board of Education are not satisfactorily implemented by the school district according to the time line developed by the State Board of Education, or if student performance has not made the expected progress and the school district is designated as school/district at-risk, the district superintendent and members of the board of trustees shall appear before the State Board of Education to outline the reasons why a state of emergency must not be declared in the district.

(B) The state superintendent, with the approval of the State Board of Education, is granted authority to:

(1) furnish continuing advice and technical assistance in implementing the recommendations of the State Board of Education to include establishing and conducting a training program for the district board of trustees and the district superintendent to focus on roles and actions in support of increases in student achievement;

(2) mediate personnel matters between the district board and district superintendent when the State Board of Education is informed by majority vote of the board or the superintendent that the district board is considering dismissal of the superintendent, and the parties agree to mediation;

(3) recommend to the Governor that the office of superintendent be declared vacant. If the Governor declares the office vacant, the state superintendent may furnish an interim replacement until the vacancy is filled by the district board of trustees. District boards of trustees negotiating contracts for the superintendency shall include a provision that the contract is void should the Governor declare that office of superintendency vacant pursuant to this section. This contract provision does not apply to existing contracts but to new contracts or renewal of contracts; and

(4) declare a state of emergency in the school district and assume management of the school district.

(C) The district board of trustees may appoint at least two nonvoting members to the board from a pool nominated by the Education Oversight Committee and the State Department of

Education. The appointed members shall have demonstrated high levels of knowledge, commitment, and public service, must be recruited and trained for service as appointed board members by the Education Oversight Committee and the State Department of Education, and shall represent the interests of the State Board of Education on the district board. Compensation for the nonvoting members must be paid by the State Board of Education in an amount equal to the compensation paid to the voting members of the district board.”

Prior to the Declaration

Prior to a state of emergency being prepared the following offices work together to create a document that addresses all of the criteria in the legislation that grants the state superintendent the authority to declare such. Those offices and areas include:

- Office of Auditing Services: financial risk rating and fiscal practices designation
- Office of Federal and State Accountability-last five years of accreditation information, including the current year if available, for all schools in the district or the specific school being considered and any relevant audit information regarding the use of funds under uniform grant guidance
- Office of School Transformation/Office of Research and Data Analysis: most recent year’s academic achievement for all state report card/accountability system assessments
- Office of Special Education Services: most recent and relevant audit information regarding programmatic and financial compliance with IDEA
- Office of Governmental Affairs: prepares any and all public communication regarding the declaration of emergency which could include coordinating notice of public meeting, media advisory for press conference, and official press statement

To gather this information, the offices may work collaboratively to complete the **Pre-Declaration Template** found in Appendix A.

Upon the State Superintendent’s review of the information, **objectives of the declaration**, and proposed action steps, the State Superintendent shall make **the selection of a district leader** to be appointed as interim superintendent upon the declaration. In addition, the Office of General Counsel shall work to draft a potential **contract** between the department and the potentially appointed individual. The Superintendent may elect to conduct a **community meeting** in which the information in part or whole from the Pre-Declaration Template are shared with members of the district or school community. The Office of Communications shall provide a final review on all documents to be presented during the community meeting, produce the **public handouts** to accompany the **presentation**, and post them to the agency website within 24 hours of the community meeting. In addition, the State Superintendent shall **meet and inform the local delegation** of the intention to declare state of emergency. To summarize, prior to a declaration of emergency the following activities should be completed:

- Objectives of the Declaration (see template in Appendix A)
- Selection of a district leader
- Contract for district leader
- Community Meeting
- Public Presentation and handouts
- Meeting with local delegation

If the State Superintendent makes the determination that a state of emergency should be declared the following activities should be completed at least 24-48 hours prior to the press conference:

- District leader contract
- Community Meeting
- Media Advisory for Press Conference
- Letter of declaration
 - Signed by State Superintendent and sent to school board and their attorney(s)
- Drafted Remarks for Press Conference
- Press Conference Announcement
- Press Release
- District and Financial Security
 - Locks
 - Network Access
 - Email, website, social media
 - Bank Accounts
- FAQ Document for students, parents, teachers, and community
 - Inform Ombudsman and switchboard operators
- Email to all district staff
- New superintendent on site day of or day after
 - Meeting with cabinet and principals

After Declaration

After the declaration has been executed, the State Superintendent shall schedule a district visit to speak with school and district staff and community members regarding the details of agency management of the district. Management of a school or district is defined as authority of the daily operations of the school or district to include, but not limited to, personnel, finance, operations, professional development transportation, and student services. Under the direction of the state superintendent the following activities should occur:

- Office of Communications:
 - Share and publicize the state superintendent's visit following the declaration
 - Prepare a FAQ for district or school staff and/or community regarding the power and limitations of a declaration of emergency
- Office of Governmental Affairs
 - Maintain open and transparent communication with the legislative delegation regarding progress
- Office of School Transformation
 - Serve as point of contact for appointed district leader
 - Coordinate support and technical assistance via SCDE offices
 - Provide monthly updates to the State Board of Education on progress
- Office of Auditing Services-For any district under SCDE management
 - Provide annual audit copy to the Office of School Transformation
 - Provide fiscal practices rating to the Office of School Transformation
- Office of Federal and State Accountability
 - Provide the accreditation preliminary analysis report to the Office of School Transformation

- Provide any audit results for any federal programs impacted by uniform grant guidance

Summary Declaration of Emergency Checklist

Pre Declaration:

- Objectives of the Declaration (see template in Appendix A)
- Selection of a district leader
- Contract for district leader
- Community Meeting
- Public Presentation and handouts
- Meeting with local delegation

24-48 Hours Prior to Press Conference:

- District leader contract
- Community Meeting
- Media Advisory for Press Conference
- Letter of declaration
 - Signed by State Superintendent and sent to school board and their attorney(s)
- Drafted Remarks for Press Conference
- Press Conference Announcement
- Press Release
- District and Financial Security
 - Locks
 - Network Access
 - Email, website, social media
 - Bank Accounts
- FAQ Document for students, parents, teachers, and community
 - Inform Ombudsman and switchboard operators
- Email to all district staff
- New superintendent on site day of or day after
 - Meeting with cabinet and principals

After Declaration

- Office of Communications:
 - Share and publicize the state superintendent's visit following the declaration
 - Prepare a FAQ for district or school staff and/or community regarding the power and limitations of a declaration of emergency
- Office of Governmental Affairs
 - Maintain open and transparent communication with the legislative delegation regarding progress made in said district or school
- Office of School Transformation
 - Serve as point of contact for appointed district leader
 - Coordinate support and technical assistance via SCDE offices
 - Provide monthly updates to the State Board of Education on progress
- Office of Auditing Services-For any district under SCDE management
 - Provide annual audit copy to the Office of School Transformation

- Provide fiscal practices rating to the Office of School Transformation
- Office of Federal and State Accountability
 - Provide the accreditation preliminary analysis report to the Office of School Transformation
 - Provide any audit results for any federal programs impacted by uniform grant guidance

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Pre-Declaration Template

District:

Accreditation Status:

Fiscal Autonomy:

Fiscal Practice Rating:

Year	District Risk of Noncompliance with Federal Awards

Academic Achievement

Priority Schools	Tier Status	Potentially Underperforming Schools	Potentially Underperforming District

Grades 3-8

ELA SC READY	District Name	State Average	MATH SC READY	District Name	State Average
Exceeds			Exceeds		
Met			Met		
Approaches			Approaches		
Not Met			Not Met		

SCIENCE PASS	District Name	State Average	SOCIA STUDIES PASS	District Name	State Average
Exceeds			Exemplary		
Met			Met		
Approaches					
Not Met			Not Met		

:

High School

Percentage of tests with scores of 60 or above on EOCEP Assessments

Assessment	WCSD	State Average
English I		
Algebra I/ Math for the Technologies		
Biology I		
US History& Constitution		

Four Year Graduation Rate:

Declaration of Emergency Objectives

District:

Objectives	Actions	SCDE Support Office

Summary of Department Concerns:

- a. Achievement:
- b. Accreditation:
- c. Finance:

Office of Auditing Services' Charter

Purpose

The Office of Auditing Services is an independent, objective assurance and consulting activity designed to add value to the South Carolina Department of Education (SCDE) by providing services to management that ensure financial and operational objectives are being achieved as well as ensure the SCDE and its subrecipients are in compliance with applicable federal and state laws and regulations. Auditing Services assists the agency in accomplishing its objectives by bringing a systematic, disciplined approach to evaluating and improving the agency's risk management, controls, and governance processes.

Professional Standards

The Office of Auditing Services (hereinafter referred to as "Auditing Services") will endeavor to meet or exceed the auditing standards contained in *Government Auditing Standards* (The Yellow Book), published by the Comptroller General of the United States and authoritative publications of the Government Accounting Standards Board (GASB). Auditing Services will govern itself by adherence to The Institute of Internal Auditors' mandatory guidance including the Definition of Internal Auditing, the Code of Ethics, and the *International Standards for the Professional Practice of Internal Auditing* (Standards). In addition, Auditing Services will adhere to the State of South Carolina's and SCDE's policies and procedures.

Authority

Auditing Services, with strict accountability for confidentiality and safeguarding records and information, is granted full, free, and unrestricted access to any and all of SCDE records, physical properties, information systems, and personnel relevant to any function under review. All employees are requested to assist Auditing Services in fulfilling its function. Documents and information given to Auditing Services during a periodic review will be handled in the same prudent and confidential manner as by those employees normally accountable for them.

Organization

Auditing Services shall report administratively to SCDE's Chief Operating Officer and functionally to the State Superintendent of Education. This position has sufficient authority to promote independence and to ensure broad audit coverage, adequate consideration of engagement communications, and appropriate action on engagement recommendations. Auditing Services shall have no direct operational responsibility or authority over any of the activities it reviews.

Independence and Objectivity

All Auditing Services activities shall remain free of influence by any element of SCDE, including audit procedures, frequency, or report content so that the independence and objectivity of the auditing process can be preserved. Accordingly, Auditing Services shall not develop nor implement systems or procedures, prepare records, or engage in any other activity which would normally be audited.

Auditing Services must exhibit the highest level of professional objectivity in gathering, evaluating, and communicating information about the activity, process, or entity being examined. Auditing Services must make a balanced assessment of all the relevant circumstances and not be unduly influenced by their own interests or by others in forming judgments.

Responsibility

The scope of Auditing Services' processes encompasses an examination and evaluation of the adequacy and effectiveness of SCDE's governance, risk management process, system of internal control structure, and quality of performance in carrying out assigned responsibilities to achieve SCDE's stated goals and objectives. Auditing services also performs limited scope financial examinations of not-for-profit organizations and selected school districts throughout the State that receive funds administered by the SCDE. Examination and evaluation procedures include:

- Reviewing the reliability and integrity of financial and operating information and the means used to identify measure, classify, and report such information.
- Reviewing the systems established to ensure compliance with those policies, plans, procedures, laws, and regulations which could have a significant impact on operations and reports and whether the organization is in compliance.
- Reviewing the means of safeguarding assets and, as appropriate, verifying the existence of such assets.
- Reviewing operations or programs to ascertain whether results are consistent with established objectives and goals and whether the operations or programs are being carried out as planned. The efficiency and effectiveness of the operation or program reviewed will be determined and reported upon.
- Reviewing specific operations at the request of the Superintendent of Education as appropriate for either compliance or efficiency and effectiveness.
- Monitoring and evaluating the effectiveness of the organization's risk management processes.

Audit Planning

Annually, the Director of Auditing Services shall prepare and submit a summary of the audit work plan to SCDE's Senior Management. The audit work plan is to be developed based on a prioritization of the audit universe using a risk-based methodology as well as input from senior management. This plan is updated as risk priorities, controls, and management's objectives change.

Reporting

Auditing Services will prepare and issue a written report at the conclusion of each audit. The audit report will be distributed to SCDE's Chief Operating Officer and the appropriate Deputy Superintendent and Departmental Director. Management's response to the audit reports should include a timetable for anticipated completion of action to be taken and an explanation for any recommendations not addressed. Auditing Services shall be responsible for appropriate follow-up on audit findings and recommendations.

Periodic Assessment


The Director of Auditing Services and the Chief Operating Officer should periodically assess whether the purpose, authority, and responsibility, as defined in this charter continue to be adequate to accomplish its objectives.

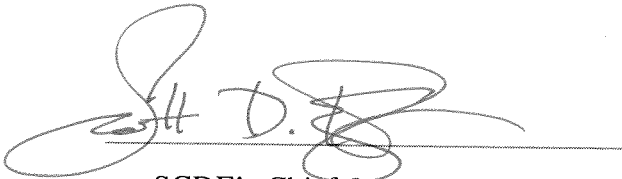
South Carolina Department of Education's

Office of Auditing Services

Charter

Updated this 19th day of March 2013


SCDE's Director of Auditing Services


SCDE's Chief Operating Officer

South Carolina's Individuals with Disabilities Education Act, Part B, State Performance Plan/Annual Performance Report FFY2017

South Carolina continues to make strides with improving outcomes for students with disabilities and recognizes the important work that remains to be done. Over the course of the last year, South Carolina has worked extensively with national, regional, and state technical assistance centers and institutes of higher education. In this work, the South Carolina Department of Education (SCDE), Office of Special Education Services (OSES), has scaled up its partnerships, professional learning opportunities, web-based resources, and other supports for South Carolina's special educators.

The SCDE has been reviewing and revising the Department's strategic plan. The revised vision for the SCDE is that all students graduate prepared for success in college, careers, and citizenship. By 2022 districts will have available a system of personalized and digital learning that supports students in a safe learning environment to meet the Profile of the South Carolina Graduate. Newly defined core priorities include supporting the social-emotional learning, health, and safety needs of students through a whole-child approach; strengthening standards, curriculum, instruction, and assessment alignment within schools and districts; enhancing infrastructures, resources, data, and technology of the State's public educational systems; addressing the equity needs of districts and schools through differentiated supports and school transformation; and promoting educator and school leadership development. The use of a multi-tiered system of supports (MTSS) will be critical to improving outcomes for all children. The OSES has also begun review and revision of its strategic plan to ensure alignment with the SCDE plan.

In addition to the important work and data highlighted in this SPP/APR, the state is successfully continuing its Targeted Educational Allocations for Children (TEACH) plan, which is South Carolina's approved plan relative to the Maintenance of State Financial Support (MFS) Settlement Agreement. This TEACH plan, inclusive of the State Systemic Improvement Plan (SSIP), is currently underway within three programmatic tiers in all South Carolina schools. More information about the TEACH Plan can be accessed at <https://ed.sc.gov/districts-schools/special-education-services/fiscal-and-grantsmanagement-fgm/maintenance-of-state-financial-support-settlement/>.

In all, South Carolina continues to make strides in improving the lives of the state's students with disabilities; to provide evidence-based practices and use of data to inform and drive decision making; and to make available a free appropriate public education to children with disabilities in the least restrictive environments.

General Supervision System:

During the 2017-2018 school year, the South Carolina Department of Education (SCDE) continued its general supervision system to help ensure that students with disabilities receive a free, appropriate public education (FAPE) in accordance with Part B of the Individuals with Disabilities Education Act (IDEA). This general supervision system included provision of appropriate dispute resolution options and identification and correction of individual and systemic areas of noncompliance through data determinations and fiscal, program, and focused

compliance monitoring activities. Descriptions of the components of the SCDE's general supervision system are set forth below along with references and links to forms and detailed information utilized in the various general supervision processes.

Dispute Resolution: The SCDE provides parents of students with disabilities, and local educational agencies (LEAs), and state operated programs (SOPs), with the following dispute resolution options:

Ombudsman: The SCDE, Office of Special Education Services (OSES), employs an Ombudsman (with a toll-free line) that parents can call to ask questions regarding the laws and regulations pertaining to students with disabilities and to discuss specific concerns relating to a student. The Ombudsman also assists in resolving informal complaints by acting as an intermediary between parents and LEA or SOP administrators. Contact information for the Ombudsman and other resources for parents are on SCDE's website at <http://ed.sc.gov/districts-schools/special-education-services/parent-resources/>.

Facilitated IEPs: Parents, or an LEA or SOP (hereafter also referred to as a "public agency"), may request a facilitated IEP team meeting. The role of an IEP Facilitator is to assist the IEP team to do their best thinking, interact respectfully, consider the perspectives of all participants, and focus on future action. The IEP Facilitator serves the whole group rather than an individual and assists the group with the process of the IEP team meeting rather than the content of the IEP. The facilitator is not an advocate for the parents nor the LEA or SOP. The OSES covers all costs associated with facilitated IEP team meetings. So, it is a free resource for parents and public agencies.

Compliance Complaints: In accordance with the IDEA, parents and other parties may submit a written complaint to the special education complaint investigator located in the SCDE's Office of General Counsel (OGC). After the complaint is investigated, a findings letter (letter of resolution) is issued and, if there are any findings of noncompliance, the LEA or SOP involved is required to complete corrective activities as soon as possible but in no case later than one year from the findings.

Mediations: Parents or a public agency may request mediation, which is a voluntary and informal process where the parents and the public agency meet with an impartial mediator to talk openly about the areas of disagreement and to try to reach a resolution.

Due Process Hearings and Resolution Sessions: Parents and/or a public agency may request a due process hearing, where the parents and the public agency present their respective cases to an impartial hearing officer for a written decision. The hearings are conducted in accordance with the IDEA and federal regulations. If the parents or the public agency do not agree with the hearing officer's decision, they can appeal to the SCDE, which will conduct an impartial review of the hearing and the hearing officer's decision. If a party does not agree with the SCDE's decision on the appeal, they can go to court. If a due process hearing is requested, the OGC ensures that a resolution session takes place in accordance with federal law. Documents and information on the dispute resolution options are available on the SCDE's website at <http://ed.sc.gov/districts-schools/special-education-services/parent-resources/dispute-resolution-information/>.

Any parent can use one or all of the available dispute resolution options. Further, if the OGC or any other office within SCDE suspects a pattern of noncompliance by a public agency based on information or data from compliance complaints or any other dispute resolution process, the matter is referred to the OSES for review, and, if necessary, targeted fiscal, program, or focused compliance monitoring.

Fiscal Monitoring: The Fiscal and Grants Management (FGM) Team in the OSES utilizes a three-tier model to ensure that LEAs, charter schools, and SOPs are appropriately allocating and expending the funds and resources they receive under the grant provisions of the IDEA.

Tier I: Annually, each Special Education Services department at LEAs and SOPs is required to submit a self-assessment questionnaire that includes general questions about pertinent policies and procedures that should be in place. Also, each LEA and SOP are required to submit a Maintenance of Effort (MOE) compliance worksheet for the prior year to ensure that the LEA/SOP has met the MOE compliance standard. The FGM team also monitors timely submission of IDEA application, budgets, expenditures, and data that affects funding. A risk assessment rubric has been developed that will assign a score for each of these factors and serve as the determination for which LEAs/SOPs will move to Tier II.

Tier II: IDEA fiscal desk audits are completed for all LEAs and SOPs on a three (3) year cycle. Desk audits include a review of documentation on: time and effort; equipment and inventory; maintenance of fiscal effort; and excess cost. Other inherent risk factors are taken into consideration, such as single audit findings, turnover in leadership in key positions, agency-wide risk assessment, and date of last onsite monitoring visit. LEAs and SOPs are required to submit policies and procedures, tracking records, examples of fiscal templates, calculation worksheets, and expenditure reports to verify calculation amounts. Each LEA and SOP is notified of the final review from OSES within ninety (90) days of receipt of the final audit documentation from the LEA or SOP. A risk assessment rubric has been developed that will assign a score for each of these factors and serve as the determination for which LEAs/SOPs will move to Tier III.

Tier III: Each year, ten to thirteen (10-13) LEAs and/or SOPs are selected for an on-site IDEA fiscal monitoring visit by random selection and risk-based criteria. The on-site fiscal monitoring visit includes an in-depth review of: time and effort, equipment and inventory, contracted services, maintenance of effort, and parentally-placed private school children and proportionate share records. Summary reports of non-compliance are issued to the LEAs and SOPs sixty (60) days after all submitted documents are reviewed and finalized. LEAs and SOPs are required to respond to the OSES with a correction and ongoing improvement plan (COIP) within ninety (90) days of receiving the OSES's non-compliance letter.

A detailed description of the SCDE's IDEA fiscal monitoring and additional information regarding SCDE's procedures on applications for, and disbursement of, IDEA funds are included in the Procedures Manual for Utilization of IDEA Funds, which is available on

the OSES website at <http://ed.sc.gov/districts-schools/special-education-services/fiscal-and-data-management-fdm/fiscal-monitoring/>.

LEA Data Determinations: The IDEA Part B regulations at 34 CFR §§300.600(c) and 300.603 require state educational agencies (SEAs) to make “determinations” annually about the performance of each LEA. In making its LEA determinations based on 2016-2017 data, the SCDE will consider information collected for state performance plan and annual performance report (SPP/APR) reporting, during onsite program and fiscal monitoring visits, during record reviews, during database reviews, through fiscal audits, through dispute resolution processes, and/or from other information available to the SCDE. The SCDE also considers the timely correction of noncompliance in making LEA determinations.

The SCDE will assign LEAs to one of the following determination levels:

- Meets Requirements
- Needs Assistance
- Needs Intervention
- Needs Substantial Intervention

SCDE’s determinations system incorporates results-driven accountability (RDA). The system utilizes a point system with twelve factors, five compliance factors and seven performance factors, with zero to three points assigned for each factor depending on individual LEA performance. The compliance factors include timely and accurate data submissions; fiscal/grantee risk; IDEA timelines (initial evaluation and Part C to B transition); post-secondary planning and services (Indicator 13) compliance; and timely resolution of findings of noncompliance. The performance factors include graduation rates; ELA statewide assessment performance (3-8 grade); math statewide assessment performance (3-8 grade); school-age LRE; preschool LRE; suspension of students with disabilities risk ratio; and career preparation state assessment performance.

Determination levels for LEAs are based on the total points (36 points maximum) that are calculated by adding the points from the twelve factors. These determination levels are then used to determine the type, nature, and intensity of technical assistance that the SCDE provides to each LEA:

Total Points	Determination Level	Type of Assistance
28-36	Meets Requirements	Self-Directed (SCDE makes available general information and universal technical assistance and support and the LEA selects appropriate assistance and support based on identified areas of need)
19-27	Needs Assistance	Collaborative (SCDE works collaboratively with the LEA to develop an improvement plan that matches technical

		assistance and support from the SCDE and other sources to identified areas of need for the LEA)
10-18	Needs Intervention	Focused (SCDE develops a targeted improvement plan of that includes professional learning opportunities, technical assistance, and other support that targets each identified area of need for the LEA and then, the SCDE works collaboratively with the LEA to ensure implementation of the plan)
0-9	Needs Substantial Intervention	Systemic (SCDE develops a comprehensive systemic improvement plan that includes professional learning opportunities, technical assistance, and other support to improve the LEA's system for delivering special education services and student outcomes, and then, the SCDE monitors and verifies the LEA's implementation of the plan)

If an LEA scores a zero on any factor (compliance or performance), targeted assistance will be provided to the LEA in the relevant compliance or performance area. The following is a description of the point breakdown/scoring system used for the twelve factors:

Compliance Factor 1: Timely and Accurate Data Submission	
Score	Compliance Level
3	All data submissions are submitted on time (within the prescribed data collection windows) and no more than one data submission contained LEA (not system) errors
2	The LEA submitted late data submissions no more than two times during the reporting year and no more than two data submissions contained LEA errors
1	The LEA submitted late data no more than four times during the reporting year and no more than four data submissions contained LEA errors
0	The LEA submitted data late five or more times during the reporting year and five or more data submissions contained LEA errors

Compliance Factor 2: Fiscal/Grantee Risk	
Score	Compliance Level
3	Low risk based on fiscal monitoring risk factors
2	Moderate risk based on fiscal monitoring risk factors
1	High risk based on fiscal monitoring risk factors
0	High risk with systemic findings from a Tier III fiscal monitoring review

Compliance Factor 3: Post-Secondary Planning and Services (Indicator 13)	
Score	Compliance Level
3	100% compliant based on initial Indicator 13 submission
2	All Indicator 13 corrections made and verified within review timeframe
1	All Indicator 13 corrections made and verified within a year of findings
0	Indicator 13 corrections are pending for over a year

Compliance Factor 4: Timely Correction on Noncompliance	
Score	Compliance Level
3	No findings (finance, program, data, or compliance complaint) pending for over a year
2	One area that was not corrected within a year
1	Two areas that were not corrected within a year or one area not corrected within two years
0	Three areas that were not corrected within a year or two or more areas that were not corrected within two years

Compliance Factor 5: IDEA Timelines (Indicators 11 and 12)	
Score	Compliance Level
3	100% compliance for both Indicator 11 and Indicator 12
2	2 95% or above combined compliance rate for Indicators 11 and 12
1	85% or above combined compliance rate for Indicators 11 and 12
0	Below 85% combined compliance rate for Indicators 11 and 12

Performance Factors:

1. Graduation Rate (Indicator 1)
2. ELA Assessment Performance (Indicator 3C)
3. Math Assessment Performance (Indicator 3C)
4. School Age LRE (Indicator 5A)
5. Early Childhood Placement Settings (Indicator 6A)
6. SWD Suspension Rate
7. Career Preparation Assessment Performance (WorkKeys/WIN assessment)

Performance Factors	
Score	Performance Level
3	Meeting or exceeding State target for current year
2	At or above State performance level from prior year
1	At or above State performance level from prior year

0	Below prior year's State performance level and LEA's performance has not improved
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Performance Factor Calculations:

1. Graduation Rate (Indicator 1) - State and LEA performance based on graduation percentage.
2. ELA Assessment Performance (Indicator 3C) - Number of students with IEPs grades 3-8 who scored meets or exceeds on SC READY ELA and alternate ELA assessments divided by the total number of students with IEPs grades 3-8 who took SC READY ELA and alternate ELA assessments.
3. Math Assessment Performance (Indicator 3C) - Number of students with IEPs grades 3-8 who scored meets or exceeds on SC READY Math and alternate math assessments divided by the total number of students with IEPs grades 3-8 who took SC READY Math and alternate math assessments.
4. School Age LRE (Indicator 5A) - Number of school age students with IEPs in LRE 80% or above divided by the total number of school-age students with IEPs.
5. Preschool Placement Settings (Indicator 6A) - Number of preschool students in regular early childhood programs and receiving the majority of special education and related services in the regular early childhood programs divided by the total number of preschool students with IEPs.
6. SWD Suspension Rate -Number of students with IEPs suspended out of school (OSS) during the school year divided by total number of students with IEPs.
7. Career Preparation Assessment Performance - Number of students with IEPs who received a National Career Readiness Certificate (NCRC) (bronze level or above on ACT WorkKeys/WIN assessment) divided by total number of students with IEPs who took ACT WorkKeys/WIN.

RDA Data Profiles: Each LEA will receive an RDA data profile that will include the points and data summaries for each of the determination factors (including State performance and targets). The RDA data profiles may also include other LEA and State data for students with disabilities such as kindergarten readiness assessment data; college entrance exam data; and Indicator 14 survey return rate and performance data. The LEA determinations system for South Carolina is summarized visually in an infographic that has been attached/uploaded to this section.

Program Monitoring: The goal of the SCDE's IDEA Part B program monitoring activities is to ensure that LEAs and SOPs are meeting the requirements of both federal and state regulations and statutes regarding educational programs for students with disabilities. In alignment with federal regulations, the SCDE's monitoring approach is both outcome and compliance-oriented. If noncompliance is identified through any of the SCDE's monitoring activities, the SCDE will require the LEA or SOP to correct the noncompliance as soon as possible, but in no case later than one year from the date of notification of the noncompliance. In addition, the SCDE provides commendations for exemplary programs and provides recommendations and technical assistance as part of its monitoring activities in order to help LEAs and SOPs improve student outcomes.

The SCDE's program monitoring is conducted by OSES staff and managed by the Oversight and Assistance Team (O&A) within the OSES. SCDE's program monitoring operates on a six-year

cycle, with twelve to twenty LEAs and SOPs monitored each school year. The 2015-2016 school year was the sixth and final year of a six-year monitoring cycle. A new cycle began with the 2016-2017 school year.

The program monitoring process is designed to be a “full diagnostic assessment” of an LEA’s or SOP’s special education program in order to identify noncompliance and to assess the LEA’s and SOP’s progress toward improving educational results and functional outcomes for students with disabilities. Program monitoring allows the SCDE to recognize successful programs and practices and to determine if the LEA’s implemented strategies have resulted in qualitative and quantitative improvements, and to formulate specific, tailored actions and recommendations if improved outcomes have not been achieved. Descriptions, documents, forms and other information relating to the program monitoring process are posted on the SCDE website at <http://ed.sc.gov/districts-schools/special-education-services/oversight-and-assistance-o-a/idea-program-monitoring/>.

The monitoring activities include:

Policy Review: The monitoring team reviews the policies, procedures and forms submitted by the LEA or SOP to determine if they are compliant with federal and state laws and regulations and to provide recommendations for improving efficiency and effectiveness.

Special Education Staffing Review: The monitoring team reviews the special education staffing assignments to determine if the teachers are highly qualified in the areas for which they are providing primary instruction, and to determine if the teachers and service providers are appropriately certified and are assigned caseloads in accordance with State regulations.

IEP Development Reviews: The monitoring team conducts student record reviews to identify noncompliance and assess progress toward federal and state targets for special education. To conduct the reviews, the OSES identifies a subset of 35 to 50 students that includes, among other things, students who, in the past year, have: transitioned from Part C to B of the IDEA; received an initial evaluation; been removed from school more than 10 days or have been placed at an alternative placement; reached the age of majority; and/or for whom consent for services has been revoked. The OSES ensures that the subset includes a broad range of students to cover different grade levels, different eligibility categories, different (LRE) percentages, and different schools and settings. IEP development reviews entail an examination of student Individualized Education Programs (IEPs) and related documents (meeting notices, prior written notices (PWNs), manifestation determination reviews, functional behavioral assessments, behavioral intervention plans, etc.), and any other records that may contain information necessary for federal, state, or local reporting. In conducting the file reviews, the monitoring team checks for compliance in the following areas: (1) ensuring meaningful parent participation in the IEP process; (2) ensuring the necessary parties are at IEP team meetings; (3) adhering to procedures and timelines; (4) developing present levels of academic achievement and functional performance; (5) identifying special education, related services, accommodations and modifications; (6) developing measurable annual goals; (7) considering all relevant special factors; (8) explaining LRE determinations; (9) considering extended school year services; (10) providing appropriate PWNs; (11)

developing post-secondary goals and identifying transition services; and (12) disciplining students with disabilities.

IEP Implementation Reviews: The monitoring team visits school sites to gather information on whether the schools are implementing all components of IEPs. The team reviews school site documentation and observes general IEP implementation practices and, with respect to individual students, the monitoring team gathers information to answer the following five inquiries:

1. Is the LEA providing specialized instruction and related services as delineated in the student's IEP?
2. Is the LEA providing appropriate reports to parents on the student's progress towards meeting IEP goals with the frequency set forth in the IEP?
3. Is the student participating in educational activities with non-disabled peers for the amount of time designated in the IEP?
4. Is there evidence that the student's teachers received notice of, and have a system in place to implement, the accommodations listed on the IEP?
5. Is there evidence that the school site administrators and the student's teachers are familiar with, and prepared to utilize when necessary, the student's behavioral implementation plan?

In-person Interviews: The monitoring team conducts in-person group interviews with school site administrators, special education teachers, and parents of students with disabilities to obtain additional insight and information about the operation of the LEA's or SOP's special education program.

Online Surveys: The monitoring team administers online surveys to general education teachers and parents of students with disabilities to obtain stakeholder input on the status of the LEA's or SOP's special education program and to identify areas for commendation and improvement.

The steps in the program monitoring process, from notification of program monitoring to verification of corrective activities, are as follows:

Step 1: Notification of Program Monitoring: In the spring, the OSES notifies LEA and SOP superintendents and special education directors by letter and electronic mail if their LEA or SOP will be on the schedule for program monitoring for the upcoming school year and that the monitoring activities will include an on-site visit. Then, during the summer, the OSES conducts a mandatory information session for the selected LEAs and SOPs at the Research to Practice Conference hosted by the OSES. During this session, the LEAs and SOPs are provided with: a thorough explanation of each step of the program monitoring process; an opportunity to ask questions about the process; and a copy of "The Compliance Seekers Guide to the Universe" that describes the program monitoring process and includes all of the forms, rubrics, and materials that are used by the OSES in the process. This guide is available on the SCDE website at <http://ed.sc.gov/districts-schools/special-education-services/oversight-and-assistance-o-a/idea-program-monitoring/>.

Step 2: Pre-visit Document Submission: The identified LEAs and SOPs are required to collect and submit documents to the OSES for review prior to the monitoring team's visit

to the LEA or SOP. These documents include: notice of procedural safeguards; procedures and forms for appointment of surrogate parents; discipline procedures and manifestation determination review forms; procedures for confidentiality/records access; procedures for transition from BabyNet to preschool; evaluation & reevaluation procedures; age of majority notification; child find procedures; procedures for alternative school attendance (if applicable); detention center policies and procedures (if applicable); residential treatment facility policies and procedures (if applicable); and a completed special education staffing spreadsheet (that lists the highly qualified status, type of credential, and caseload for each teacher and service provider).

Step 3: Data Review and Onsite Visit: Prior to the monitoring visit, the monitoring team conducts the Policy Review, Special Education Staffing Review and Online Surveys that are described above. In addition, the Lead Monitor for the visit works with the LEA/SOP to identify the subset of students for the IEP development, IEP implementation, and Indicator 13 reviews. The monitoring team may also conduct some electronic “desk audits” of IEPs before the monitoring visit. During the onsite visit, the LEA/SOP is required to make the following records available for each student in the selected subset: complete student special education files including student IEP progress reports; evidence of service provision (e.g. service logs, email, calendars, schedules, form); evidence of general educators being informed of accommodations and modifications; student attendance printouts; student class schedules; special education teacher class schedules; and PowerSchool incident management reports (discipline reports). Using this information the monitoring team conducts the IEP Development Reviews, IEP Implementation Reviews, Indicator 13 Reviews, and In-person Interviews described above. The onsite visit concludes with an exit conference, where the Lead Monitor discusses preliminary issues and next steps with the LEA/SOP Director of Special Services.

Step 4: Letter of Findings and Monitoring Report: Within thirty business days following the onsite visit, the OSES will notify the LEA/SOP of any findings of noncompliance identified during the monitoring activities (“Letter of Findings”). Detailed monitoring data is provided with the Letter of Findings. The Letter of Findings, and the data and information transmitted along with the letter, describe the necessary student and systemic level corrective activities that the LEA/SOP will need to complete in order to correct identified noncompliance. LEAs and SOPs are required to correct the noncompliance as soon as possible but in no case later than one year from the date of the identification of the noncompliance. The date of the Letter of Findings serves as the date of the identification of the noncompliance.

Step 5: Development of the Corrections and Ongoing Improvement Plan After findings reports are issued, the OSES provides technical assistance to LEAs and SOPs as they formulate their plans to correct the findings of noncompliance identified in the report. In addition, the OSES requires the LEA/SOP to develop a correction and ongoing improvement plan (COIP), which is submitted to the OSES for review and approval. The COIP lists the corrective activities that will be completed, identifies the staff who will complete the corrective activities, and sets timelines for completion for each activity.

Step 6: Verification of Correction of Noncompliance: Each case of student-level noncompliance must be corrected by the LEA/SOP and the evidence of correction (IEP or related document) must be submitted to the OSES for verification. In addition, the LEA/SOP must submit evidence to the OSES that the systemic areas of noncompliance have been addressed through revisions to policies and procedures, technical assistance, professional development, and/or other corrective activities. After OSES verifies the correction of all individual student and systemic noncompliance, the OSES reviews additional updated files to verify that the LEA/SOP is correctly implementing the requirements or the regulations for the systemic areas of concern. If during verification activities the OSES finds additional noncompliance, the LEA/SOP will be required to correct the continued noncompliance as soon as possible but in no case later than one year after the identification of the noncompliance. The SCDE must verify the correction of noncompliance within one year of the identification of the noncompliance, therefore verification activities will occur before the conclusion of the one-year timeline.

Step 7: Closure of Findings of Noncompliance: After the OSES has verified the correction of the noncompliance, the OSES will inform the LEA/SOP in writing that the program monitoring process has concluded. Longstanding noncompliance extending beyond the one-year correction period will result in additional enforcement actions by the OSES and affect the LEA's annual determinations. Likewise, the LEA's timely correction of noncompliance is also considered in the LEA's annual determinations.

Focused Monitoring: The SCDE conducts focused monitoring when information from any of the previously described general supervision systems (i.e., Dispute Resolution, APR Data Determinations, Fiscal Monitoring, or Program Monitoring) suggest that there are areas of specific concern at an LEA/SOP. For example, if a compliance complaint is submitted on behalf of a class of similarly-situated students, the SCDE investigates the complaint by developing focused monitoring tools to assess compliance in the areas of concern. Typically, focused monitoring includes a review of student files or other documentation in order to determine whether the LEA or SOP is in compliance with respect to the specific areas of concern. If noncompliance is discovered, the LEA/SOP is provided with a list of findings of noncompliance and a description of the necessary student and systemic level corrective activities that the LEA/SOP will need to complete in order to correct identified noncompliance. As with other general supervision processes, LEAs and SOPs are required to correct the noncompliance identified through focused monitoring as soon as possible but in no case later than one year from the date of the identification of the noncompliance.

Technical Assistance System:

The South Carolina Department of Education (SCDE), Office of Special Education Services (OSES), is organized into five programmatic units, which include the Programs and Initiatives Team, the Fiscal and Grants Management Team, the Data and Technology Team, the Results Driven Accountability Team, and the Oversight and Assistance Team. Each team provides technical assistance and support to local educational agencies (LEAs), state-operated programs (SOPs), and other constituents serving children with disabilities and their families.

Programs and Initiatives Team: The Programs and Initiatives Team (P&I) provides on-going technical assistance opportunities for special educators, administrators, related service providers, early interventionists and others instructing and supporting children and youth with disabilities. The team is responsible for the development and coordination of programs, projects, committees and events proposed by the OSES designed to improve professional practices and to help educators develop and apply the knowledge and skills necessary to improve educational outcomes for students with disabilities in South Carolina.

P&I coordinates and provides statewide technical assistance in the following areas: preschool, curriculum and instruction, post-secondary transition, autism, special populations, behavioral supports, deaf and hard of hearing, visual impairment, group homes and residential treatment facilities. P&I oversees the Centers for the Re-education and Advancement of Teachers in Special Education and Related Services Personnel (CREATE); oversees the South Carolina Educational Interpreting Center (SCEIC); and organizes professional learning opportunities for all stakeholders who provide support to students with disabilities in South Carolina.

The technical assistance activities offered by P&I reflect state and federal priorities and are collaborative, evidence-based, intellectually rigorous, and aligned with high-quality standards and adult-learning principles. The assistance is designed to facilitate changes in participant behavior and increase student achievement.

P&I also provides specific technical assistance to individual LEAs and SOPs. LEAs and SOPs can request individual assistance through the OSES website via the online link “LEA/SOP Request for Assistance Form.” Additional information about the request for assistance process and technical assistance activities can be found in the professional development description.

Fiscal and Grants Management Team: The OSES Fiscal and Grants Management (FGM) Team provides resources and technical assistance to all LEAs and SOPs in the areas of fiscal accountability and data collection. LEAs and SOPs have access to online fiscal and data collection resources available at <http://ed.sc.gov/districts-schools/special-education-services/fiscal-and-data-management-fdm/>. FGM also participates in the online TA request for assistance process that is available to LEAs and SOPs through https://scde.formstack.com/forms/leasop_request_for_assistance. Assistance may be provided in a variety of ways including guidance documents, resources and tools, workshops, and/or direct district consultation.

FGM Technical Assistance Areas: FGM provides technical assistance on LEA maintenance of effort (MOE) calculation, improved LEA/SOP fiscal policies and procedures, and improved LEA/SEA data collection and collaboration. Additional support is available to districts in need of more intensive assistance. OSES staff members and other TA providers review data to determine which districts are in need of targeted technical assistance. Districts are identified for this level of support based on factors such as missed deadlines across financial data submissions, difficulty in completing IDEA application, budget, and MOE compliance, and fiscal monitoring results. Identified districts are invited to participate in facilitated workshops designed to provide assistance with root causes analysis and improvement planning. Follow up is provided to support the implementation and evaluation of district.

Benefits to LEAs: FGM helps LEAs by developing increased LEA staff knowledge of the underlying fiscal requirements and the calculations necessary to submit valid and reliable data; and increased capacity to collect and report accurate and reliable data.

Conceptual Framework: FGM helps LEAs build their knowledge of and capacity to implement IDEA fiscal requirements through four main areas of activity: knowledge development, tool and template development, technical assistance and dissemination, and coordination and collaboration.

Data and Technology Team: The Data and Technology Team (D&T) is a newly created unit with OSES to manage and coordinate activities related to IDEA data collections within the FFY 2017 Part B SPP/APR and the State Systemic Improvement Plan along with other required state and federal data submissions related to special education data. This team also manages programs and initiatives designed to enhance the use of assistive technology to improve outcomes for students with disabilities.

The D&T team provides and coordinates technical assistance within the following areas: the State's special education case management and data reporting systems, federal and state data use, reporting, and analysis, the State's special education website, assistive technology, and any other technology related needs including the creation and maintenance of modules, videos, forms, and other applications related to special education.

Assistive Technology Specialist (ATS): The mission of Assistive Technology Specialists (ATS) is to provide assistive technology support, training, consultation, equipment, and technical assistance to educators who teach students at risk of academic failure and students with disabilities in order to build capacity with assistive technology within school districts or State - Operated Programs. The ATS provide technical assistance with AT devices, products, and programs; facilitate AT device loans; assist local assistive technology teams in conducting formal AT assessments; and communicate guidelines on documenting assistive technology in the IEP. In addition, district in-service opportunities are delivered on topics such as: computer access, utilization of AT with Reading/Writing/Literacy/Math, communication, visual supports, behavioral supports, software (Boardmaker), vision/hearing AT devices, AT assessments and implementation.

Oversight and Assistance Team: The Oversight and Assistance Team (O&A) provides ongoing technical assistance opportunities for special educators, administrators, related service providers, early interventionists and others who instructionally support students with disabilities. O&A coordinates and provides statewide technical assistance in the following areas: IDEA program compliance, including IEP development and implementation, and utilization of the electronic IEP documentation system (SC Enrich IEP).

O&A Technical Assistance Resources: O&A provides technical assistance by developing and making available resources that can be found on South Carolina's Department of Education's OSES website at <http://ed.sc.gov/districts-schools/special-education-services/oversight-and-assistance-o-a/> and <http://ed.sc.gov/districts-schools/specialeducation-services/oversight-and-assistance-o-a/south-carolina-enrich-iep-system/>.

O&A's technical assistance resources include: "Standards for Evaluation and Eligibility Determination (SEED)" which provides state guidance for determining eligibility under the IDEA; "Special Education Process Guide for South Carolina" which is aligned with federal and state regulations and provides state guidance for special education processes; "Compliance Seeker's Guide to the Universe" which provides guidance and documents to LEAs and SOPs for program monitoring by the state; and SC Enrich IEP flow charts, tutorials, and user guides that assist users in navigating processes in the electronic IEP documentation system and provide system updates.

O&A Targeted Technical Assistance: O&A also provides targeted technical assistance to LEAs and SOPs based on specific needs identified from dispute resolution data and/or program monitoring data. When the OSES, another office within SCDE, or a hearing officer issues systemic findings to an LEA or SOP with respect to IDEA compliance, O&A is notified so that O&A can assist the LEA or SOP in addressing the areas of systemic noncompliance. Specifically, O&A offers technical assistance on developing policies and procedures in compliance with federal and state laws and regulations relating to students with disabilities, developing compliant IEPs and related documents in the SC Enrich IEP system, and how to effectuate system-wide changes in practice to improve compliance and student outcomes.

In addition, O&A provides targeted technical assistance when requested by constituents using the "LEA/SOP Request for Assistance Form" at https://scde.formstack.com/forms/leasop_request_for_assistance. Additional information regarding the request for assistance process is included in the professional development description.

Results-Driven Accountability Team: The Results-Driven Accountability Team (RDAT) was formed in the summer of 2017 to support the implementation work for the TEACH plan. The team is made up of Implementation Support Coordinators (ISCs) who are assigned to the MFS Tiers II and III LEAs (MFS LEAs and SSIP schools). The ISCs' role involves assistance with action plan development, implementation, and sustainability. The ISCs provide on-site and virtual TA to LEAs identified as needing more intensive support. The role of the ISCs will continue to be critical as South Carolina moves toward a more targeted technical assistance model.

The RDAT team will also be working closely with other offices within the SCDE as the Department rolls out a state-wide MTSS framework. This work will closely mirror the work being done in the SSIP schools.

Professional Development System:

The mechanisms the State has in place to ensure that service providers have the skills to effectively provide services that improve results for students with disabilities. The South Carolina Department of Education (SCDE), Office of Special Education Services (OSES), is responsible for improving educational results and functional outcomes for all children with disabilities in the state and for ensuring that local educational agencies (LEAs) and state-operated programs (SOPs) meet program requirements under the Individuals with Disabilities

Education Act, 2004 (IDEA). The OSES is organized into five teams by function and responsibility: Fiscal and Data Management, Oversight and Assistance, Data and Technology, Results Driven Accountability, and Programs and Initiatives. Each team collaborates to provide professional development that focuses on building the capacity of LEAs and SOPs to reduce the achievement gap and enable all students with disabilities to graduate college and career ready. Please see the attached organizational chart for additional details on these teams.

System for Responding to Individual Requests for Assistance: To meet the professional development and technical assistance needs of individual LEAs and SOPs throughout the State, and to accommodate specific requests from community organizations, the OSES utilizes an electronic request for assistance system. The OSES developed a request for assistance form that is available on the OSES website at https://scde.formstack.com/forms/leasop_request_for_assistance. LEAs, SOPs, and community organizations can complete and submit the form online and the information is transmitted electronically to the OSES. Team Leads within the OSES review the request and assign the request to the appropriate OSES team (e.g., Programs & Initiatives, Oversight & Assistance or Fiscal & Data Management). Then, appropriate OSES staff is assigned to provide the necessary professional development or technical assistance to the requesting party. The nature of the assistance and the date of completion are recorded electronically to ensure that assistance is provided in a timely manner.

Oversight and Assistance Team: The Oversight and Assistance Team (O&A) is responsible for developing and implementing a system of general supervision and guidance that assists and supports in meeting the programmatic requirements of federal and state laws and regulations relating to special education and related services for students with disabilities. O&A supports practices that improve educational results and functional outcomes for students with disabilities, uses multiple methods to identify and correct noncompliance, and uses targeted technical assistance to encourage and support improved compliance. O&A conducts online and onsite reviews of Individualized Education Programs (IEPs) and related documents; verifies implementation of IEPs; reviews special education staffing, policies and procedures for LEAs and SOPs; assists LEAs and SOPs with correction of findings of noncompliance; verifies completion of required corrective activities; provides guidance on the Individuals with Disabilities Education Act (IDEA) compliance issues; updates and revises the South Carolina Special Education Process Guide; assists LEAs and SOPs with the online system for developing and implementing IEPs; coordinates and supports the activities of the South Carolina Advisory Council on the Education of Students with Disabilities (SCAC); and receives and responds to informal parent complaints. O&A also provides general and targeted professional development opportunities to support LEAs and SOPs in improving educational results and functional outcomes for students with disabilities.

O&A provides professional development in the following areas: compliance with federal and state laws and regulations relating to students with disabilities, interpretation and application of the South Carolina Special Education Process Guide, and developing IEPs and related documents in the online documentation system. O&A utilizes a variety of professional development delivery methods to support LEAs and SOPs including on-site trainings, regional clinics, recorded webinars, and web-based training modules. O&A creates presentations,

conducts workshops, and provides professional development sessions for administrators, teachers, service providers, parents, and community organization representatives at special education conferences throughout the State and at all of the events hosted by OSES including SCAC Meetings, Fall and Spring Leadership Meetings, New Directors' Leadership Academy, and Research to Practice (RtP).

In the spring and summer of 2014, O&A and the online IEP system vendor (Excent Corporation) conducted train-the-trainer sessions in order to prepare LEAs and SOPs for the launch of the new IEP product (SC Enrich IEP). In total, twenty two-day training sessions were offered and over 500 "power users" were trained on SC Enrich IEP. O&A also conducted three SC Enrich orientation sessions for college and university faculty, parent advocacy groups, and other community organizations. Now that SC Enrich IEP has been rolled out to LEAs and SOPs at the school level, O&A continues to provide professional development opportunities to increase user skills and effectiveness. These opportunities are provided at OSES statewide events (Fall and Spring Leadership Meetings, New Directors' Leadership Academy, RtP), regional SC Enrich IEP clinics, and onsite meetings and training sessions with individual LEAs and SOPs.

O&A also provides customized professional development when requested by LEAs, SOPs, or community organizations through the OSES request for assistance system. O&A provides customized professional development on compliance with federal and state laws and regulations relating to students with disabilities, interpretation and application of the South Carolina Special Education Process Guide, and developing IEPs and related documents in the SC Enrich IEP system. The customized professional development is typically delivered in person at facilities selected by the requesting party but can also be delivered via conference calls or web-based meeting applications (e.g., GoTo Meeting or BlackBoard Collaborate).

Data and Technology Team: The Data and Technology Team (D&T) provides professional development to LEAs and SOPs in the areas of federal and state reporting of special education data. Team members conduct professional development activities throughout the reporting year to ensure compliance with rules, regulations, policies, and best practices in the following areas:

- All required information needed from districts to ensure proper federal reporting, including information needed for the Child Count, Discipline, Personnel, and MOE/CEIS reports
- Information necessary to calculate the indicators for the State Performance Plan/Annual Performance Report
- The use of the State's Case Management system in relation to federal and state reporting (Enrich IEP)
- Data use, quality, and analysis
- Information technology and the protection of all transmitted data, including Personally Identifiable Information (PII), to meet federal and state student privacy laws and regulations
- The annual determinations of LEAs and SOPs
- Available federal and state resources and tools to ensure reporting of high-quality data
- Section 508 compliance for documents, presentations, and other communications

- Other data related activities, including data use and evaluation for the South Carolina State Systemic Improvement Plan (SSIP)
- Assistive Technology Specialists (ATS) The mission of Assistive Technology Specialists (ATS) is to provide assistive technology support, training, consultation, equipment, and technical assistance to educators who teach students at risk of academic failure and students with disabilities in order to build capacity with assistive technology within school districts or State -Operated Programs. The ATS provide support that includes targeted assistance with AT devices, products, and programs; facilitated AT device loans; assisting local assistive technology teams in conducting formal AT assessments; and communicating guidelines on documenting assistive technology in the IEP. In addition to the above supports, regional professional developments and district in-service opportunities are delivered on topics such as: computer access, utilization of AT with Reading/Writing/Literacy/Math, communication, visual supports, behavioral supports, software (Boardmaker), vision/hearing AT devices, AT assessments and implementation.

Programs and Initiatives: The Programs and Initiatives Team (P&I) creates on-going professional learning opportunities for special educators, general educators, administrators, related service providers, early interventionists and others instructing and supporting children and youth with disabilities. The team is responsible for the development and coordination of programs, projects, committees and events proposed by the OSES designed to improve professional practices and to help educators develop and apply the knowledge and skills necessary to improve educational outcomes for students with disabilities in South Carolina.

P&I coordinates and provides statewide specialized assistance for the following areas: preschool, curriculum and instruction, autism, special populations, behavioral supports, deaf and hard of hearing, visual impairment, group homes and residential treatment facilities; manages the South Carolina Partnerships for Inclusion project; oversees CREATE; oversees the SCEIC; and organizes professional development opportunities for all stakeholders who provide support to students with disabilities in South Carolina.

The professional learning opportunities offered reflect state and federal priorities, policies, procedures, and laws. The activities are collaborative, evidence-based, intellectually rigorous, and aligned with high-quality standards and adult-learning principles. The opportunities are designed to promote improvement in participant behavior and student achievement. These events can be accessed through the P&I website registration link to “Eventbrite” or stakeholders can request technical assistance via the online link “LEA/SOP Request for Assistance Form.” Some of the major activities are as follows:

- New Directors’ Leadership Academy (NDLA) - a statewide effort to provide support for new directors and coordinators of programs for students with disabilities in school districts and state-operated programs. Six one-day sessions are held throughout the school year. Special Education Leadership Cohort (SELCO) - a continuation of NDLA with focused support for second-year directors and coordinators of programs for students with disabilities in school districts and state-operated programs.
- SC Council for Exceptional Children (CEC) Annual Conference - the OSES participates in the SC CEC annual conference by offering sessions that cover best practices in special education and behavioral management, as well as legal, related services and legislative

updates, with a preschool strand offered to provide focused training and support on content area around Indicators 6,7, and 12.

- South Carolina Deaf and Hard of Hearing Education Partnership - meets quarterly to discuss issues and updates on the education of deaf and hard of hearing students. Stakeholders who attend the meeting include representatives from: FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR) 8/2/2019 Page 11 of 74 South Carolina Department of Education – Office of Special Education Services South Carolina School for the Deaf and the Blind South Carolina School for the Deaf and the Blind – Division of Outreach Services South Carolina Association of the Deaf Converse College South Carolina Hands and Voices Clemson University South Carolina Registry of Interpreters for the Deaf Greenville County Schools Spartanburg Community College Beginnings South Carolina South Carolina Department of Vocational Rehabilitation South Carolina First Sound Medical University of South Carolina Horry County Schools South Carolina AG Bell Richland One School District
- South Carolina Deaf and Hard of Hearing Summit- provides professional development to stakeholders who serve South Carolina’s deaf and hard of hearing students. The mission of the South Carolina Deaf and Hard of Hearing Education Partnership is to improve the quality of education for students, birth through young adulthood, who are deaf and hard of hearing in South Carolina so that they can achieve successful outcomes. This year the presenter at the summit focused on transition. She focused on having high expectations for students who are deaf or hard of hearing and described the importance of first language competence in successful language acquisition.
- South Carolina Vision Education Partnership - a collaboration of South Carolina agencies and organizations to ensure high-quality education for children with visual impairments through teacher education and professional development. The Vision Education partners are SCSDB, the SC Department of Education, the University of South Carolina Upstate, the SC Commission for the Blind, the National Federation of the Blind of SC, the SC Chapter of the Association for Education and Rehabilitation of the Blind and Visually Impaired, South Carolina State University and the Medical University of South Carolina Storm Eye Institute.
- South Carolina Vision Summit - focused on these areas: developing appropriate accommodations and instructional strategies for students with multiple disabilities including: deafblindness, the use of calendar systems in the development of greeting rituals for students with multiple disabilities including deafblindness, an introduction to the SC Interagency DeafBlind services and staff, and an overview of American Printing House (APH) products with strategies for use in the classroom for this population.
- Spring Procedures for Teachers of the Visually Impaired Teachers of the Visually Impaired - provided a full day workshop called “Implementing Effective Calendar Systems for Students with DeafBlindness and Multiple Disabilities”. We all use many kinds of “timepieces” (e.g., clocks and calendar) to keep us on track and oriented in the world. The use of a calendar system is also a key educational strategy for students with combined vision and hearing loss. Calendars provide students a sense of emotional well-being, teach important time concepts and time vocabulary, as well as support conversations about everyday life activities. Workshop objectives included: increase understanding of why a student with combined vision and hearing loss might have difficulty learning time concepts, time vocabulary, and using traditional timepieces; and

increase knowledge to design a calendar system for student's specific needs that is meaningful, relevant and age appropriate.

- Fall Procedures for Teachers of the Visually Impaired Teachers of the Visually Impaired -provided a full day workshop called “Maximizing Outcomes for Students with Visual Impairments and Multiple Disabilities including Deafblindness”. It is very important that students with multiple disabilities including deafblindness receive appropriate supports to be successful in the classroom. Presentations included: Understanding and Using the Sensory Learning Kit, Assistive Technology for Students with Multiple Disabilities, and Learning Strategies for Children with CVI.
- Research to Practice Institute - a four-day professional development opportunity for educators in South Carolina. OSES has been hosting this conference for 14 years and it grows each year. This year, 144 sessions were offered to more than 1,000 special and general education teachers, school, district administrators and higher education representatives on an array of subjects, such as instructional practices, standards, technical guidance, FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR) 8/2/2019 Page 12 of 74 behavioral supports, inclusion, learning strategies, preschool, compliance, and transition.
- Autism Spectrum Disorder (ASD) - focus on Autism Spectrum Disorders is to provide support in evidence-based curriculum efforts, build capacity in educators and support staff by providing training in evidence-based strategies for ASD, and collaborating with agencies and school districts in order to provide training, parent support, and opportunities for positive support in the ASD community. In order to facilitate these goals, the following programming has been implemented: The ASD Curriculum/Milo Pilot Curriculum has been implemented as a means to provide an evidence-based curriculum implemented via a humanoid robot. The pilot, implemented in 17 schools in 15 school districts is progress monitored by each participating district and from the state level to assure fidelity and to determine the learning outcomes of participating students with ASD. Funding was provided through IDEA and covered the cost of the curriculum, robot, and training for the three-year pilot. On-site visits and follow-up training are included to support the pilot districts and to monitor implementation. A professional learning opportunity (PLO) for all implementing pilot staff was provided at a central location, with two follow-up PLOs to provide training to an increased number of staff in the pilot districts in order to use the curriculum program to the fullest capacity. The ASD Task Force was created in the Spring of 2017 and consists of 30 members representing ASD agency directors from across the state, school district administrators, therapists, and teachers, as well as parent advocates. Four meetings have been held with the following outlined goals: 1) write a proposal to the Office of Educator Services for an Autism Add-On Certification; 2) create a website for educators, parents, and anyone interested in learning more about ASD; 3) create a directory of ASD statewide resources for parents to access for evaluation, support, and training opportunities. Progress on the outlined goals has been significant. The Task Force has initiated a subcommittee to write the ASD Add-On Certification proposal which is in its first draft stage. The goal for completion of the proposal is Spring of 2018. The ASD Task Force created a vetting rubric for resources and has provided the resources for the ASD Virtual Library, available via the SCDE webpage which was built in collaboration with an OSES IT Education Associate. The ASD Virtual Library provides research, training modules, printables, agency information,

and educator training opportunities in a user-friendly model. The Virtual Library is updated regularly, with new resources added to it as necessary. The documents from the ASD Virtual Library are being added to the SC State Depository and the website has been submitted for judging as a Notable Document of South Carolina by representatives of the SC State Library. The ASD Task Force has put together a draft of the ASD Directory. The team will work with other ASD teams across the state to provide a comprehensive directory for distribution and posting. In order to build capacity in knowledge and evidence-based strategies for ASD, seven district ASD PLOs have been provided, with over 400 educators being trained. Two parent meeting PLOs have also been provided. PLOs are specific to district needs and have included behavioral and academic strategies, sensory needs support, and characteristics of ASD. The Education Associate for Autism has worked in collaboration with an Education Associate for Assistive Technology to provide comprehensive support and PLOs in the area of sensory needs. Three more PLOs have been scheduled for the beginning of 2018.

- Behavioral and Positive Supports - supports students, educators, parents and community stakeholders through best-practices supports on Positive Behavior Interventions and Supports (PBIS) through an evidence-based framework of design based on measurable results. We offer school-wide and district trainings to support students overall social and emotional wellbeing as well as increased academic performance. We continue to build infrastructure around supporting students and schools through relevant partnerships with various organization to systemically promote mental health, family support systems, advocacy, academics and safe schools initiatives for students with disabilities. We offer high-quality, data-driven PLOs for districts to sustain positive behavioral practices school-wide, while promoting a positive school climate. We are in continuous efforts to build systematic infrastructures around school-wide improvements. Our collaborations with state agencies and universities allow for scalable improvement and outcomes to support students with disabilities under IDEA. Funding and engagement have been aligned with initiatives to include reduction of suspension and expulsions of students as well as increased academic performance, overall graduation rates and transitions. Our support of educators through technical assistance, supports, monitoring, and accountability allows for continuous improvements. Our external partners include: Protection and Advocacy for People with Disabilities, Inc.; SC Department of Mental Health; SC Council for Exceptional Children; Law Enforcement and Schools: A Partnership for Safe Schools; South Carolina Advisory Council on the Education of Students with Disabilities; State Public Universities and Colleges; Federations of Families of SC; Family Connections SC; SC Department of Health and Environmental Control; and SC Department of Juvenile Justice.
- Special Populations of Students with Disabilities - the OSES created a new position focusing on the special populations of students with disabilities. Students identified as within special populations are students who are military-connected; correctional and alternative placements; migrant students; immigrant students; English learners (EL); students in foster care; and students who fall under the McKinney-Vento Act. OSES will gather relatable data, including surveys from around the state, to learn of district challenges and barriers in order to develop policies and procedures to better serve the students with disabilities that are additionally recognized as students within special populations. Since the implementation of this focus, presentations have been provided to

the state McKinney-Vento liaisons and to the South Carolina Association of School Administrators disseminating information and understanding of our focus on special populations at OSES.

- Statewide Pyramid Model Implementation - South Carolina is a new Pyramid Partner and has begun implementing the Pyramid model of supporting social-emotional development at a state level. A cross-sector leadership team, including parents, Head Start, Department of Mental Health, the Office of the Child Care Administrator, the Office of Early Learning and Literacy, Institutions of Higher Education, and partnerships with other task forces and initiatives including the Autism Task Force and the Infant-Early Childhood Mental Health workgroup collaborates to scale up evidence-based practice related to young children's social-emotional development. A master cadre of trainers and behavior specialists is being developed to actualize the vision of the state leadership team that all South Carolina early childhood practitioners, in partnership with families, will have the knowledge, skills, attitudes, and supports necessary to nurture infants and young children's social-emotional well-being within their family, culture, and community. The mission of the state leadership team is to develop, evaluate, and sustain a statewide collaborative process that utilizes the Pyramid framework. The integration of the Pyramid framework with other related promotion, prevention, intervention, and treatment efforts in the state will assure South Carolinians learn to promote the social-emotional development of infants, young children, and their families beginning at birth to foster lifelong success. Goals of the implementation of the Pyramid model at the state level include: Achieve community- and state-level commitment to support the social-emotional well-being of all infants, young children, and families; Promote the social-emotional well-being of infants and young children and address challenging behavior; Foster and sustain statewide high fidelity use of the Pyramid framework integrated with other relevant SC efforts; and Align policies with the Pyramid framework to build systems with capacity to support young children's social-emotional development. Expected results from actions to meet these goals are: High-quality early childhood workforce across tiers prepared to support social-emotional development and address challenging behavior; Reduction in preschool suspension and expulsion with increased access to high-quality learning environments; Children have social and emotional foundation to promote their learning and development; Work informed by data and Pyramid framework embedded into existing data systems; and Families engaged as partners and supported in acquiring confidence and competence to support young children ages birth through five.
- Preschool Services - to prepare highly qualified staff to create appropriate environments for, and work with, young children with disabilities in all settings, OSES staff provide extensive training in the area of preschool services to children with disabilities. Training on preparing for adding-on the Special Education Early Childhood Certification is provided annually, generally at the Research to Practice Institute. A presentation regarding the new special education early childhood certification was made to the South Carolina Association of School Administrators (SCASA) and School Personnel Administrators. Communications to superintendents are being developed so educators can be supported to meet new certification requirements. Partnership with the CREATE personnel preparation program funded by the OSES, to expand their efforts to include teachers who would not meet the criteria for being grandfathered under the new certification, but were currently working in the field. To improve the opportunity for

preschool children with disabilities to attend a regular early childhood program as part of their educational environment, a number of initiatives were undertaken to prepare well-qualified staff to create appropriate environments for and to work with young children with disabilities in all settings. South Carolina Partnerships for Inclusion (SCPI) is OSES sponsored technical assistance and support for districts to use data for strategic planning to increase inclusive opportunities for young children. While there is a state level steering committee, the majority of this work is completed by the district level teams of administrators, special educators and early childhood educators who review their Least Restrictive Environment (LRE) data and make a strategic plan to increase inclusion. This includes a PATH plan and needs analysis, and the SCPI technical assistance providers train on topics needed via webinar, conference and face-to-face. The SCPI technical assistance providers will also collect feedback from participants regarding inhibitors to inclusion of young students and report that to the 619 coordinator who collaborates with other early childhood agencies internal and external to SCDE, to provide guidance around these challenges. To improve performance in the three early child outcomes for preschool children with disabilities in various regular early childhood and special education educational environments, a number of trainings were undertaken by OSES staff. The training opportunities involved preschool special education teachers, early childhood education teachers, Head Start personnel, childcare workers, para-educators, administrators, and individuals working with young children with disabilities. The 2017 Champions for Young Children Symposium is held in August to provide training on language and literacy, inclusion of children with disabilities in the general education classroom, social-emotional development and appropriate mechanisms to increase desired behavior while decreasing undesired behavior. Keynotes speakers presented on cultural responsive practice in the early childhood classroom and trauma-informed relationship building to recognize when children have experienced toxic stress.

- OSES Initiatives - SC Alternate Assessment Portal The South Carolina Alternate Assessment Portal is the gateway to all systems, instructional resources, and guides to support the administration of the South Carolina Alternate Assessment. It includes FAQs and resources for Test Coordinators, Test Administrators, Technology Coordinators, and families.
- SC Centers for the Re-education and Advancement of Teachers in Special Education and Related Services Personnel (CREATE) - CREATE was designed to address an anticipated special education teacher shortage by preparing a highly qualified special education teacher and related services workforce in South Carolina LEAs and SOPs. The program, currently in its fifteenth year of operation, includes a partnership between the SCDE, LEA/SOPs, and fourteen of the State's leading colleges and universities. CREATE assists qualified individuals in obtaining (a) add-on, alternative, or initial licensure in special education, (b) advanced certification in speech-language pathology, or (c) national certification as a board certified behavior analyst. This initiative provides scholarships that cover financial obligations for tuition and textbook costs.
- South Carolina Educational Interpreting Center (SCEIC) - the OSES, Clemson University, and the South Carolina School for the Deaf and the Blind created the South Carolina Educational Interpreting Center (SCEIC) which opened in January 2017. Through the SCEIC, a coordinated system of professional learning opportunities is offered to improve the quality of educational interpreters in South Carolina who serve

children who are deaf and hard-of-hearing. To date, 102 full-time interpreters, 10 substitutes, and 16 cued-language transliterators have registered. The SCEIC has provided 132 hours of professional education, 51 hours of direct mentoring, and technical assistance to 20 districts.

- Pyramid Model Consortium - this year South Carolina will begin work as a Pyramid Model Consortium Partner State. South Carolina is proud to be the newest state to work with the Pyramid Consortium using the evidence-based model to promote social development in young children. Throughout this technical assistance over three years the OSES will participate and assume a role in 1. A cross-sector leadership team, 2. Development of a master cadre of trainers and technical assistance providers, 3. Development of model demonstration sites, 4. Development of data and evaluation systems to determine impact, 5. Development of state benchmarks of quality. By using implementation science to create a sustainable, evidence-based model of social-emotional development to work for young children across systems, preschool children with IEPs will be better served and included in communities.
- Virtual Toolkit to Support Educators and Parents of Young Children with Hearing Loss - as part of OSES efforts to meet our SIMR goal of decreasing the reading achievement gap between children with and without disabilities, professionals from Part C and Part B 619, early childhood partners and experts in audiology and deaf education convened a workgroup to identify gaps and needs across the state in screening and supporting children with hearing loss so that they may have access to language, background knowledge, and literacy. As a result of these conversations, a proposal was made to the Deaf and Hard of Hearing Education Partnership that a virtual toolkit be created so that educators, parents, audiologists, speech-language pathologists, and others who work with young children who experience hearing loss have access to resources so that appropriate screening, evaluation, and service delivery are achieved. This work is in progress with an engaged group seeking feedback from external stakeholders in Spring 2018.
- Early Childhood Personnel Center Intensive Technical Assistance - South Carolina is a recipient of intensive TA support from the Early Childhood Personnel Center (ECPC) to support our strategic planning and implementation of a comprehensive system of early childhood personnel so that all young children in South Carolina have high-quality interactions with early childhood professionals and early interventionists. A core team of the Part B 619 coordinator, Part C coordinator, a UCEDD partner, Family Connection SC, our Parent Training and Information Center (PTI), and an early childhood partner from the Office of the Child Care Administrator meet to identify the various structures that exist for early childhood professional development, where there are gaps and opportunities for collaboration, and which partners need to be included in strategic development and implementation of action steps. We anticipate a visit from ECPC TA providers in February or March 2018 to facilitate a full team launch of our CSPD work.
- Child Outcome Summary Form (COSF) - support OSES has developed an online collection of supports for districts to improve inter-rater reliability of the COSF and improve data quality on Indicator 7.
- Transition from Part C to Part B 619 Guidance and Supports - in partnership with Part C and the PTI, OSES has developed a preschool parent guide to support families as they navigate the transition, eligibility determination, and IEP development from Part C to Part B 619. This guide outlines what families should expect, the differences between

Parts C and B619, and what can be done if parents disagree with educators at any point in the process. This work is part of a series of supports that serve to inform parents, educators, early interventionists, and administrators about the policies and procedures that guide transition.

Fiscal and Grants Management Team: The Fiscal and Grants Management Team (FGM) provides professional development and guidance to grant recipients of Individuals with Disabilities Education Act (IDEA) Part B formula and discretionary funds. Applicants electing to accept IDEA Part B formula and discretionary funding must comply with all the applicable requirements set forth in the guidelines of the U.S. Office of Management and Budgets (OMB) circulars and Education Department General Administration Regulations (EDGAR) requirements, state statutes, rules, policies and guidance, assurances and certifications as prescribed by SCDE.

- Federal Grant Financial Management and Administrative Requirements - the FGM Team conducts a variety of professional development activities throughout the year to Special Education Directors and School Business Officials. Professional development sessions concentrate on one or more guiding principles, OMB Circular A-87 and the EDGAR Title 34 CFR – Part 80 and Part 76 which governs the administration of IDEA Part B formula and discretionary funds. 2 CFR 225 establishes principles and standards for determining costs for Federal awards carried out through grants, cost reimbursement contracts, and other agreements with State and local governments and federally recognized Indian tribal governments (governmental units). EDGAR Title 34 (Education), CFR Part 76 Regulations that Apply to State-Administered Programs apply to each State-administered program of the Department of Education. EDGAR Title 34 (Education), CFR, Part 80 Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments establishes uniform administrative rules for Federal grants and cooperative agreements and sub-awards to State, local and Indian tribal governments.

OSSES Evaluation Process for Professional Development: OSSES utilizes a variety of evaluation tools to measure the effectiveness of professional development offerings, such as, online surveys required to receive teacher certification credits and tools used during OSSES on-site team visits. The evaluation component of Professional Development captures both immediate, self-report feedback from participants as well as follow-up feedback gathered from participants and appropriate administrators once the new learning has been implemented. Professional development activities are consistently evaluated according to standardized expectations for high-quality implementation. Through systematic information gathering and analysis as a central component of all professional development activities, the success of professional development efforts through continuous program improvement and accountability efforts is enhanced.

The SCDE is reviewing and revising the manner in which professional development and other technical assistance is provided to ensure not only that offices within the agency are using common, evidence-based methods, but also are adequately evaluating the effectiveness of the process.

Stakeholder Involvement:

The South Carolina Department of Education (SCDE), Office of Special Education Services (OSES), continues to gain broad stakeholder input into its SPP/APR. In Fall 2018, at the Special Education Leadership Meeting, over 300 stakeholders received information and updates about the SPP/APR. In addition, through a number of other meetings, the OSES received input and information, including recommendations from the South Carolina Advisory Council on the Education of Students with Disabilities. This meeting was designed to authentically engage stakeholders in collaborative activities that were directly aligned with educational results and functional outcomes for children with disabilities in South Carolina. The leadership meeting provided opportunities for breakout sessions designated to petition recommendations from stakeholders relating to each SPP Indicator. Based on OSES commitment to improving results for all children, systemic accountability, and genuine stakeholder involvement, all breakout sessions were mission-oriented and data-driven.

The stakeholders in attendance represented administrators from every local educational agency (LEA) and state-operated program in South Carolina. These administrators included local special education directors, coordinators, school psychologists, speech-language pathologists, and other LEA-level administrators. In addition, faculty from numerous state institutes of higher education (IHEs) attended, along with representatives from many of the state's partner nonprofit organizations. Finally, advocates, such as mediators, due process hearing officers, and representatives from the state's parent training organization were present.

During breakout sessions, stakeholders were given copies of the South Carolina's Part B State Annual Performance Report (APR) for FFY 2012 as a point of reference for the small group discussion. In addition to a copy of each indicator of the report, stakeholders were given a note-taking document to record suggested reinforcements and/or refinements during the overview discussion portion of the breakout session. It was important that the OSES staff provide a transparent overview of indicator reporting and allow participating stakeholders to record their individual input to be used for the small group discussion and feedback.

After the question and answer portion of the breakout session, stakeholders were asked to engage in small group discussions regarding the indicator and targeted goals. Stakeholders were divided into small groups and asked to respond to targeted questions and to complete one collaborative summary document each. The small stakeholder groups used the data source materials provided by MidSouth Regional Resource Center to review data and provide recommendations for establishing new measurable and rigorous targets for each and all indicators. These groups submitted to OSES their collaborative thoughts, observations, and notes from their small groups related to the target data. The breakout session concluded with a whole group discussion focused around what recommendations and/or suggestions are needed to establish measurable criteria that bridge the gap between stakeholders to produce positive outcomes and sustainability for children with disabilities in South Carolina schools.

In addition, the OSES provided information and overviews regarding the SPP and APR during the last three meetings of the State's Advisory Council, The South Carolina Council on the Education of Students with Disabilities (the Council). The Council provided additional feedback to the OSES regarding the indicators and targets.

Finally, South Carolina has been continually meeting, discussing and reviewing not only the SSIP, but the SPP/APR as well to contextualize the improvement results desired. Starting in the 2013-14 school year, over twenty-six stakeholder meetings have taken place involving dozens of various stakeholders. These stakeholders include parents, IHEs, nonprofit organizations, LEAs/SOPs, other SCDE offices, other state agencies serving children and families, and additional community representatives. Furthermore, South Carolina has participated in national stakeholder feedback via a regional conference sponsored by MidSouth Regional Resource Center. These efforts to gather authentic stakeholder involvement continue with support from other TA centers. Stakeholder input continues to guide the work done in a meaningful manner.

Reporting to the Public:

In 2004, the U.S. Congress reauthorized the Individuals with Disabilities Education Improvement Act (IDEA). This legislation was intended to improve educational outcomes for students with disabilities by continuing to ensure that each student is provided a free appropriate public education. To accomplish this task, this legislation authorized funding to states and local education agencies (LEAs), along with outlining specific ways of measuring students' progress in special education.

As part of this effort, states were required to develop a six-year State Performance Plan (SPP) to establish a foundation for gauging the progress of students with disabilities at the state and LEA levels. In the SPP, states were required to establish baseline data, along with rigorous targets for improving student outcomes in special education. South Carolina's SPP for 2005 through 2017 can be accessed at <http://ed.sc.gov/districts-schools/special-educationservices/fiscal-and-data-management-fdm/data-collection-and-reporting/state-performance-plan-and-state-determinations/>.

According to the IDEA, the state (South Carolina Department of Education) is required to report annually to the public on the progress made by all LEAs and state-operated school programs against state targets. This Annual Performance Report (APR) describes the state's progress through the SPP indicators, as well as whether or not the state achieved the rigorous targets established in the SPP. South Carolina's APR for preceding years may be found at <http://ed.sc.gov/districts-schools/special-education-services/fiscal-and-data-management-fdm/data-collection-and-reporting/state-performance-plan-andstate-determinations/>.

Each state is required to publicly report its SPP and APR, and is required to report the performance of each LEA with regards to the special education indicators described in the SPP and APR. The Special Education LEA Profile provides a summary of indicators against which each LEA is measured. Collectively, these indicators compare each LEA's performance against the state's targets for educational programs for students with disabilities. Individually, these indicators can help identify areas where improvements are needed and provide a measure of progress toward the goals established in the SPP. The Special Education LEA Profiles for the preceding year may be found at <http://ed.sc.gov/districts-schools/special-education-services/fiscaland-data-management-fdm/data-collection-and-reporting/district-lea-profiles/>. Within 120 twenty days of the submission of the state's FFY 2017 SPP/APR, updated Special Education LEA Profiles will be accessible from this webpage as well.

The Special Education LEA Profiles are broken down into four zones of clustered indicators in which local school LEA's outcomes are compared against the state established targets (outlined in the SPP). Additionally, each indicator reports the source of the data used, the regulatory citations, the date the data were obtained and indicates whether or not the LEA met or exceeded the state targets. Beginning with the 2013-2014 reporting year, South Carolina revised its state performance plan and annual performance report, which are now one document. The new SPP/APR have revised indicators that number 1 through 17. While 16 of these measurements are carried over from preceding SPPs and APRs, an additional indicator is being crafted, with an aim of improving results for children with disabilities. The three most recent SPP/APRs may be found on GRADS360 at <https://osep.grads360.org/#report/apr/publicView>. Reports from years prior to that may be found on the State's website at <https://ed.sc.gov/districts-schools/special-education-services/data-and-technology-d-t/data-collection-and-reporting/state-performance-plan-and-statedeterminations/>.