

# Educational and Cultural Subcommittee Meeting

Tuesday, December 5, 2017

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# AGENDA

***SOUTH CAROLINA HOUSE OF REPRESENTATIVES***



***LEGISLATIVE OVERSIGHT COMMITTEE***

***EDUCATION AND CULTURAL SUBCOMMITTEE***

***Chairman Joseph H. Jefferson Jr.  
The Honorable Chandra Dillard  
The Honorable Raye Felder  
The Honorable Tommy M. Stringer***

***Tuesday, December 5, 2017***

***10:00 a.m.***

***Room 321 -Blatt Building***

***Pursuant to Committee Rule 6.8, S.C. ETV shall be allowed access for internet streaming whenever technologically feasible.***

**AGENDA**

- I. Approval of Minutes**
- II. Discussion of study of the John de la Howe School**
- III. Discussion of study of the Patriots Point Development Authority**
- IV. Adjournment**

# MEETING MINUTES

*Chair Wm. Weston J. Newton*

*First Vice-Chair:  
Laurie Slade Funderburk*

*Katherine E. "Katie" Arrington  
Gary E. Clary  
Chandra E. Dillard  
MaryGail K. Douglas  
Phyllis J. Henderson  
Joseph H. Jefferson Jr.  
Robert L. Ridgeway, III  
Tommy M. Stringer  
Bill Taylor*

*Jennifer L. Dobson  
Research Director*

*Cathy A. Greer  
Administration Coordinator*

## **Legislative Oversight Committee**



**South Carolina House of Representatives**

**Post Office Box 11867**

**Columbia, South Carolina 29211**

**Telephone: (803) 212-6810 • Fax: (803) 212-6811**

**Room 228 Blatt Building**

*Bruce W. Bannister  
William K. "Bill" Bowers  
Neal Collins  
Raye Felder  
William M. "Bill" Hixon  
Jeffrey E. "Jeff" Johnson  
Mandy Powers Norrell  
Edward R. Tallon Sr.  
Robert Q. Williams*

*Charles L. Appleby IV  
Legal Counsel*

*Carmen J. McCutcheon Simon  
Research Analyst/Auditor*

*Kendra H. Wilkerson  
Fiscal/Research Analyst*

**Education and Cultural Subcommittee**

**Monday, November 6, 2017**

**Room 321 Blatt Building**

### **Archived Video Available**

- I. Pursuant to House Legislative Oversight Committee Rule 6.8, South Carolina ETV was allowed access for streaming the meeting. You may access an archived video of this meeting by visiting the South Carolina General Assembly's website (<http://www.scstatehouse.gov>) and clicking on *Committee Postings and Reports*, then under *House Standing Committees* click on *Legislative Oversight*. Then, click on *Video Archives* for a listing of archived videos for the Committee.

### **Attendance**

- I. The Education and Cultural Subcommittee meeting was called to order by Representative Joe Jefferson, Monday, October 4, 2017, in Room 321 of the Blatt Building. All members were present for some or all of the meeting, except Representative Tommy M. Stringer and Representative James Smith. During the second half of the meeting, Committee Chairman Wm. Weston J. Newton joined the meeting.

### **Minutes**

- I. House Rule 4.5 requires standing committees to prepare and make available to the public the minutes of committee meetings, but the minutes do not have to be verbatim accounts of meetings. It is the practice of the Legislative Oversight Committee to provide minutes for its subcommittee meetings.

- II. Representative Felder moves to approve the minutes from the Subcommittee’s meeting on May 11, 2017. Representative Jefferson moves to approve the minutes from the Subcommittee’s October 4, 2017, meeting. A roll call vote is held, and the motions pass.

<b>Representative Felder’s motion to approve the minutes from the May 11, 2017, meeting:</b>	<b>Yea</b>	<b>Nay</b>	<b>Not Voting: Present</b>	<b>Not Voting: Absent</b>
Raye Felder	✓			
Joseph H. Jefferson, Jr.	✓			
James E. Smith, Jr.				✓
Tommy Stringer				✓
Wm. Weston Newton			✓	

<b>Representative Jefferson’s motion to approve the minutes from the October 4, 2017, meeting:</b>	<b>Yea</b>	<b>Nay</b>	<b>Not Voting: Present</b>	<b>Not Voting: Absent</b>
Raye Felder	✓			
Joseph H. Jefferson, Jr.	✓			
James E. Smith, Jr.				✓
Tommy Stringer				✓
Wm. Weston Newton			✓	

**Discussion of John de la Howe School**

- I. Representative Jefferson states that this is the subcommittee’s second meeting with John de la Howe.
- II. Representative Jefferson explains that all testimony given to this subcommittee, which is an investigating committee, must be under oath. All those present from John de la Howe remain under oath.
- III. Dr. James Franklin, Mr. Sylvester Coleman, and Mr. Johnathan Rose testify about the agency’s strategic spending and budgeting, and the agency’s partners.
- IV. Subcommittee members ask questions about the following:
- a. Internal and external audits

- b. Risk assessment
- c. Numbers of students and educational staff
- d. Cost of online education provider
- e. Scholarships
- f. Partners that provide hands-on opportunities for students
- g. Follow-up report
- h. Board vacancies
- i. Graduation rates from either McCormick High School or the district the student returns to

### Discussion of Patriots Point Authority

- I. Representative Jefferson states that this is the subcommittee's first meeting with Patriots Point Authority.
- II. Representative Jefferson explains that all testimony given to this subcommittee, which is an investigating committee, must be under oath. Representative Jefferson swears in the following individuals:
  - a. Mac Burdette, Executive Director
  - b. Allison Hunt, Grants Administrator
  - c. Wayne Adams, Vice-Chair of Board
  - d. Rob Clark, Director of Communications
- III. Representative Jefferson explains that the purpose of today's meeting is to hear an overview of the agency.
- IV. Mr. Burdette provides an overview of the agency. Subcommittee members ask questions. Various topics discussed and questioned include:
  - a. Three-year business plan
  - b. Cost of restoration and maintenance of ships, piers, and landside facilities
  - c. Bennett land development proposal
  - d. Museum development
  - e. Education and outreach activities
  - f. Grants
  - g. Records transfer
  - h. Transfer of Patriots Point to Parks, Recreation, and Tourism
  - i. External audit
  - j. Revenue streams

### Adjournment

- I. There being no further business the meeting was adjourned.

# JOHN DE LA HOWE STUDY TIMELINE

- March 2015 - Agency submits its **Annual Restructuring and Seven-Year Plan Report**, which is available online.
- January 12, 2016 - Agency submits its **2016 Annual Restructuring Report**, which is available online.
- January 10, 2017 - **Full committee votes to schedule John de la Howe School for study**. Video of the meeting is available online.
- February 9, 2017-March 13, 2017 - Committee solicits input from the public about the agency in the form of an **online public survey**. The results of the public survey are available online.
- March 2, 2017 - Committee holds **public input meeting (Meeting #1)** about Department of Archives and History; DDSN; and John de la Howe School. Video of the meeting is available online.
- March 31, 2017 - Agency submits its **Program Evaluation Report**, which is available online.
- May 10, 2017 - Committee votes to place study on hold, pending completion of the 2017-2018 General Appropriations Act.
- October 4, 2017 - Education and Cultural Subcommittee holds **Meeting #2** to receive an overview of the agency and hear testimony about **John de la Howe's history, strategic plan, services, and human resources**.
- November 5, 2017 - Education and Cultural Subcommittee holds **Meeting #3** to receive information about the agency's **financial resources and partners**.
- Ongoing - Public may submit written comments on the Oversight Committee's webpage on the General Assembly's website ([www.scstatehouse.gov](http://www.scstatehouse.gov)).



# JOHN DE LA HOWE AGENCY OVERVIEW

## Snapshot

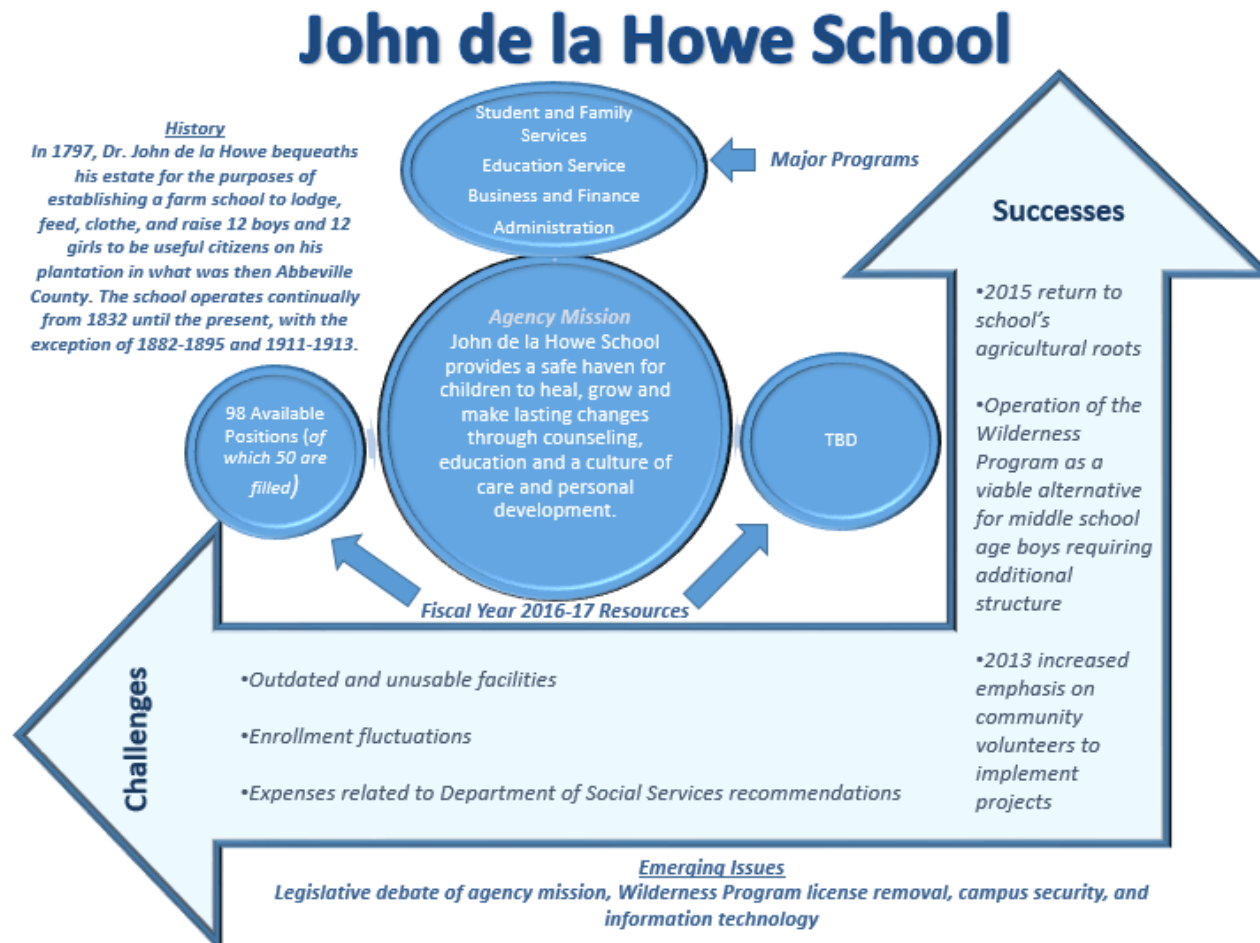


Figure 1. Snapshot of agency that includes its history, mission, resources, successes, challenges, and emerging issues

# FEASIBILITY STUDY

## *Background*

Proviso 7.5 of the 2017-2018 General Appropriations Act authorized John de la Howe to utilize funds to contract for an evaluation focused on:

- 1) what agricultural educational programs can be offered that align with the terms and purpose of the Dr. John de la Howe will;
- 2) what land management and operation changes are needed in order for the property and remaining assets to support the agricultural education programming mission of the will; and
- 3) what would be the projected costs of and timeframe for these changes.

The report was due to the House Ways and Means Committee and Senate Finance Committee on December 1, 2017. This Subcommittee requested the agency submit the report to it, following approval by the John de la Howe Board of Trustees. The Subcommittee received it on December 1, 2017.

## *Feasibility Study*

The Feasibility Study begins on page 10.

# John de la Howe School Feasibility Study



JOHN  
DE LA  
HOWE  
SCHOOL

**Senate Finance Committee and  
House Ways and Means Committee  
Report  
December 1, 2017**

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## Study Process

In the initial RPP there were over twenty eight items that the school wanted addressed in the study. The task was impossible to accomplish in the time allotted without hiring many additional people and greatly increasing the costs. This study was renegotiated and is based on the items given in the legislative proviso shown below. Most of the items mentioned in the original RFP have been addressed in this report.

### H. 3720

General Appropriations Bill for Fiscal Year 2017-2018

Ratified Version

### PART IB

### OPERATION OF STATE GOVERNMENT

### SECTION 7 - L120 - JOHN DE LA HOWE SCHOOL

*7.5. For Fiscal Year 2017-18, all financial and programmatic management and operations of the John de la Howe School shall continue to operate. However, the wilderness camp activities and the operation of the residential facilities shall be maintained as the primary operation of the school.*

*The John de la Howe Board may utilize funds to perform or contract for an evaluation and report focused on:*

- (1) What agricultural educational programs can be offered that align with the terms and purpose of the Dr. John de la Howe will;*
- (2) What land management and operation changes are needed in order for the property and remaining assets to support the agricultural education programming mission of the will; and*
- (3) What would be the projected costs of and timeframe for these changes?*

*John de la Howe School shall report to the Senate Finance Committee and to the House Ways and Means Committee by December 1 of the current fiscal year on its findings and recommendations.*

The team conducted a study of the past and current operations at John de la Howe. We interviewed state leaders as well. The process was reviewed by many individuals, including those affiliated with the National FFA Office. Some individuals at the state level who gave input into this plan requested that their names not be used due to the political sensitivity of the situation.

Dr. Littlefield centered his work on the financial operations. Dr. Solesbee worked on curriculum and literacy and acted as a reviewer of the work. Mr. Moore

developed the instructional program models for consideration and contacted people on the state and national level. The following report shows the feasibility of making a change in the format of John de la Howe (JDLH).

## Findings

- 1) There are four separate, yet supporting functions that are part of John de la Howe (JDLH).
  - a) Farm and forestry operations—The farm and forestry operations are being slowly rebuilt into a viable function that could stand on its own. The staff is working hard managing and getting the farm operation back into production. A sale of timber is pending, and when the timber is harvested on the plots under consideration for clear cutting, more pasture and crop land will be brought back into production. The farming operation could easily support an agricultural education program immediately.
  - b) Educational operations—Presently, there are 25 students enrolled in the school, and all are using a computerized program to complete their high school work. The juniors and seniors attend McCormick High School. These are all resident students. The educational operation is supported by a counseling and career function in a specialized center. The school has the infrastructure for modern one-on-one computer functions and internet access across the campus.
  - c) Residence program—The residency program meets DSS guidelines with one adult per eight students on a 24/7 basis. Efforts are underway to renovate the resident cottages and modernize them. A large generator has been added to keep the campus operating even during extreme weather events that have affected the school several times in the last few years.
  - d) Wilderness Program—This is one of the most effective programs in operation on the campus. It serves troubled middle school students and helps them return to their home schools.
- 2) The campus is beautiful and historic. JDLH is one of the oldest state agencies and needs to be preserved and remain in operation.
- 3) A great deal of planning and work has gone into developing the farm and the facilities.
- 5) JDLH once produced its own food and electrical power, needing little outside support.
- 6) Our repeated visits have shown that the infrastructure of the school and farm facilities are sound and can be brought back into use.

- 7) In our interactions with state leaders, we have challenged them to visit the school and see the needs and the potential of the school.
- 8) Enrollment in previous years was higher, but as of October 17, 2017, only 25 students are enrolled.
- 9) There is confusion about the type of students the school is now serving and whom it will serve in the future.
  - a) The Will of Dr. John de la Howe says, *“have a farm school for...both educating...lodging, feeding, and universally clothing twelve poor boys and twelve poor girls whose parents have resided in Abbeville County...orphan children shall have preference....that **such children as reside conveniently in the neighborhood for attending the school**, those of parents not able to pay the schooling, Gratis, and those than can afford it as such rate as the master can agree upon but not to such number only as the trustees judge that the master can conveniently instruct.”*
  - b) The court ruling and S. C. Code of Laws Section 59-49-100 states: *“The establishment and maintenance of an agricultural and mechanical school as an institution in Abbeville County, stimulating and improving the industrial life of the entire community. The training, free of charge, of twenty four boys and girls, not as college men and women, but in the beginning of school life. The training of the children in the community of the neighborhood supported by the fund.”*
  - c) March 14, 2014, the Greenville news stated that JDLH *was a school for troubled youth not involved in any criminal activity.*
  - d) The JDLH webpage states that *“the school serves students in grades 6-10 who are at risk of not completing their education and may be below grade level...those who face learning and emotional challenges are served and [those] who lack skills to relate well to others, to express themselves, or to express their emotions...needs extra assistance.”*
  - e) Stockton’s View states, *“house, guide, and teach South Carolina’s challenged and at risk [students]”*
  - f) Wilderness Program information states, *“Students require more structure in their lives [that is] not part of the school...”*
- 10) School districts over the past 20+ years have implemented successful alternative school programs at the district or county levels and are providing educational opportunities for the type of students normally served at JDLH. These programs



can be operated at lesser costs, thus JDLH cannot effectively compete keeping this mission.

- 11) The school follows DSS guidelines for resident students. This increases costs and is exceeding the cost for housing at the Governor's schools.

## Farming and Timber Operations

### 1) Land Use

Use of Land	Acres
Forestry Land	920
Wildlife Openings	9
Ponds	2
Tomb Area—Protected Land	162
Farming Areas (Pastures/Crops)	104
Campus	117
<b>Total</b>	<b>1310</b>

- a) The majority of the land is in managed forests,
- b) The Department of Natural Resources (SCDNR) has developed several wildlife plots near the Wilderness Program.
- c) The pond is not functioning and was once a beautiful park that needs to be reworked.
- d) The area where the tomb of Dr. de la Howe is located is a protected area and must be left in its natural state.
- e) On the next page is a Forest Stewardship Plan prepared by the South Carolina Commission of Forestry that shows greater details of the forestry management program.
- f) There a stand of Old Growth Forest on the property, and it has been protected from fire and logging since 1797. It is one of the best remaining examples of this forest type in the Piedmont of South Carolina. It is a Registered National Landmark.







- 2) The farming operation is in good order and would support an agricultural program with a few changes and additions.

## General Recommendations

- 1) Define a new role and mission for the JDLH.
- 2) Serve day students as allowed by the Will and the S. C. Code of Laws.
- 3) Establish an agriculture and mechanical school as authorized in the agency's enabling legislation. This comports with the 2016 recommendation of Melanie Barton, Executive Director of the S. C. Education Oversight Committee, for developing career and technology education (CATE) at John de la Howe to benefit students from the surrounding area. In the future instruction could be expanded to include engineering, technology, and manufacturing courses in the future.
- 4) Use S. C. Department of Education Accreditation Standards and AdvancED (formerly Southern Association of Schools and Colleges) Standards to form the new school.
- 5) Change the name of the program to reflect the new mission and emphasis and to move away from the negative stereotypes that are held by so many.
- 6) Develop a marketing effort to sell the program in the local area and across the state, beginning with the legislature and school district superintendents. The success or failure of this entire effort depends on having a quality program and marketing to sell it across the state.
- 7) Change the accounting and reporting procedures so that a fair comparison can be made to other school systems. We recommend that the functions be reported separately using a similar format as the Governor's schools. This is already being implemented.
- 8) Establish a follow-up and tracking system for transient students and completers similar to the one used by CATE programs in the state.
- 9) Establish a preventive maintenance program to keep the agency's facilities in top condition.
- 10) Expand the alumni program and the foundation so that graduates and their contributions can be used to support the school's activities. Conduct more activities for alumni and their families.
- 11) Continue to improve the farming and forestry operations.
- 12) Develop demonstration and experimental plots on new crops and practices.

- 13) Sell the timber under contract and convert the best land to support the farming operation.
- 14) Develop adult education programs in agriculture for area farmers and local businesses using JDLH as the demonstration site.

## Four Options for the Future

- 1) Option #1—Form the Magnet School for Agriculture at John de la Howe (MSA). Reorganize into a magnet school for agriculture using both day and resident students and keep the Wilderness Program. With some very hard work and a commitment to unquestioned quality and excellence, this goal can be accomplished.
- 2) Option #2— Develop and operate an educational center. Convert the entire operation into a conference and education center; close the school; keep the farm in operation to support the education center; and keep the Wilderness Program.
- 3) Option #3—Form the Magnet School for Agriculture with an education center. Reorganize into an agriculture magnet school for day and resident students and establish the educational center.
- 4) Option #4—Form a Day School Magnet for Agriculture with an education center. Reorganize into an agriculture magnet school for day students only and establish the educational center.

## Option #1—Magnet School for Agriculture

Based on research conducted by the consulting group, a successful school of agriculture can be founded at John de la Howe. With some changes and modifications to the facilities, it could be put into initial operation within existing resources. Future growth will need additional facilities. For example, as courses are added, an agriculture shop that can service large farm equipment will be needed.

The farm can support such an instructional program.

This would be a unique school in that the instructional program would be geared to support the agricultural mission.

There must be a commitment from everyone connected to MSA that it will produce a high quality educational program second to none. This quality will include instructional programs, facilities, teachers, and student success in college and the workforce. The quality of the programs will become the basis for marketing and attracting students from across the state.

What follows are ten foundation principles on which this school will be established. This design is built on proven, research-based strategies that have been successful for over 100 years and can be applied to twenty-first century education.

### Definitions of Terms Used In Describing Option #1

- 1) **Project-based education** is a teaching technique in which students learn by doing, engaging in activities that lead to the creation of products based on their experiences.
- 2) **Competency-based education** is a system of instruction, assessment, grading, and academic reporting that is based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education. These are based on state standards.
- 3) **Student competencies** are standards that are learned and that the student can perform with no supervision or coaching.



## Foundation Principle #1

**MSA will have a combination of day and resident students. Day students will start in grade 10 and resident students will be in grades 11 and 12.**

- 1) Phased-In Student Population--Resident student population will never exceed 100 students.
  - a) Year 1—Total of 100 students (begin upgrade of facilities)
    1. 50 Resident students grade 11
    2. 50 Day students grade 10
  - b) Year 2—Total of 200 students
    1. 50 Resident students grade 12
    2. 50 Resident students grade 11
    3. 50 Day students grade 11
    4. 50 Day students grade 10
    5. Goal is to graduate 50 students.
  - c) Year 3—Total of 250 students (changes in facilities should be in progress)
    1. 50 Resident students grade 12
    2. 50 Resident students grade 11
    3. 50 Day students grade 10
    4. 50 Day students grade 11
    5. 50 Day students grade 12
    6. Goal is to graduate 100 students.
  - d) Year 4—Total of 275 students (upgrades should be finished)
    1. 50 Resident students grade 12
    2. 50 Resident students grade 11
    3. 75 Day students grade 10
    4. 50 Day students grade 11
    5. 50 Day students grade 12
    6. Goal is to graduate 100 students.
  - e) Year 5—Total of 300 students (Upgrades completed; move to full capacity)
    1. 50 Resident students grade 11
    2. 50 Resident students grade 12
    3. 75 Day students grade 10
    4. 75 Day students grade 11
    5. 50 Day students grade 12
    6. Goal is to graduate 100 students.

- f) Year 6+—Total of 325 students
  - 1. 50 Resident students grade 11
  - 2. 50 Resident students grade 12
  - 3. 75 Day students grade 10
  - 4. 75 Day students grade 11
  - 5. 75 Day students grade 12
  - 6. Goal is to graduate 125 students.

## Foundation Principle #2

### **MSA will produce graduates that are college and workforce ready.**

- 1) What Is “College and Workforce Readiness?”
  - a) A student is “college and workforce ready” if he/she has the academic and supportive skills necessary to enter college and/or post-secondary workforce training and be successful.
  - b) Research shows that the skills required to enter a four-year college are the same skills needed to begin employment.
  - c) Everyone will need at least two years of college and/or advanced post-secondary training. Employers state that their companies’ future success will depend on workers educated beyond the high school level.
- 2) College and Workforce Readiness at MSA
  - a) The initial program will prepare students for the two-year college and workforce readiness option.
  - b) A four year college direct admission option will be phased in as the school grows.
  - c) We also recommend establishing a direct link with Piedmont Technical College (PTC) that would allow dual enrollment courses in general and agricultural education on the MSA campus. Students in dual enrollment course receive both college and high school credit.
  - d) PTC has three programs that will directly support the instructional program of MSA immediately.
    1. Diversified Agriculture
    2. Horticulture
    3. Veterinary Technology
  - e) An additional technical college link will have to be established to support the forestry, wildlife, and natural resources programs.

## Foundation Principle #3

**MSA will produce students that fit the Profile of the South Carolina Graduate.**


### PROFILE OF THE South Carolina Graduate

#### WORLD-CLASS KNOWLEDGE

---

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences



#### WORLD-CLASS SKILLS

---

Creativity and innovation

Critical thinking and problem solving

Collaboration and teamwork

Communication, information, media and technology

Knowing how to learn

#### LIFE AND CAREER CHARACTERISTICS

---

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

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 Adopted by: SC State Board of Education, SC Department of Education, SC Education Oversight Committee, SC Arts Alliance, SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC School Boards Association, TransformSC Schools and Districts



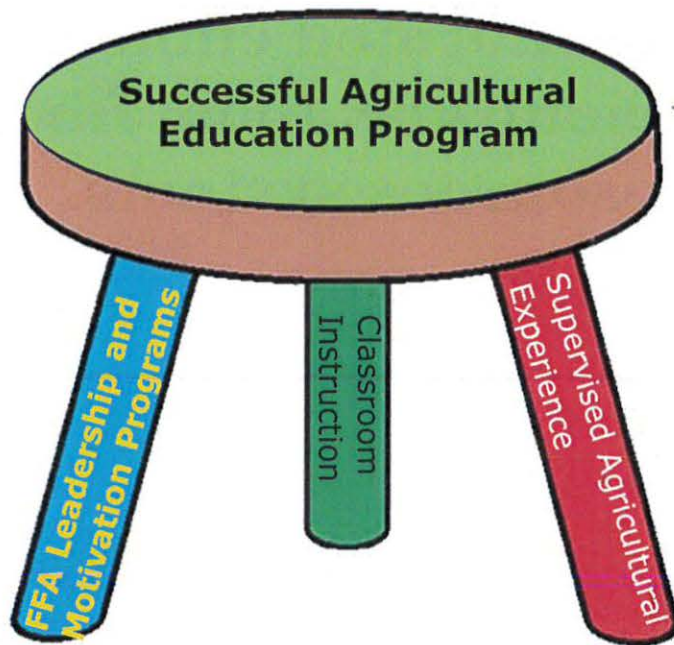
Foundation Principle #4

**MSA will support the mission of agricultural education.**

**Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.**

Foundation Principle #5

**The educational program of the MSA will be based on a three-tiered approach used by successful agricultural education programs for over 100 years.**



## Foundation Principle #6

**Classroom instruction in all areas (in both agriculture and general education courses) will be contextual, competency-based, project-based, and hands-on.**

- 1) Using this approach, teachers are able to present information in such a way that students are able to construct meaning based on their own experiences or experiences provided to them.
- 2) Contextual learning has the following characteristics:
  - a) Emphasizes problem solving.
  - b) Recognizes that teaching and learning needs to occur in multiple contexts.
  - c) Assists students in monitoring their own progress and become self-regulated learners.
  - d) Anchors teaching in the diverse life context of students.
  - e) Encourages students to learn from each other.
  - f) Employs authentic assessment.
- 3) Agricultural classroom instruction is applied science that gets its hands dirty.
- 4) Students will move through the competencies at their own pace. Teachers will remediate or enrich as needed.
- 5) Students will have an individual graduation plan (IGP) that details the skills and competencies that they have **mastered**.
- 6) Courses will be taught on a 4 X4 block schedule. The only way that we can prepare students for a four-year college is to operate on the block schedule
- 7) A modified block will be considered where every Wednesday one class will last all day.

### Foundation Principle #7

**All subjects in MSA will be taught using a mastery model. Shoddy or incomplete work will not be accepted and students will be required to redo the work until it meets acceptable quality standards.**

### Foundation Principle #8

**FFA will be an intra-curricular part of the total agricultural education program.**

1) What Is FFA?

- a) FFA is an *intracurricular* student organization for those interested in agriculture and leadership.
- b) ***Intracurricular*** means that FFA units are taught as part of the classroom instruction as opposed to ***extra-curricular*** which happens outside of the classroom.
- c) FFA programs in leadership, competition, and motivation support the classroom and the students' experience programs.

2) What do the letters FFA stand for?

- a) The official name of the organization is the National FFA Organization.
- b) The letters "FFA" stand for Future Farmers of America. These letters are a part of the history and the heritage of the organization that will never change. But FFA is not just for students who want to be production farmers; FFA also welcomes members who aspire to careers as teachers, doctors, scientists, business owners, and more.
- c) For this reason, the name of the organization was updated in 1988 after a vote of national convention delegates to reflect the growing diversity and new opportunities in the industry of agriculture.



- d) FFA helps the next generation rise up to meet future challenges by helping its members to develop their own unique talents and explore their interests in a broad range of agricultural career pathways.
  - e) So today, the FFA is still the Future Farmers of America. It is also the Future Biologists, Future Chemists, Future Veterinarians, Future Engineers, Future Legislators, Future Governors, Future Entrepreneurs, Future Governors, and Future Presidents of the United States as well.
- 3) Mission of the FFA
- a) FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.
  - b) Motto of the FFA

*Learning to do.  
Doing to learn.  
Earning to live.  
Living to serve.*



#### 4) South Carolina FFA Programs

- a) South Carolina has a very active and growing FFA association that has the following features:
1. Provides twenty-six Career Development Events (CDE's) for members to showcase skills learned in the classroom.
  2. Hosts a program at the South Carolina State Fair for members and guests.
  3. Hosts a Legislative Appreciation Day in Columbia.
  4. Hosts eight regional workshops and many local workshops for members.
  5. Hosts four one-week camps during the summer--one specializing in leadership training at Cherry Grove Beach FFA Center.
  6. Hosts six specialty weekend camps during the year focusing on areas of the curriculum at the Cherry Grove Center.
  7. Hosts the annual State FFA Convention at Clemson University that draws over 900 members and guests.
  8. Attends the National FFA Convention with our delegates. Attendance for the National Convention has totaled over 59,000 members and guests from across the nation.
  9. Provides the opportunity for individuals to compete for numerous individual awards and scholarships.

## Foundation Principle #9

**All students will be required, based on their personal interests and career goals, to have a Supervised Agriculture Experience (SAE).**

- 1) The SAE is a required component of a total agricultural education program and intended for every student.
- 2) Through their involvement in the SAE program, students are able to consider multiple careers and occupations, learn expected workplace behavior, develop specific skills within an industry, and are given opportunities to apply academic and occupational skills in the workplace or a simulated workplace environment.
- 3) Through these strategies, students learn how to apply what they are learning in the classroom as they prepare to transition into the world of college and career opportunities.
- 4) Examples of Supervised Agriculture Experience (SAE)
  - a) Ownership/entrepreneurship
  - b) Placement/internship
  - c) Research
  - d) Exploratory
  - e) School-based enterprise
  - f) Service-learning
- 5) All of these would be possible to conduct on the JDLH campus.



## Foundation Principle #10

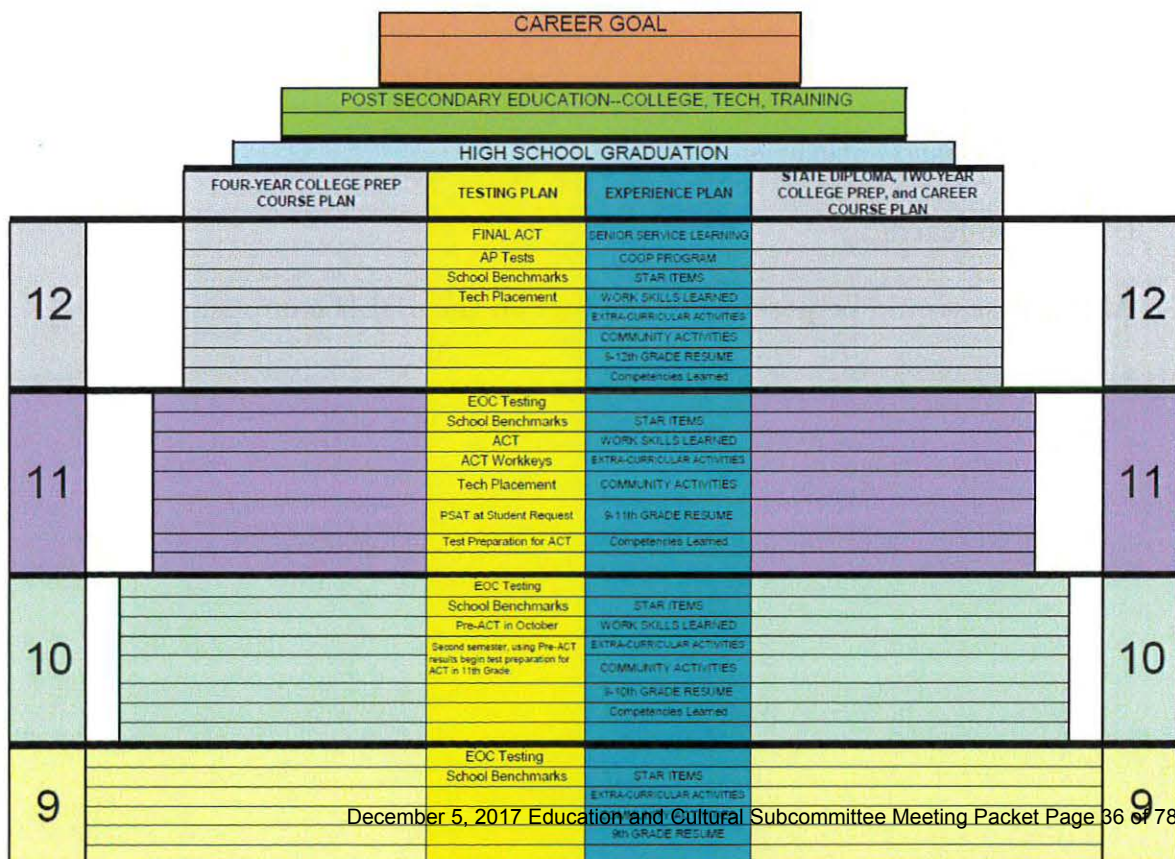
**All students will be required to have an individual graduation plan (IGP) that will guide their entry into college or a career.**

1) Individual Graduation Plans (IGP)

- a) Success in any endeavor is a series of small steps that lead to a main goal.
- b) The function of this program is to use the school advisement and counseling programs to help students move towards their ultimate career goals.
- c) Students, parents, teachers, and counselors will be involved in this effort.

2) Individual Graduation Plans Components for Each Student

- a) Career goals
- b) Course progress
- c) Experience and skills (resumes)
- d) Testing Plan



## Implementation of the Agricultural Instructional Program

- 1) South Carolina Agricultural Pathways
  - a) We recommend that all five state pathways be part of the instructional program and phased-in over a period of five years.
  - b) Four of the five pathways will be introduced in Year 1 and expanded in subsequent years. Biotechnology will be added starting in Year 4 and fully implemented in Year 5.
  - c) There are some additional courses that will be recommended for future consideration.
  - d) All of these courses cannot be taught in the same year and will have to be rotated on a two and three year basis (like a college schedule).
  - e) Facilities and equipment will have to be constructed and purchased to implement parts of this plan.
  
- 2) Present South Carolina Agricultural Pathways
  - a) Horticulture
  - b) Environmental and Natural Resource Systems Management
  - c) Plant and Animal Systems
  - d) Agricultural Mechanics and Technology
  - e) Bio-Systems Engineering Technology
  
- 3) Each of these pathways has a list of courses and a suggested sequence of general education courses to prepare a student for college or the workforce.

## Year 1 Courses

<b>General Course for All Programs</b>	<b>Agricultural and Biosystems Science</b>
<b>General Course for All Programs</b>	<b>Agribusiness and Marketing</b>
<b>General Course for All Programs</b>	<b>Agricultural Mechanics and Technology</b>
<b>Plant and Animal Systems</b>	<b>Animal Science (Introduction to animal science courses)</b>
<b>Plant and Animal Systems</b>	<b>Farm Animal Production</b>
<b>Horticulture</b>	<b>Introduction to Horticulture</b>
<b>Horticulture</b>	<b>Nursery, Greenhouse and Garden Center Technology</b>
<b>Environmental and Natural Resources Systems</b>	<b>Environmental and Natural Resources Management (Introduction to Environmental and Natural Resources Courses)</b>
<b>Environmental and Natural Resources Systems</b>	<b>Forestry</b>

## Year 2 Courses

<b>Common Courses to All Programs</b>	<b>Equipment Operation and Maintenance</b>
<b>Common Courses to All Programs</b>	<b>Soil and Water Conservation</b>
<b>Environmental and Natural Sciences</b>	<b>Wildlife Management</b>
<b>Horticulture</b>	<b>Floriculture</b>
<b>Plant and Animal Science</b>	<b>Agricultural Crop Production &amp; Management</b>
<b>Plant and Animal Science</b>	<b>Cattle Production</b>



## Year 3 Courses

<b>Plant and Animal Science</b>	<b>Equine Science</b>
<b>Plant and Animal Science</b>	<b>Introduction to Veterinary Science</b>
<b>Plant and Animal Science</b>	<b>Small Animal Care</b>
<b>Horticulture</b>	<b>Landscape Technology</b>

## Year 4 Courses

<b>Agriculture Mechanics and Technology</b>	<b>Agricultural Power Mechanics</b>
<b>Agriculture Mechanics and Technology</b>	<b>Agricultural Structural Mechanics</b>
<b>Bio-Systems Engineering Technology</b>	<b>Biosystems Technology I</b>
<b>Environmental and Natural Sciences</b>	<b>Outdoor Recreation</b>
<b>Horticulture</b>	<b>Turf and Lawn Management</b>

## Year 5 Courses

<b>Bio-Systems Engineering Technology</b>	<b>Biosystems Mechanics and Engineering</b>
<b>Bio-Systems Engineering Technology</b>	<b>Biosystems Technology II</b>
<b>Horticulture</b>	<b>Golf Course Technology</b>
<b>Horticulture</b>	<b>Sports Turf Technology</b>

## Future Courses

<b>Environmental and Natural Sciences</b>	<b>Aquaculture</b>
<b>Plant and Animal Science</b>	<b>Food Processing</b>

#### 4) Agricultural Education Tracks and Course Sequences

- a) **Each student will be required to take at least four agriculture courses as part of a track so that they can be considered a completer.**
- b) It is strongly recommended that students take other courses to broaden their knowledge and experiences. For example, all students need a course in agricultural mechanics and equipment operation.
- c) Courses in each track are listed and suggestions for complementary courses are also provided.
- d) Sequence charts show the order in which students should take agricultural education courses.



## Agricultural Mechanics and Technology Course Track

Agriculture Mechanics and Technology		
<i>Required Courses for Track*</i>	<i>Complementary Coursework</i>	<i>Extended Learning Opportunity</i>
<i>(Minimum of four credits required)</i>		<i>(Options Related to Track)</i>
	<i>Agriculture Courses Strongly Recommended</i>	
Agricultural and Biosystems Science	Agricultural Business and Marketing	Cooperative Education
Agricultural Mechanics and Technology	Agricultural Crop Production and Management	Internship
Agricultural Power Mechanics	Soil and Water Conservation	Service Learning
Agricultural Structural Mechanics		Shadowing
Equipment Operations and Maintenance	Other Agricultural Courses	Supervised Ag Experience
	<i>General Education Courses*</i>	
	Biology II	
	Chemistry II	
	Physics CP	
	Statistics CP	
	*Beyond those required for graduation	

## Environmental and Natural Resources Course Track

Environmental and Natural Resources Management		
<i>+Required Courses for Track</i>	<i>Complementary Coursework</i>	<i>Extended Learning Opportunity</i>
<i>(Minimum of four credits required)</i>		<i>(Options Related to Track)</i>
	<i>Agriculture Courses Strongly Recommended</i>	
Agricultural and Biosystems Science	Agricultural Business and Marketing	Cooperative Education
Environmental and Natural Resources Management	Agricultural Crop Production and Management	Internship
Forestry	Agricultural Mechanics & Technology	Service Learning
Outdoor Recreation	Equipment Operations and Maintenance	Shadowing
Soil and Water Conservation	Soil and Water Conservation	Supervised Ag Experience
Wildlife Management		
	Other Agricultural Courses	
	<i>General Education Courses*</i>	
	Biology II	
	Chemistry II	
	Physics CP	
	Statistics CP	
	*Beyond those required for graduation	

## Horticulture Course Track

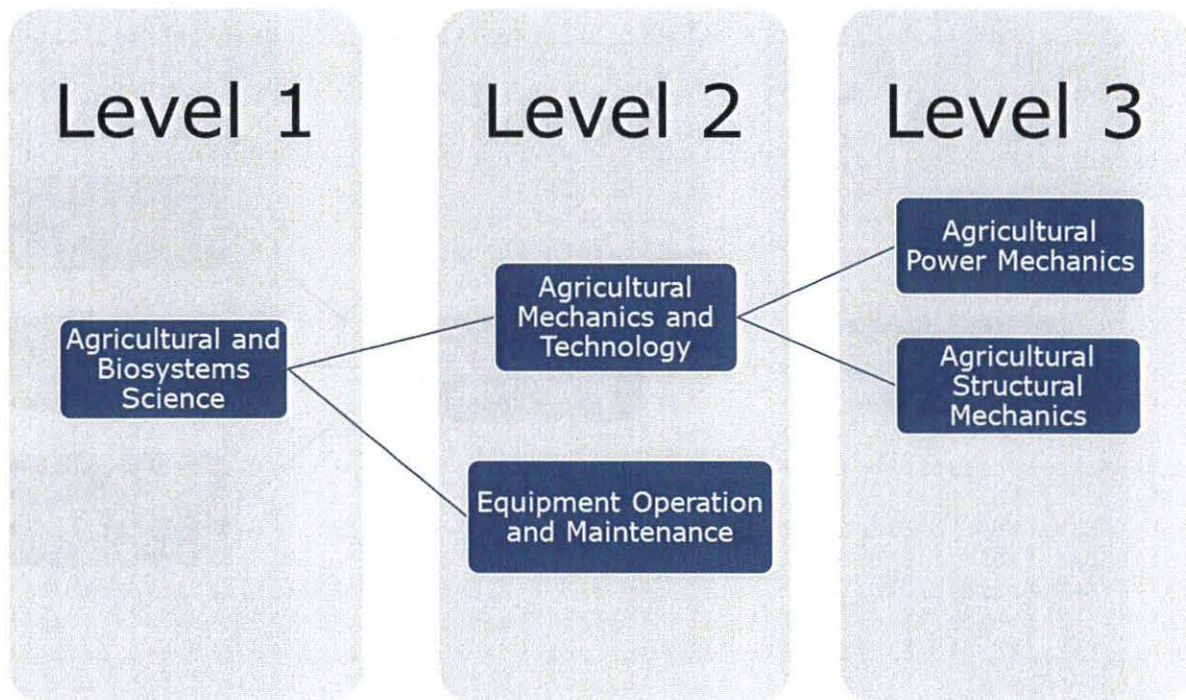
Horticulture		
<i>Required Courses for Track*</i> (Minimum of four credits required)	<i>Complementary Coursework</i>	<i>Extended Learning Opportunity</i> (Options Related to Track)
<i>Agriculture Courses Strongly Recommended</i>		
Agricultural and Biosystems Science	Agribusiness and Marketing	Cooperative Education
Golf Course Technology	Agricultural Mechanics & Technology	Internship
Introduction to Horticulture	Agricultural Crop Production and Management	Service Learning
Landscape Technology	Equipment Operations and Maintenance	Shadowing
Nursery, Greenhouse, and Garden Center Technology	Soil and Water Conservation	Supervised Ag Experience
Sports Turf Management		
Sports Turf Management	Other Agricultural Courses	
Turf and Lawn Management		
	<i>General Education Courses*</i>	
	Biology II	
	Chemistry II	
	Physics CP	
	Statistics CP	
	*Beyond those required for graduation	

## Plant and Animal Sciences Course Track

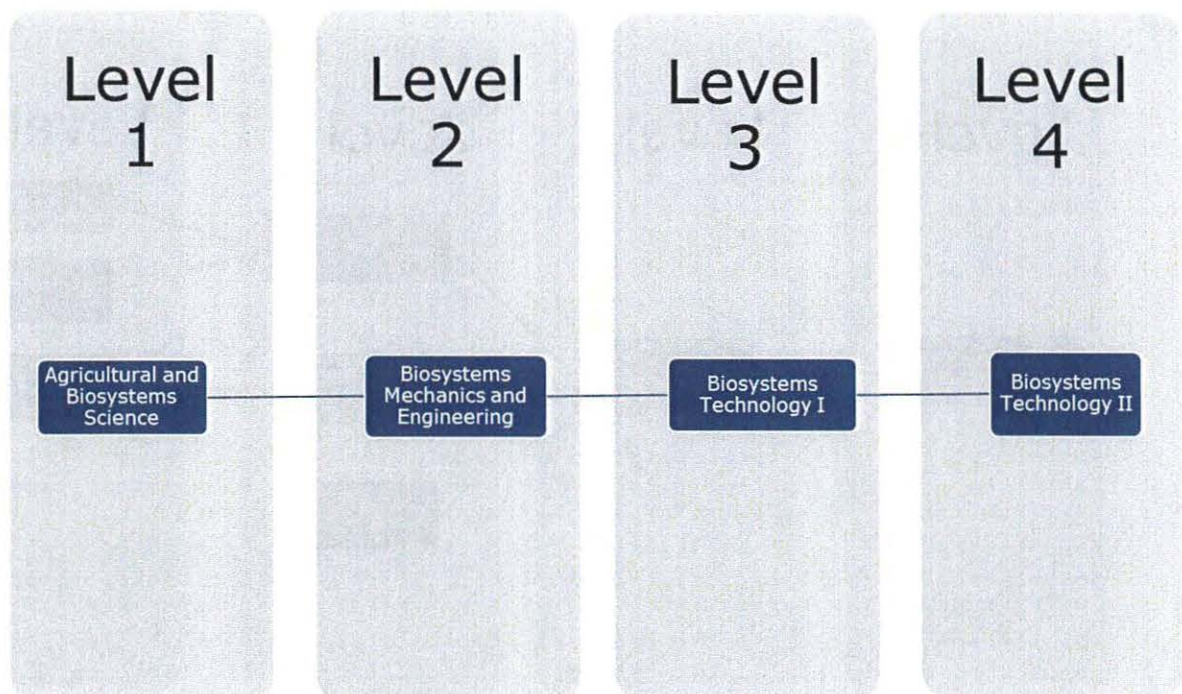
Plant and Animal Sciences		
<i>Required Courses for Track*</i> (Minimum of four credits required)	<i>Complementary Coursework</i>	<i>Extended Learning Opportunity</i> (Options Related to Track)
<i>Agriculture Courses Strongly Recommended</i>		
Agricultural and Biosystems Science	Agribusiness and Marketing	Cooperative Education
Agricultural Crop Production and Management	Agricultural Mechanics & Technology	Internship
Animal Science	Equipment Operations and Maintenance	Service Learning
Cattle Production	Soil and Water Conservation	Shadowing
Equine Science		Supervised Ag Experience
Farm Animal Production	Other Agricultural Courses	
Introduction to Veterinary Science		
Small Animal Care	<i>General Education Courses*</i>	
	Biology II	
	Chemistry II	
	Physics CP	
	Statistics CP	
	*Beyond those required for graduation	



## Agriculture and Mechanics Technology Course Sequences

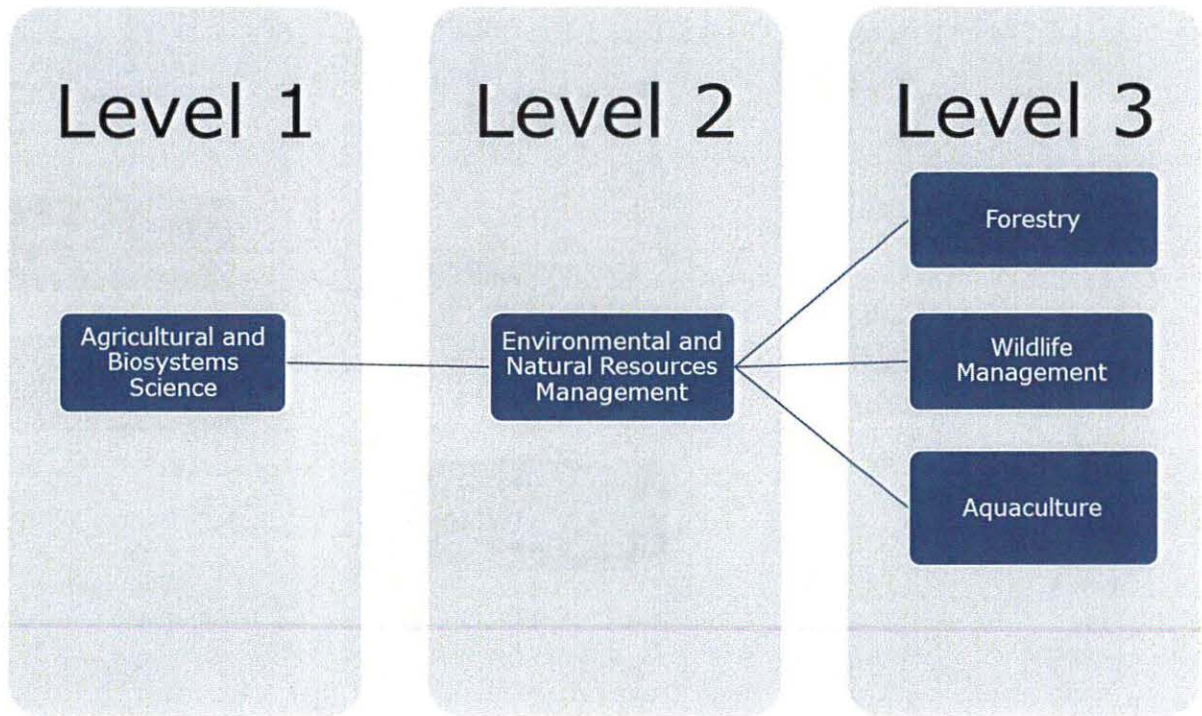


## Bio-Systems Engineering Course Sequences

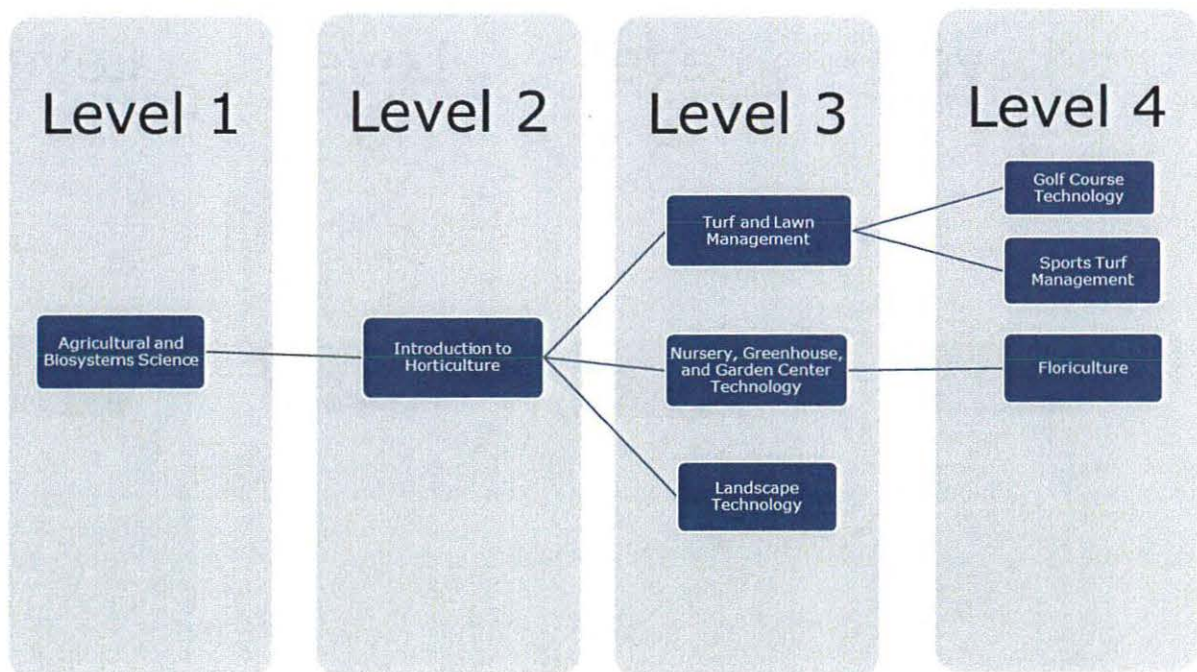




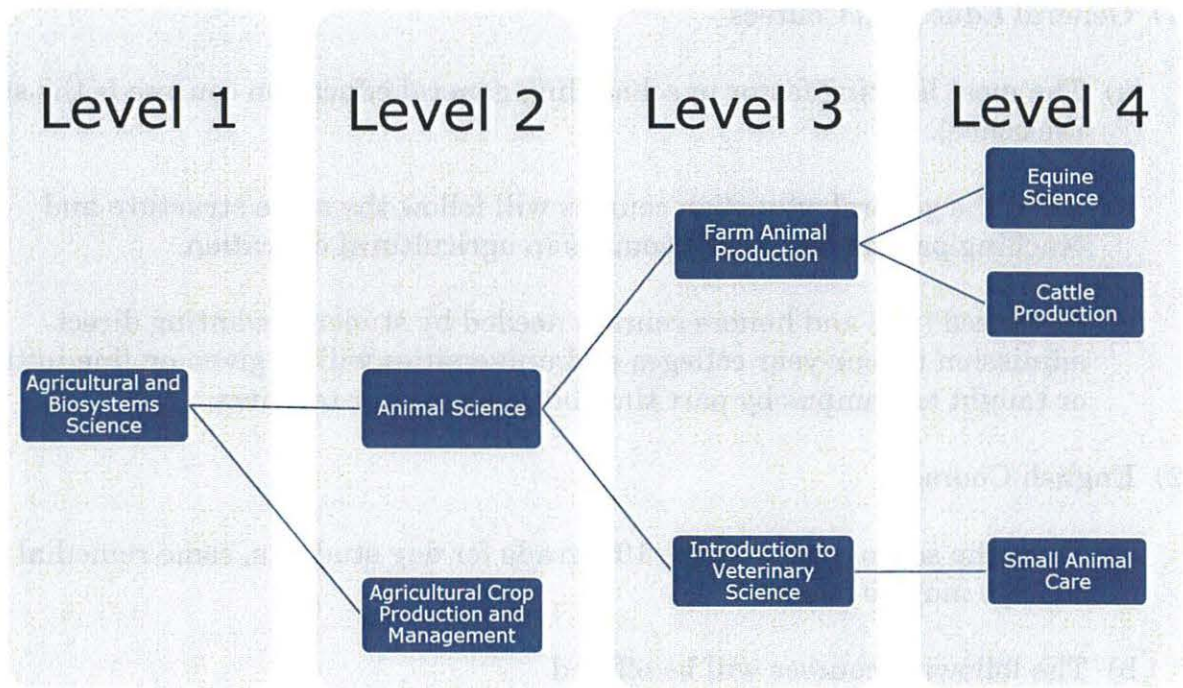
## Environmental and Natural Sciences Course Sequences



## Horticulture Course Sequences



## Plant and Animal Sciences Course Sequences



## General Education Courses

### 1) General Education Courses

- a) The most limiting factor in scheduling general education courses is the size of the school.
- b) All of the general education courses will follow the same structure and teaching parameters as the courses in agricultural education.
- c) Advanced (AP) and honors courses needed by students wanting direct admission to four-year colleges and universities will be given on line initially or taught on campus by part time basis by master teachers.

### 2) English Courses

- a) Since the school starts in the 10<sup>th</sup> grade for day students, some remedial courses may be needed.
- b) The following courses will be offered.
  1. English I Remediation/Literacy Skills—9<sup>th</sup> Remedial
  2. English II CP—10 grade
  3. English III CP—11<sup>th</sup> grade
  4. English IV CP—12<sup>th</sup> grade
  5. English 101 and 102 Dual Enrollment at PTC
  6. Honors courses will be taken on line.
  7. Advanced students taking English I in middle school and English II in the 9<sup>th</sup> grade will start in English III in the 10<sup>th</sup> grade and will be encouraged to complete dual enrollment English at PTC or AP English on line.

### 3) Mathematics Courses

- a) Since the structure starts in the 10<sup>th</sup> grade for day students, some remedial courses may be needed.
- b) The following courses will be offered.
  1. Algebra I Intermediate/Remedial Numeracy Skills
  2. Algebra II CP
  3. Geometry CP
  4. Probability and Statistics CP or Pre-Calculus CP
  5. Honors courses on line

6. Students taking Algebra I in the 8<sup>th</sup> grade will take Algebra II in the 9<sup>th</sup> grade, will be encouraged to take Geometry, Statistics, and Dual Enrollment Math at PTC.
7. Honors courses, Calculus, and Calculus AP will be taken on line.

#### 4) Science Courses

- a) Students should take Physical Science or Biology I in the 9<sup>th</sup> grade.
- b) The following courses will be offered.
  1. Biology I CP
  2. Biology II CP
  3. Physics CP
  4. Chemistry I CP
  5. Chemistry II CP
  6. Honors level courses on line

#### 5) Social Studies Courses

- a) Students should take World History or Geography in the ninth grade.
- b) The following courses will be offered.
  1. World History or Geography CP
  2. U. S. History CP
  3. Psychology CP
  4. Economics/Government CP
  5. Honors courses will be taken on line.

#### 6) Other Courses and Functions Needed (These programs could be taught by part time, retired, or shared teachers from neighboring districts.)

- a) Art
- b) Chorus
- c) Spanish I CP
- d) Spanish II CP
- e) Spanish III will be taken on line.
- f) Computer Science—Integrated Business Applications

- g) Physical Education II
  - h) Special Education
  - i) Reading Resource Center (This could be at the Family Life Center.)
  - j) Guidance Center (Could be at Family Live Center.)
  - k) Work-based Learning or Service Learning (Part of SAE)
- 7) Facilities Needed to Support Changes Initially
- a) Reconfigure present agriculture shop to teach the introductory course.
  - b) Add a full agriculture shop in the expansion plans.
  - c) Add two agricultural lab/classrooms.
  - d) Add a Biology and Chemistry/Physics Lab.
  - e) Lower building costs by floating teachers if necessary.
  - f) The library should be adequate to meet the needs of a 300 student school. Due to technology advancements, the state has waived the requirement to even have a library in newer schools.
  - g) The regulations allow for volumes kept in the classrooms to be counted in the totals. Carts with books that are age-appropriate for each grade could be placed in each class that would meet the requirement.
  - h) Also, career and industry information could be placed in a career center in the Family Life Building for student use.



## Finance and Personnel

### Year 1 Educational Costs

Educational Costs--100 Students Grades 10-12	
Total Cost Salary and Fringe	\$1,330,552
Total Other Costs	\$247,000
Total Budget	\$1,577,552
Residential Costs	
Total Cost Salary and Fringe	\$420,000
Total Educational and Residential Costs	\$1,619,552

### Year 2 and Beyond Educational Costs

Educational Costs--300 Students Grades 10-12	
Total Cost Salary and Fringe	\$1,780,401
Total Other Costs	\$305,000
Total Budget	\$2,085,401
Residential Costs	
Total Cost Salary and Fringe	\$1,260,000
Total Educational and Residential Costs	\$3,345,401

## Personnel Needed for 100 Students

<b>Staffing</b>	<b>Subjects</b>	<b>Classes Taught</b> 4X4 Block (6 classes)	<b>Total Possible Students</b>	<b>Contract Days</b>
Principal				240
Counselor				220
Admin. Assist.				240
Teacher	English	6	150	190
Teacher	Math	6	150	190
Teacher	Soc. Std.	6	150	190
Teacher	Science	6	150	190
Teacher	Special Ed			
Teacher	Agriculture	6	150	190*

\*State Funded 12 Months

<b>Staffing</b>	<b>Subjects</b>	<b>Classes Taught</b> 4X4 Block (6 classes)	<b>Total Possible Students</b>	<b>Contract Days</b>
Media/Tech				190
Nurse				190
Custodian				200
Custodian				200
Food Service 1				200
Food Service 2				185
Food Service 3				185
Food Service 4				185
Bus Driver 1				185



<b>Staffing</b>	<b>Subjects</b>	<b>Classes Taught</b> 4X4 Block (6 classes)	<b>Total Possible Students</b>	<b>Contract Days</b>
Bus Driver 2				185
Bus Driver 3				185
Infor. Tech.				220
Outreach				240
Marketing				240
Admissions				240
Admin. Assist.				240

### Personnel Needed for 300 Students

<b>Staffing</b>	<b>Subjects</b>	<b>Classes Taught</b> 4X4 Block (6 classes)	<b>Total Possible Students</b>	<b>Contract Days</b>
Teacher	Science	6	150	190
Teacher	Spec. Ed.			190
Teacher	Agriculture	6	150	190*
Teacher	Agriculture	6	150	190*
Teacher	Agriculture	6	150	190*

\*State Funded 12 Months

<b>Staffing</b>	<b>Subjects</b>	<b>Classes Taught</b> 4X4 Block (6 classes)	<b>Total Possible Students</b>	<b>Contract Days</b>
Media/Tech				190
Nurse				190
Custodian				200
Custodian				200
Food Service 1				200
Food Service 2				185
Food Service 3				185
Food Service 4				185
Bus Driver 1				185

<b>Staffing</b>	<b>Subjects</b>	<b>Classes Taught</b> 4X4 Block (6 classes)	<b>Total Possible Students</b>	<b>Contract Days</b>
Bus Driver 2				185
Bus Driver 3				185
Infor. Tech.				220
Outreach				240
Marketing				240
Admissions				240
Admin. Assist.				240

## Option #2—Education Center

The consulting group also had a suggestion to study the possibility of establishing an agriculture and natural resources education center at John de la Howe.

It is a viable option to be considered that would generate income for the operation. It could operate independently or on a smaller format with the school. Options #3 and #4 are combinations using both the school the education center.

## Education Center General Information and Model

### 1) Program Development

- a) After considering several models, the most successful program in the area is the Barrier Island Program at Seabrook Island. This is an coastal environmental education program designed for grades 4-7.
- b) The facilities at JDLH would easily be adapted to this type of program.
- c) Rather than operating a school, this could become the primary emphasis of JDLH.

### 2) Program Operation

- a) Depending upon the option selected by the board, the program could function along with the school, the Wilderness Program, and the farm.
- b) The program could produce income and make a profit for the school.
- c) All the buildings and facilities are adequate to make this happen quickly.
- d) It would take additional, temporary staff to serve as instructors.

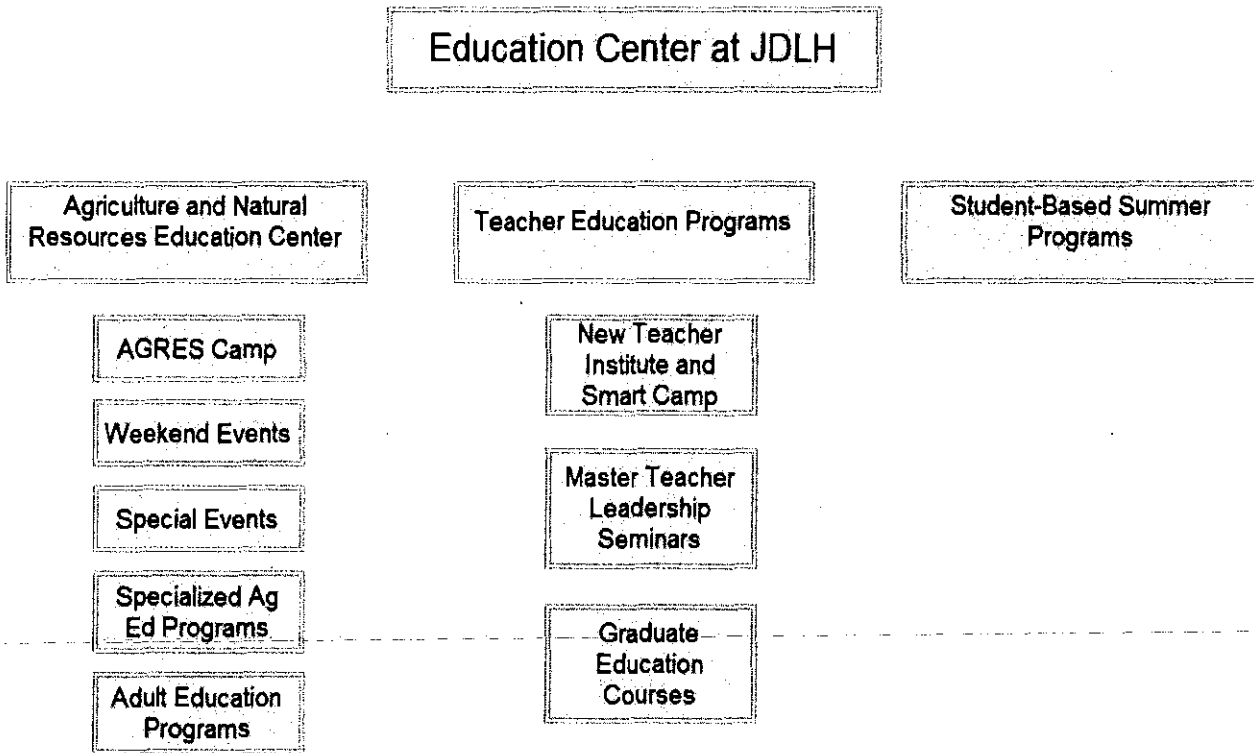
### 3) Model program in operation

- a) Barrier Island operates from mid-September until the first week in May.
- b) The program is designed for elementary and middle school students (grades 4-7).
- c) They conduct two sessions per week with a maximum capacity of 170 students and adults.
- d) They conduct 66 sessions per school year.
- e) They do not assume responsibility for supervision of the students.
- f) Each school is asked to send one adult per 8 students.
- g) Students arrive by 11:00 a. m. on a Monday or a Wednesday and depart by 1:00 on a Wednesday or a Friday.



- h) Costs vary from \$185 to \$199.00 depending on the time of the week and the season of the year.
  - i) Each school selects classes that teachers want their students to receive.
  - j) All instruction is based on state standards, and detailed lesson plans have been developed.
  - k) They have 14 instructors (naturalists) who live on site and who have meals provided. These are usually recent college graduates with a degree in teaching or science. Ratio is about 1 instructor to 12 participants.
  - l) The instructors are paid a stipend, but they declined to tell how much. We estimate \$25,000 each.
  - m) The cabins at the camp are not as nice as the cottages that are at JDLH. Also, the cafeteria at JDLH is much nicer.
  - n) The director of the program at Barrier Island said she could think of a thousand ways that such a program would be a success.
- 4) Model program income
- a) Barrier Island has the capacity to provide instruction for 11,220 students in a school year. At full capacity, the income would be \$2,008,030 dollars. Remember costs vary.
  - b) They had 9,000 last year which is 80.35% capacity giving an income of \$1,671,681.82.
  - c) Estimated cost for the instructors is \$350,000 plus a director, part-time assistant director, and cleaning staff. \$600,000 would be a viable personnel cost.
- 5) The Education Center would have three functions.
- a) Provide a camp program for students in grades 4-7 to experience agricultural, environmental, and biotechnical instructional programs that are hands on and interactive.
  - b) Conduct a three-day experience program for agriculture students from other schools in specialized areas.
  - c) Conduct adult educational programs in agriculture, graduate, and general teacher education areas.

## Structure of Education Center Programs





## Agriculture and Natural Resources Education Center (ANREC)

### 1) ANREC Operations

- a) Cottage space would be 144 beds. At full capacity the camp would serve 9,504 with an income (using Barrier Island price structure) of \$1,765,296.
- b) Using the Barrier Island example, which runs at 80% capacity, the enrollment for the camp would be 7,603 with an income of \$1,412,236.80.
- c) 12 "Agriculturalists" would be required at a cost of \$300,000. A camp director and a part time assistant director would be required if this was a full time program.

### 2) ANREC Facilities and Personnel Requirements

- a) A working farm and agricultural enterprise
- b) Graduates from agriculture, education, or science to serve as "agriculturalists"
- c) Housing for the "agriculturalists"
- d) Cottage upgrades as needed
- e) Resources for instructional programs (see following slides)

### 3) ANREC Requirements

- a) Absolute, unquestioned quality would be paramount.
- b) Marketing the program would be essential. The program would be open to other states within driving distance to the center. Barrier Island pulls schools from Georgia, Tennessee, and North Carolina.
- c) Programs could be easily supported by vetted volunteer instructors from communities near the school.

### 4) ANREC Instructional Programs

- a) Animal Sciences
  - 1. Beef and dairy cattle

2. Chickens and fowl
3. Goats and sheep
4. Horses, mules, and donkeys
5. Swine

b) Forestry and Natural Resources

1. Dendrology
2. Entomology
3. Forests and old field succession
4. Wildlife biology

c) Agronomy

1. Field crops
2. Food crops
3. Pastures and hay
4. Soil sciences

d) Horticulture

1. Greenhouse operations
2. Golf and sports turf
3. Fruit trees
4. Landscape design
5. Ornamental plants

e) Historical Interpretation

1. Archeology Project at de la Howe site.
2. Colonial Agriculture Demonstrations (Colonial Farm Village operated by Reenactors and Volunteers)
3. Revolutionary War Demonstrations

f) Farm Products and Food Processing

g) Beekeeping and Honey Processing

5) Weekend ANREC Events

- a) Develop a family farm experience for one day for a reasonable cost per family. (\$25 to 30.00 per family; food available for purchase on the grounds)

- b) Use much of the same materials and formats developed for the week day programs.
- c) No residency; just one day of families enjoying hands-on agricultural experiences.

6) Other Uses for Facilities

- 1. Band contests
- 2. JROTC contests
- 3. Horse shows
- 4. Cattle and goat shows
- 5. Old county fair
- 6. Pumpkin patch (charge for pumpkins)

7) ANREC Specialized Agriculture Programs

- a) Provide specialized, in depth training for agriculture students from across the state that is separate from the elementary programs.
- b) Keep the format and costs the same, but with expert instruction in specialized areas of interest.

8) ANREC Adult Education Programs

- a) Master gardener training
- b) Specialized training for foresters and young farmers
- c) Specialized training for wildlife assistance programs
- d) Hunter and boating safety education
- e) Crafts and arts training by local artisans
- f) Cooking demonstrations and food preservation programs (use the old home demonstration model)

## Teacher Education Programs

### 1) Considerations for Teacher Institutes

- a) Upgrade the rooms in the Family Center and the Infirmary (25 rooms) to modern standards.
- b) Align program with a university so teachers can get graduate and renewal credits.
- c) Operate two programs during summer
  - 1. New Teachers Institute
  - 2. Teacher Leadership Institute
- d) Conduct a graduate program (Doctorate in Educational Leadership) which could have the residency requirements met by spending two summers at the center.

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### 2) New Teachers Institute/Smart Camp

- a) The student portion will be called Smart Camp and will be designed to provide intensive, fun, standards-based science and agriculture experiences over ten days. Emphasis will be placed on teaching literacy and designed to improve student weaknesses.
- b) Students would be recruited and grouped by grade level, at the recommendation of the McCormick School District. There would be no cost to them, and they would be bused into the campus each day.
- c) Education graduates and/or first-year teachers seeking graduate credit will be given practical training on how to plan, instruct, and assist struggling learners.
- d) Master teachers will supervise this effort in an “I do; we do; you do.” format where the classes are gradually turned over to the trainees.
- e) Trainee teachers will be returned to their districts much better trained and prepared.
- f) Two or three sessions could be conducted during the summer.
- g) Special emphasis would be given to third graders who have been retained for deficiencies.

### 3) Master Teacher Leadership Seminar

- a) Provide school leadership training for teachers who are recommended by their districts.
- b) This will be a five-day residential program with training on becoming a successful school leader.
- c) Practical, experienced-based, programs will be conducted in a relaxed format that will go beyond the training given in preparation programs.
- d) Program would be structured similar to the Springfield training and will involve situations that actually have happened in schools and school districts.
- e) A group of veteran administrators will work with each group and provide feedback in areas in which they need to improve in order to become a successful teacher leader or administrator.
- f) Participants or their districts will pay for the experience, and teachers receive renewal credit or college credit for the work.

### 4) Other Summer Activities

- a) A Summer camp program will be conducted for students wanting to “rough it” and learn valuable skills using the Wilderness Camp facilities.
- b) In addition the facility could be used for other programs conducted by schools in the summer.

## Is It Feasible to Make the Change?

The potential for John de la Howe is tremendous, especially in serving the students of South Carolina and the largest industry in the state. It would be a crime to lose such a valuable resource.

It is feasible and possible to make the change. However, the school is going to have to let go of the past, overcome the negatives, and move to a new mission.

Will it be easy? No, it will be difficult and require hard work to make this happen, but the rewards justify the investment for the future of South Carolina.

The school can become a beacon of light,  
living up to its mission of,

*Still Caring, Still Dreaming!*





## PATRIOTS POINT STUDY TIMELINE

- February 2015 - Agency submits its **Annual Restructuring and Seven-Year Plan Report**, which is available online.
- January 14, 2016 - Agency submits its **2016 Annual Restructuring Report**, which is available online.
- May 10, 2017 - **Full committee votes to schedule Patriots Point Development Authority for study.** Video of the meeting is available online.
- June 27, 2017-July 28, 2017 - Committee solicits input from the public about the agency in the form of an **online public survey**. The results of the public survey are available online.
- July 14, 2017 - Agency submits its **2015-2016 Annual Accountability Report**, which serves as the **2017 Annual Restructuring Report** and is available online.
- July - August 2017 - Pursuant to SC Code Section 2-2-60(E), agency submits an **Annual Report** and additional documents in lieu of a **Program Evaluation Report**
- October 16, 2017 - Committee holds **public input meeting** (Meeting #1) about the Adjutant General's Office, Commission for Minority Affairs, Department of Natural Resources, and Patriots Point Development Authority. Video of the meeting is available online.
- November 6, 2017 - Education and Cultural Subcommittee holds **Meeting #2** to receive an overview of the agency and hear testimony about **Patriots Point's history, strategic plan, services, governance, and organization.**
- Ongoing - Public may submit written comments on the Oversight Committee's webpage on the General Assembly's website ([www.scstatehouse.gov](http://www.scstatehouse.gov)).

# PATRIOTS POINT FINANCIAL RESOURCES

## Available Resources and Expenditures

The Revenue and Fiscal Affairs Office provided financial data about all agencies in November 2017. The chart below includes Patriots Point's resources by source, and the agency's expenditures.

Table 1. Patriots Point Financial Resources by Source

Fiscal Year	Adjusted General Fund Appropriation	Federal Funds	Other Funds	Total Available*	Actual Expenditures
2010-2011	\$0	\$0	\$8,344,637	\$8,344,637	\$8,135,552
2011-2012	\$0	\$0	\$8,344,637	\$8,344,637	\$9,071,243
2012-2013	\$0	\$0	\$8,547,262	\$8,154,262	\$9,056,600
2013-2014	\$0	\$0	\$10,124,762	\$10,124,762	\$9,991,189
2014-2015	\$0	\$0	10,503,762	\$10,918,762	\$13,130,407
2015-2016	\$0	\$0	\$13,836,012	\$14,251,012	\$12,087,266
2016-2017	\$0	\$0	\$13,836,012	\$14,251,012	\$12,455,938
2017-2018	\$0	\$0	\$13,836,012	\$14,251,012	N/A

\*Fiscal years 15, 16, 17, and 18 include an Education Improvement Act (EIA) allocation of \$415,000.

The Comptroller General's office provides annual summary spending for each state agency, on the fiscal transparency website. The annual summaries are broken down by categories of spending. The table below includes Patriots Point's FY 2016 spending (most recent available).

Table 2. Patriots Point FY 16 Spending

Category Title	Description	General	Earmarked	Restricted	Federal	Total Fund
CONTRACTUAL SERVICES	All expenditures for services, other than by officials and employees of the state, which involve the use of equipment, materials, or commodities. Such services are performed without giving the state authority to direct or control the ability or skill of the persons performing such services.	\$0.00	\$0.00	\$3,557,177.86	\$0.00	\$3,557,177.86

<b>EMPLOYER CONTRIBUTIONS</b>	This classification should include all earnings made by a State department or institution on behalf of employees with respect to the employer's portion of social security and retirement.	\$0.00	\$0.00	\$1,402,638.46	\$0.00	\$1,402,638.46
<b>FIXED ASSETS (CAPITALIZED)</b>		\$0.00	\$0.00	\$218,236.04	\$0.00	\$218,236.04
<b>FIXED CHARGES AND CONTRIBUTIONS (OTHER OPERATING)</b>	All expenditures for fixed charges against the State and gifts or contributions made by the State.	\$0.00	\$0.00	\$284,539.75	\$0.00	\$284,539.75
<b>LAND BUILDINGS INFRASTRUCTURE CONSTRUCTION</b>	Expenditures for the purchase of land and buildings, expenditures related to the construction of new facilities and construction of land improvements, building improvements, or infrastructure, and expenditures to acquire intangible assets, including computer software.	\$0.00	\$75,246.00	\$0.00	\$0.00	\$75,246.00
<b>PERSONAL SERVICES</b>	All expenditures for the direct services of persons who are in the employment of the state, regardless of whether such employment is on a permanent, temporary, or fee basis.	\$0.00	\$0.00	\$4,245,603.44	\$0.00	\$4,245,603.44
<b>SUPPLIES AND MATERIALS</b>	To include all expenditures for articles or substances which have specific uses and when applied to their respective uses are subject to such changes that will consume them or render them unfit for continuous and permanent use.	\$0.00	\$0.00	\$1,676,726.61	\$0.00	\$1,676,726.61
<b>TAX EXPENSES</b>	To include all payments for taxes paid to the Department of Revenue and Taxation or local political subdivisions.	\$0.00	\$0.00	\$123,725.53	\$0.00	\$123,725.53
<b>TRAVEL</b>	All expenditures by State employees for transportation, mileage, lodging, meals, and other legal charges necessary to the Travel directed.	\$0.00	\$0.00	\$106,565.18	\$0.00	\$106,565.18

<b>UTILITIES</b>	Expenditures for utility services necessary to operate an office or building for state use.	\$0.00	\$0.00	\$472,052.75	\$0.00	\$472,052.75
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### Strategic Spending and Budgeting

Patriots Point provided the following information about how the agency utilized its financial resources in FY 2017, and intends to use its financial resources in FY 2018.

Table 3. Patriots Point Strategic Spending and Budgeting

2017-18 Comprehensive Strategic Plan Part and Description	Intended Public Benefit/Outcome:	Amount spent in FY 2017	Amount budgeted to spend in FY 2018
<b>GOAL 1- ENSURE PATRIOTS POINT NAVAL AND MARITIME MUSEUM MAINTAINS FINANCIAL SELF SUFFICIENCY</b>			
<b>Strategy 1.1 Maximize the land value managed by Patriots Point Development Authority through land leases</b>	PPDA land leases provide revenue stream and public is not obligated to support museum/ maintenance of ships	\$605,000	\$650,000
<b>Objective 1.1.1- Identify and assign land lease to partner developer to create a multimillion dollar ongoing revenue source</b>	Ship maintenance is ongoing and expensive, ships remain in good condition and public does not have to pay for maintenance or scrapping of vessels.	\$420,000	\$450,000
<b>Objective 1.1.2- Maintain existing land leases and partnerships</b>	Land leases and partnerships are in place and support PPDA's status as receiving no state funding.	\$320,000	\$320,000
<b>Strategy 1.2- Increase ticket sales to 300,000 per year</b>	Increase in paid visitors increases revenue stream, outcome is continuation of no state funds used for museum	\$414,780	\$414,780
<b>Objective 1.2.1-Develop statewide awareness of Patriots Point and its mission through various marketing methods</b>	Greater awareness of museum and mission results in more visitors, greater revenue stream	\$414,780	\$414,780
<b>Objective 1.2.2- Create profitable value added partnerships</b>	Partnerships add value to visitor experience, more visitors come to the museum	0	0
<b>Objective 1.2.3- Improve Naval and Maritime Museum "product" through implementation of new exhibits/upgrades</b>	Improved "product" brings more visitors to the museum, enhance revenue stream	\$500,000	\$500,000

<b>Strategy 1.3- Ensure that the annual budget will support all approved/authorized operational and capital expenditures, including debt service</b>	Balanced budget will keep the museum financially stable, no support needed from the state	0	0
<b>Objective 1.3.1- Continue to produce a balanced budget every year</b>	Balanced budget will keep the museum financially stable, no support needed from the state	0	0
<b>GOAL 2 ENHANCE PATRIOTS PONT NAVAL AND MARITIME MUSEUM AS A WORLD CLASS DESTINATION</b>			
<b>Strategy 2.1 Implement Museum Master Plan recommendations</b>	Recommendations enhance visitor experience, supports financial independence	10,161,452	10,161,452
<b>Strategy 2.2 Promote Patriots Point Naval and Maritime Museum through a wide range of strategic media promotions/advertising</b>	Promotions/advertising brings more visitors, supports financial independence	500,000	500,000
<b>Objective 2.2.1 Maximize social and earned media opportunities to promote the museum and programs</b>	Free promotional opportunities supports balanced expenditures, public doesn't have to financially support museum	0	0
<b>Strategy 2.3 Enhance and improve exhibits and programs</b>	Improved service for SC citizens, greater attendance	200,000	200,000

# PATRIOTS POINT HUMAN RESOURCES

## Available Human Resources

The Department of Administration's Division of State Human Resources provided the numbers of authorized, actual, and filled full time employee (FTE) positions for the last five fiscal years. Tables 7, 8, and 9 provide that information.

The Authorized Total FTE is as of July 1 of the fiscal year, as stated in the Appropriations Act. The Actual Total FTE is the sum of Filled FTE and Vacant FTE. It is based on what the agency has entered in SCEIS and is as of June 30. If Actual is more than Authorized, it may be because during the course of the year, the Executive Budget Office can authorize interim FTE positions, which the agency typically requests authorization for in the next budget. If Actual is less than Authorized, it is because the agency has not setup all of the Authorized positions in SCEIS yet. Filled FTEs are positions the agency has setup in SCEIS in which someone is actually working.

Table 4. Patriots Point Authorized FTE Positions (FY14-FY18)

Authorized					
	2013-14	2014-15	2015-16	2016-17	2017-18
Total	79.000	85.000	85.000	85.000	85.000
State	0.000	0.000	0.000	0.000	0.000
Federal	0.000	0.000	0.000	0.000	0.000
Other	79.000	85.000	85.000	85.000	85.000

Table 5. Patriots Point Actual FTE Positions (FY14-FY18)

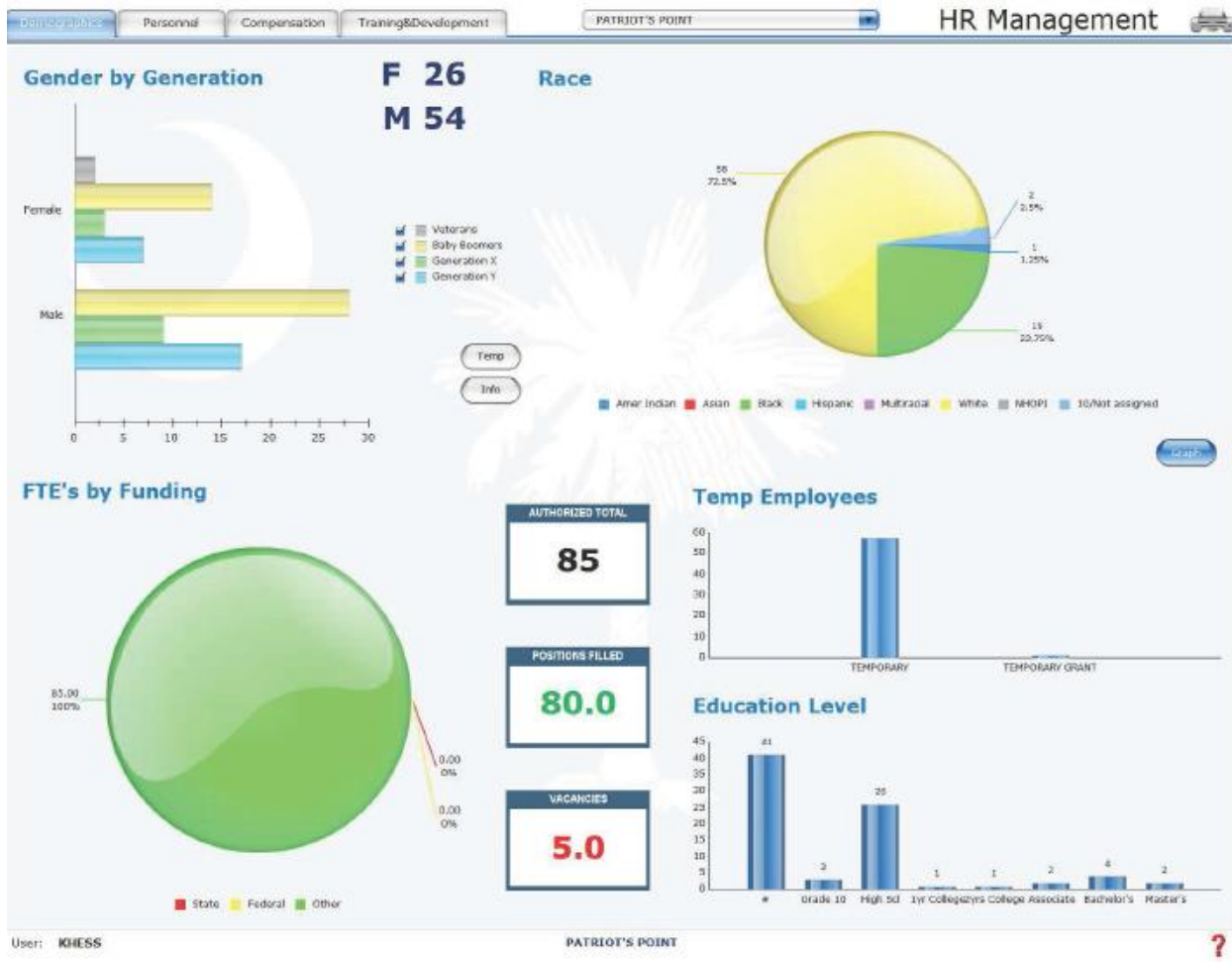
Actual					
	2013-14	2014-15	2015-16	2016-17	2017-18
Total	79.000	84.000	84.000	85.000	85.000
State	0.000	0.000	0.000	0.000	0.000
Federal	0.000	0.000	0.000	0.000	0.000
Other	79.000	84.000	84.000	85.000	85.000

Table 6. Patriots Point Filled FTE Positions (FY14-FY18)

Filled					
	2013-14	2014-15	2015-16	2016-17	2017-18
Total	77.000	78.000	83.000	84.000	82.000
State	0.000	0.000	0.000	0.000	0.000
Federal	0.000	0.000	0.000	0.000	0.000
Other	77.000	78.000	83.000	84.000	82.000

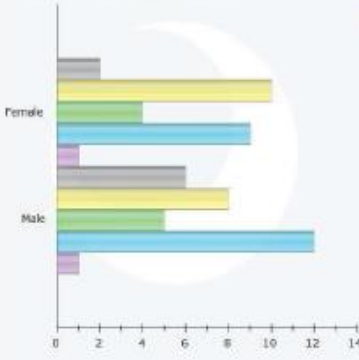


The Division of State Human Resources also maintains a human resources dashboard for each agency. It includes summary demographic data (gender, race, and generation), retirement burden predictions, and summary salary data. The September 2017 dashboard is included here.



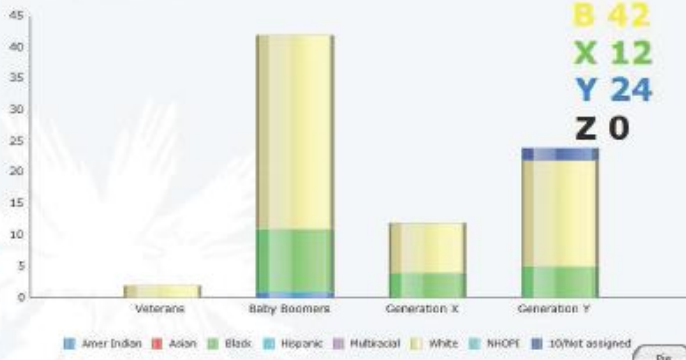
Gender by Generation Temp

F 26  
M 32

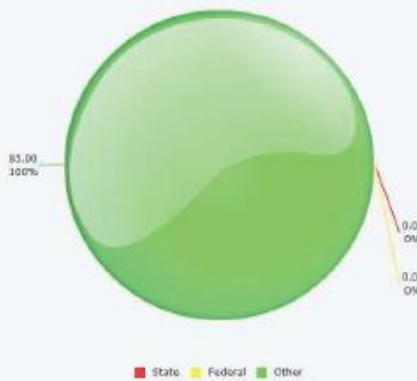


Race by Generation

V 2  
B 42  
X 12  
Y 24  
Z 0



FTE's by Funding

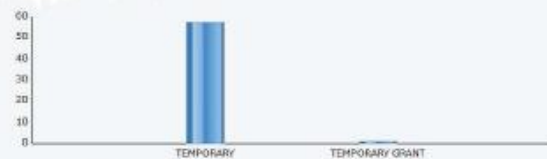


**AUTHORIZED TOTAL**  
**85**

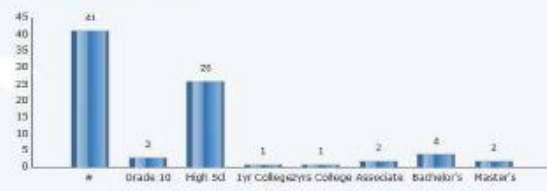
**POSITIONS FILLED**  
**80.0**

**VACANCIES**  
**5.0**

Temp Employees



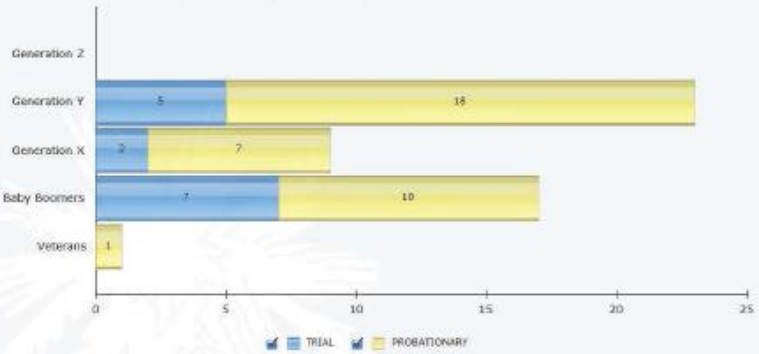
Education Level



**TERI & Retirees**

RETIREE TYPE	EMPLOYEES
SERVICE	<b>2</b>
TERI	<b>1</b>

**Trial and Probationary by Generations**



**Average Agency Service**

PATRIOT'S POINT

**8.76**

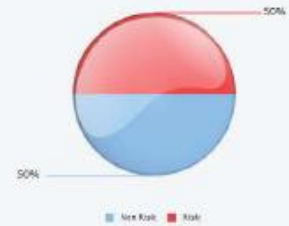
**Retirement Eligible Employees**

PEBA Data as of 12/2016

Eligible to retire in 5 Yrs

**41**

**Risk %**



### Average Salary by Payband



### Pay Actions By Type

As of Current Month



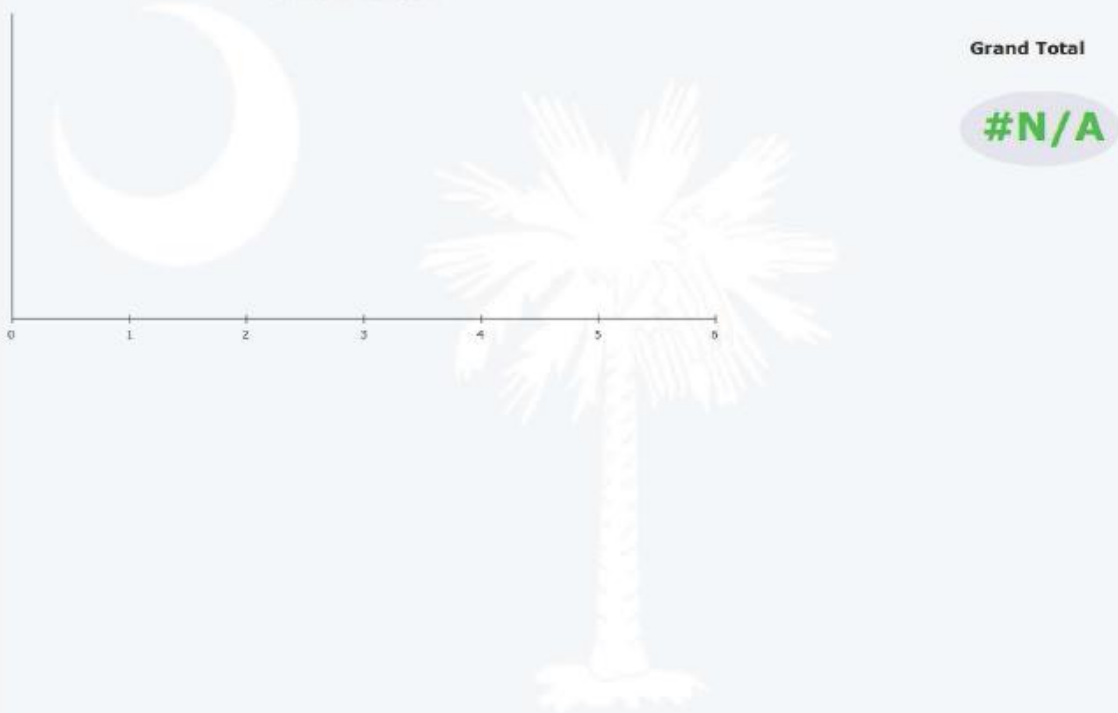
User: KHES5

PATRIOT'S POINT



### CPM Graduates by Year

Data provided by OHR



## Strategic Allocation of Human Resources

Patriots Point provided the following information about how the agency deployed its human resources in FY 2017, and how the agency intends to utilize its human resources in FY 2018.

Table 7. Patriots Point Strategic Allocation of Human Resources

2017-18 Comprehensive Strategic Plan Part and Description	Intended Public Benefit/Outcome:	FY 2017	FY 2018
<b>GOAL 1- ENSURE PATRIOTS POINT NAVAL AND MARITIME MUSEUM MAINTAINS FINANCIAL SELF SUFFICIENCY</b>			
<b>Strategy 1.1 Maximize the land value managed by Patriots Point Development Authority through land leases</b>	PPDA land leases provide revenue stream and public is not obligated to support museum/ maintenance of ships	3	3
<b>Objective 1.1.1- Identify and assign land lease to partner developer to create a multimillion dollar ongoing revenue source</b>	Ship maintenance is ongoing and expensive, ships remain in good condition and public does not have to pay for maintenance or scrapping of vessels.	2	2
<b>Objective 1.1.2- Maintain existing land leases and partnerships</b>	Land leases and partnerships are in place and support PPDA's status as receiving no state funding.	3	3
<b>Strategy 1.2- Increase ticket sales to 300,000 per year</b>	Increase in paid visitors increases revenue stream, outcome is continuation of no state funds used for museum	81	81
<b>Objective 1.2.1-Develop statewide awareness of Patriots Point and its mission through various marketing methods</b>	Greater awareness of museum and mission results in more visitors, greater revenue stream	10	10
<b>Objective 1.2.2- Create profitable value added partnerships</b>	Partnerships add value to visitor experience, more visitors come to the museum	2	2
<b>Objective 1.2.3- Improve Naval and Maritime Museum "product" through implementation of new exhibits/upgrades</b>	Improved "product" brings more visitors to the museum, enhance revenue stream	81	81
<b>Strategy 1.3- Ensure that the annual budget will support all approved/authorized operational and capital expenditures, including debt service</b>	Balanced budget will keep the museum financially stable, no support needed from the state	7	7



<b>Objective 1.3.1- Continue to produce a balanced budget every year</b>	Balanced budget will keep the museum financially stable, no support needed from the state	7	7
<b>GOAL 2 ENHANCE PATRIOTS PONT NAVAL AND MARITIME MUSEUM AS A WORLD CLASS DESTINATION</b>			
<b>Strategy 2.1 Implement Museum Master Plan recommendations</b>	Recommendations enhance visitor experience, supports financial independence	81	81
<b>Strategy 2.2 Promote Patriots Point Naval and Maritime Museum through a wide range of strategic media promotions/advertising</b>	Promotions/advertising brings more visitors, supports financial independence	15	15
<b>Objective 2.2.1 Maximize social and earned media opportunities to promote the museum and programs</b>	Free promotional opportunities supports balanced expenditures, public doesn't have to financially support museum	9	9
<b>Strategy 2.3 Enhance and improve exhibits and programs</b>	Improved service for SC citizens, greater attendance	81	81

## COMMITTEE CONTACT INFORMATION



- Website - <http://www.scstatehouse.gov/CommitteeInfo/HouseLegislativeOversightCommittee.php>
- Phone Number - 803-212-6810
- Email - [HCommLegOv@schouse.gov](mailto:HCommLegOv@schouse.gov)
- Location - Blatt Building, Room 228

