South Carolina Governor's School for Science and Mathematics

FY 2019-20 Budget Hearing

January 22, 2019

SECTION 1

KEY OFFICIALS

SOUTH CAROLINA GOVERNOR'S SCHOOL
for Science & Mathematics

Key Officials Attending Hearing

Representing GSSM:

- Dr. Hector Flores, President
- Dr. Ershela Sims, Senior Vice President for Virtual and Outreach
- Mr. Brock Heron, Vice President for Finance and Operations

Representing GSSM Foundation:

Ms. Beth Dinndorf, Executive Director, GSSM Foundation

SECTION 2

ORGANIZATIONAL CHART

SOUTH CAROLINA GOVERNOR'S SCHOOL
for Science & Mathematics

Governor/General Assembly of South Carolina

SCGSSM Board

GSSM Foundation Board

Human Resources Director
Anne Brumlev

Exec. Assistant to the President
Bridget Lloyd

**President
Dr. Hector Flores**

**Foundation CEO and Exec.
Beth Dinndorf**
- Marketing
- Fundraising
- Outreach Initiatives
- Legislative Affairs
- Alumni Relations

Sr. VP for Academics – Danny Dorsel (36 FTEs)
- Curriculum Design & Implementation
- Scheduling
- Faculty
  Academic Areas/Chairs:
- Science: Jennifer Taylor
- MCBE: Michael Newsome
- Humanities: Joe Wensink
- Student Success: Kyle Barnett
- Registrar: Jane Bryan

VP for Student Development: Dr. Emilye Mobley (14 FTEs)
- Residential Life
- Wellness
- Mental Health & Nursing
- Discipline
- College Counseling & Advisement
- Community Engagement
- Student Activity Center
- Athletics
- Music and Arts:

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- Curriculum Design & Implementation
- Partnerships
- Scheduling
- Faculty
- Registrar
- Recruitment

VP for Outreach & Research: Randy La Cross (6 FTEs)
- Summer Camps and Learning
- SPRI – Summer Research
- Statewide Outreach Curriculum & Design
- Outreach Program (non-summer) initiatives
- GearUP
- Colloquium
- Special Outreach/Community Events

**Exec. VP/CIO: Jon Shannon, CIO
(4 FTEs)**
- Educational IT Resources: Residential and Outreach
- IT Infrastructure, Hardwire & Wireless
- IT Security
- Systems Interface

VP for Finance & Operations – Brock Heron (7 FTEs)
- Finance
- Budget Management/Development
- Legislative Affairs
- Procurement/Purchasing
- Operations
- Public Safety, Director Chris Caldwell
- Facilities: Facility Director: Timmy Tyner

Contract Services: (many contract employees)
- o   Food Services, Public Safety, Custodial
- o   Grounds Building, Maintenance
- o   Nursing Services

**Director of Admissions
Dr. Letita Mason**
- Admissions
- Recruiting
- Enrollment

**Program Director Pulse
Dr. Jerome Reyes, (1 FTE)**

SECTION 3

ACCOUNTABILITY REPORT

AGENCY NAME:	SC Governor's School for Science and Mathematics		
AGENCY CODE:	H65	SECTION:	Department of Education - GSSM

Fiscal Year 2017-18
Accountability Report

SUBMISSION FORM

AGENCY MISSION	The mission of the South Carolina Governor's School for Science and Mathematics (GSSM) is to offer the most academically able students of this state a learning environment that strengthens their ability to think critically, stimulates the joy of learning and fosters the excitement of discovery through hands-on scientific research. The purpose of GSSM is to positively impact South Carolina's economic development through the cultivation of our current students and alumni, who are our state's future political and business leaders.
AGENCY VISION	GSSM will be recognized as a national leader in K-12 science and mathematics education, known for developing students who are exceptionally well-prepared to engage in global issues as creative and ethical leaders.

Please select yes or no if the agency has any major or minor (internal or external) recommendations that would allow the agency to operate more effectively and efficiently.
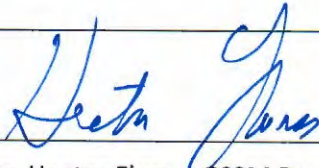
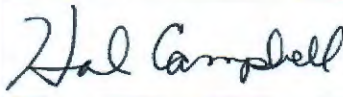|	Yes	No
RESTRUCTURING RECOMMENDATIONS:	☐	☒

Please identify your agency's preferred contacts for this year's accountability report.

	Name	*Phone*	*Email*
PRIMARY CONTACT:	Brock Heron, VP of Finance/Operations	843-383-3906	bheron@gssm.k12.sc.us
SECONDARY CONTACT:	Dr. Hector Flores, GSSM President	843-383-3902	hflores@gssm.k12.sc.us

AGENCY NAME:	SC Governor's School for Science and Mathematics		
AGENCY CODE:	H65	**SECTION:**	Department of Education - GSSM

I have reviewed and approved the enclosed FY 2017-18 Accountability Report, which is complete and accurate to the extent of my knowledge.

AGENCY DIRECTOR **(SIGN AND DATE):**		9/20/2018
(TYPE/PRINT NAME):	Dr. Hector Flores, GSSM President	

BOARD/CMSN CHAIR **(SIGN AND DATE):**		9/20/2018
(TYPE/PRINT NAME):	Mr. Talbert "Hal" Campbell, GSSM Board Chairman	

AGENCY'S DISCUSSION AND ANALYSIS

S.C. Governor's School for Science & Mathematics:

Under the leadership of President Hector Flores, GSSM designed a new strategic plan that was approved by its Board of Trustees in January 2018.

Repeatedly recognized nationally for excellence, GSSM advances academic achievement – and impacts economic development - throughout South Carolina by offering comprehensive residential, virtual, and exemplary outreach programs for students and teachers.

Milestone Achievement: For 2017 – 2018 GSSM had its largest graduating class in the history of the institution as it remains at "full capacity." GSSM also hired new instructors to teach advanced courses to these students – 88% of GSSM's faculty holds a PhD in their area of teaching, ALL have a Master's degree.

Global Academics: Supported by State and private funds, GSSM continues an international exchange of high school research students with sister high schools and a university in Germany and a sister high school and university in the Republic of Korea. GSSM added China for student research in the summer of June 2017.

Accountability Report Highlights:

Maintain Excellence, Outreach expansion and created a new strategic plan.

GSSM Core Values
- *Ethics*
- *Personal responsibility and accountability*
  - ➤ *We build intellectual and moral character in our students.*
  - ➤ *We are a team of highly talented individuals pursuing student-centered excellence*
  - ➤ *And help each other to do so too*
- *Strong belief in evidence-based learning, questioning and discovering*
- *Love of beauty, creativity, imagination & each other*
- *We will impact and improve education throughout South Carolina.*

GSSM is Strong and Growing Stronger – Residential Students and Graduates:
- *Led State in ACT scores (ACT 30.5)*
- *100% admitted to college*
- *Seniors offered over $16 million in scholarships last year – self-reported as of May 26, 2018 by 50% of the Senior class.*
- *Nearly 70% of alumni works in STEM fields*
- *77% of alumni works in their field of study*
- *66% of alumni pursue advanced degrees*
- *84% of alumni major in a STEM field (this data is limited)*
- *37% of alumni are currently in careers in SC*
- *2017 – 2018 maintain "full capacity."*

Strong – Alumni
- *Engineers*
- *Corporate careers - examples: Google, Microsoft, General Electric, Westinghouse, Exxon, Scientist*
- *Medical careers - examples: MUSC: thirteen medical students, two graduate students, one faculty member*
- *Entrepreneurs*
- *Academicians*

- *Career Services Center: The purpose of the Career Services, which is run through GSSM Foundation, is to help Alums secure internships and careers.*

GSSM Source of Strength – Faculty / Staff

- *Credentialed and accomplished (All have Masters, 88% holds PhD's)*
- *Exemplify excellence and expect it from others*
- *Faculty and staff define their success by students' success*
- *Shared goals, clear responsibilities*
  - *Learning and mastery*
  - *Growth and maturity*
  - *College and life*

Accelerate Engineering

- *Graduated third class of seniors*
- *Developed new Admissions rubric and procedures*
- *Admitted fifth class of sophomores*
- *Added summer research program*
- *Held summer camps at Clemson, USC and Coker College*

GSSM Foundations for the Future

- *Research*
  - ✓ *Germany, South Korea, China and Australia*
  - ✓ *Clemson, USC, MIT, MUSC, Furman, Augusta University, USC-Aiken, College of Charleston and Southern University*
  - ✓ *Molecular biology, medical research, engineering, computer science, robotics, cyber security, nanoscience, ecology, psychology and economics*

Academic Highlights

1. Course offerings
    a. 99 courses offered as semester or year-long courses
    b. 50 STEM courses
    c. 18 College Board approved AP courses
    d. 23 courses for which an AP course is a pre requisite.
2. Recently added elective course offerings
    a. Introduction to Organic and Biochemistry
    b. Computational Physics
    c. Quantitative Business Methods
    d. International Economics
    e. Econometrics Analysis
    f. Shakespeare's Plays
    g. African American Literature
    h. AP Comparative Government
    i. Native American History
    j. Spanish Inquisition
    k. Hispanic Caribbean Cultural Studies
    l. AP Music Theory
    m. Latin
    n. German
    o. American Sign Language
    p. Maintain Mandarin Chinese Foreign language

3. The course credit agreements with Clemson and the University of South Carolina remain strong and courses are added as appropriate.

4. Launchpad
    a. Summer program for a targeted number of rising juniors admitted to GSSM has continued to provide introductions to English, Math and Chemistry labs as well as life as GSSM student outside of the classroom for two weeks prior to arriving in the fall.
    b. Program helps students be more prepared to handle the rigors of the academic program at GSSM, especially in the areas of Math, English and Science labs.
    c. Program also includes a transitional piece to help students adjust to living in a residential setting

5. Accelerate Engineering – Statewide Virtual/Blended Program for 10th, 11th & 12th Graders. Participants can earn up to 49 hours of college science, English, mathematics and engineering credits through Coker College in 2017-2018. For 2017-2018, Accelerate Engineering had 122 total students, up from 116 in 2016-2017.
   - Program Growth continues:
     - o 2017-2018: 122 students at 19 virtual sites around the state
     - o Adding three new sites in 2018-19
     - o Hired two new full-time and three part time instructors for 2018-2019
   - Summer Base Camp for new students in June at Coker College and Summer Camp at USC in July for rising juniors coordinated with the Electrical Engineering Department.
   - Saturday Experiences modified to give students more real world engineering exposure. Students visited business throughout the area including Cube Hydro, Cummins, Duke Energy and USPTO.
   - Two new SPRI programs were developed by Accelerate faculty. The programs were aimed at rising seniors. Program participants were from both the Accelerate and Residential Programs.
     - o **Bike to the Future: Examining Emerging Practices and Problems in Mobility and Infrastructure**. Led by: Drs. António de Ridder-Vignone, Kathryn de Ridder-Vignone, & Elaine Parshall (GSSM)
     - o **Research in Materials Engineering, Biomaterials, and Materials Physics GSSM/SUBR Summer Program for Research Interns (SPRI).** Faculty Advisors: Dr. Ershela Sims (GSSM) and Dr. Anthony Stewart (SUBR). Press release can be found here: GSSM Accelerate/SUBR SPRI.

6. Standardized test scores:
   GSSM Students again led the State in ACT scores.

Center for Science Education and Outreach Highlights

Mission Statement for Outreach
The GSSM Center for Science Education & Outreach is a leader in the development and delivery of exemplary STEM educational experiences that are innovative and designed to improve and support the achievement of students and the professional growth of teachers across South Carolina. It serves as a resource of STEM educational opportunity for SC students and teachers.

The combined impact of state-wide summer camp attendants for the Center for Outreach and Academic year-round initiative was 4,575 for 2017-2018.

Center for Outreach Goals
   - Developing students' understanding of the relationship between science, technology, engineering, mathematics, and society;
   - Improving the problem-solving and reasoning skills of students;
   - Providing opportunities for students and teachers to explore real-world applications of science, technology, engineering, and mathematics;
   - Improving content knowledge and pedagogical content knowledge of science and mathematics teachers;

- Encouraging students to explore careers and post-secondary majors in the areas of science, technology, engineering, and mathematics; and
- Encouraging students to consider GSSM as a STEM educational option.

GSSM Outreach is the source for increasing GSSM student involvement for the foreseeable future. The Center for Outreach endeavors are developed and delivered from the support of the State, SC businesses, and private foundations.

Student Research Programs: SPRI & RESP

145 GSSM students conducted their summer research under the supervision of **91** research groups located in **27** state, national and international sites. An additional **4** research placements were made for our **4** visiting international RESP scholars and **2** were made for GSSM Accelerate virtual engineering program, bringing the total number of research placements to **151** for 2018. A new SPRI partnership site and experience in bioengineering were added at Southern University in Louisiana. Five students participated in this experience.

The GSSM SPRI partnerships with the state's 3 research universities are very strong and continue to meet the needs for expanded opportunities. The percentage of research placements at Clemson, MUSC, and USC in 2018 was 63.2%.

The GSSM Research Experience Scholars Program (RESP), which is an international component of the summer research program, included **3** research sites in Germany (German Cancer Research Institute, Fraunhofer Institute for Experimental Software Engineering, and the German Institute for Artificial Intelligence) and **1** research site in Suwon, South Korea. In addition, a group of students participated in a science education research project and an economics research project in Shanghai, China. (China was added for student research.)

2017-2018 Academic Year (AY) Outreach Impact 4575 students/teacher supported:

The GSSM Center for Science Education directly engaged **76** teachers and **3,266** students in **55** diverse off-campus and on-campus STEM experiences during the academic year. An additional **1,309** middle school students were engaged in our summer academic STEM experiences. This brings the total impact during the academic year to **4,575** participants.

The number of Center for Outreach program delivery sites during the academic year including GSSM as a site was **55** sites. Including the summer satellite sites in the total sites for 2017-2018, the total was **70** sites (**55** academic year and **15** summer). This figure does not include the number of research sites for summer research 2018.

In addition to the diverse off-campus and on-campus offerings, the Outreach Center delivers professional development to SC teachers and offers an online honors mathematics course. The 2017-2018 AY impact of these programs was as follows:

Portable Advanced STEM Exploration (PASE):

Professional development (PD) experiences for Pickens & Florence County science teachers were provided and 2 on-campus one-day professional development workshops for partner teachers were developed. The two one-day seminar experiences (76 teacher participants) were new this year and were offered to teachers who have participated in our PASE professional development program. Offering at least two one-day PD conferences each year is one of our strategies for expanding our statewide PD initiatives. In addition, well over 600 students statewide used our PASE equipment and curriculum during the academic year.

Virtual Algebra II Honors Course 9th Grade:

The GSSM Virtual Algebra 2 Honors course was delivered to ninth grade students at Orangeburg-Wilkinson High School (OWHS) for a third year, and GSSM added Greenwood School District 50 as a partner this year. The goal of the GSSM Virtual Algebra II Honors course is to increase the number of who are prepared to take advanced mathematics courses and succeed in unique academic opportunities such as the GSSM Accelerate program or the GSSM residential program. The course sections were taught virtually by a GSSM Outreach Instructor using our virtual education technology and infrastructure, and the course featured unique on-site interactions between the instructor and students. These interactions included hands-on experiences using technology with TI-84 calculator analysis and real-world application of concepts discussed in the lecture portion of the course. **Thirty-four** students participated in the course this year. Students who participate continue to enroll in GSSM and the Accelerate engineering program.

Summer 2018 Center for Outreach Programs:

During summer 2018, **1,309** rising 6th, 7th, 8th, 9th and 10th grade students participated in one or more of GSSM's summer satellite and residential STEM camp experiences. The details are as follows:

GoSciTech Summer Residential Program

543 rising 8th, 9th, & 10th students participated in the GoSciTech summer program. These students represent **34** SC Counties.

iTEAMS Xtreme Next Generation Satellite Summer Camps

340 rising 6th,7th, & 8th grade students representing **over 150** schools participated in **9** academically challenging camps that featured curriculum designed to expose students to the world of microcontrollers (Arduino technology) and coding. The camps were delivered in **9** SC counties.

CREATEng Satellite Summer Camps

203 rising 8th & 9th grade students representing **over 80** schools participated in our interactive and academically challenging engineering camp. The **6** camps were offered in **6** SC counties. Each camp featured an *Engineering in Action,* component, which was a visit to one of SC industries and interaction with professional engineers.

Below are several quotes from students who participated in GoSciTech, iTEAMS, CREATEng, or Accelerate and quotes from some camp instructors. These quotes provide an indication of the impact the STEM experiences are having on young students.

iTEAMS:
- "My favorite thing that happened at the end of this camp was when we had a really shy student who didn't talk often, unless it was with his partner, and when his mom came to see what he accomplished he went through his entire workbook and rebuilt the activities we did in class. He explained it all to her and really showed how much he learned and cared about the camp. It was really heartwarming to watch him get so excited and review what he learned passionately."
- "I think it was a great camp, I learned stuff I would never learn outside of this camp. Now I have something I can brag and tell people about when they ask me about my experience with technology. Thanks for allowing me to attend this camp with two great teachers."

CREATEng:
- "There were lots of aha moments but the one I remember particularly well was with the green energy project. Student started to realize what would make the wind turbine turn at a faster rate and therefore exerting the most energy. After explaining the difference of gear sizes and how it relates to mechanics, the students really understood why the outputs were so different.

- "Going on the field trip [was my favorite part] because it helped me learn a lot about engineering in a professional work space."
- "My favorite part of CREATEng experience was learning about different types of engineering work fields because it gave me more options for the future."

GoSciTech:
- "I liked being exposed to new activities, like organism dissections and brain experiments. I loved how excited my teacher was to teach Neuroscience and the helpful handouts she gave us. The classroom environment was very relaxed and fun to learn things in…"
- "There are so many things I loved about this experience, but the thing I loved most was meeting so many COOL and AMAZING friends! Everyone is so loving and the people here are so talented! I've never been surrounded with this many people like me before. Our astrobiology class became a group and we love each other so much!"

Accelerate:

- *"I learned multiple vital laboratory and research skills during this trip, from formulating scientifically strong experiments to safely handling hazardous materials. I definitely have interest in doing research as an undergrad. I'm also very excited to conduct research as a graduate student. I learned a lot on this trip."*

Student Development

Athletics
- Hugh O'Connor became GSSM's Director of Athletics in 2017 – 2018. We will continue to contract his services through the Hartsville YMCA for the upcoming academic year.
- Our Cross Country team and Boys' Soccer team won Class A State Championships for 2017 – 2018.
- Our students won individual State Championships in Boys' 800 meters, 1600 meters, 3200 meters, 4x800 meter relay, and Girls' 100 meter hurdles, 4x800 meter relay, and long jump.
- Our Cross Country and Volleyball coaches were selected as region coaches of the year.
- GSSM took region championships in Boys' Cross Country, Girls' Soccer, and Boys' Soccer.
- Several of our students were recognized for their individual achievements in swimming, cross country, track and field, and girls' tennis. Three student athletes were named to All State teams.
- Other notable achievements included branding athletics with departmental merchandise, developing training materials for all coaches, and systems for greater accountability.

Campus Life
- The inaugural year of the House System was successful. The majority of rising seniors elected to stay in their same house (floor) next school year. Although the measures are anecdotal, the goals of building a more engaged community and increasing school pride were met.
- The House Captains, under the direction of the Director of Campus Life, launched a Campus Life Student Satisfaction Survey to examine satisfaction on the floors. Based on the feedback, the residence life coordinators developed and implemented plans to increase student-staff engagement.
- After reviewing the survey data, members of the House leadership conducted focus groups to gain a deeper understanding of the data gleaned from the survey.

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Student Engagement

- The department introduced several new organizations: NAACP, NSBE, Speech Club, and the Microgravity and Programming Club. Other standing organizations increased their visibility and fund raising efforts making contributions to the Pee Dee Math, Science and Technology Academy and the Harriet Hancock Shelter. The National Honor Society held several blood drives, and the Beta Club attended their state convention for the second year with the support of the office.
- Student art work was featured in several libraries and museums around the state, and students continue to thrive using their creativity to help balance their GSSM experience.
- A leadership workshop was hosted for the Ambassadors, Natural Helpers, and Student Council scheduled to serve for the 2018-19 school year. A part of their work was to determine seven pillars for student leadership at GSSM. The pillars are accountability, approachability, credibility, empathy, initiative, integrity, and respect.
- Collectively, students engaged in more than 14,000 hours of service through the Community Engagement program.
- Student council provided the leadership for a fund raising event for one of our students diagnosed with a severe illness.

Risk Assessment and Mitigation Strategies:

GSSM provides uniquely advanced education opportunities in multiple settings to highly capable students around the state. Our goals and objectives should enhance quality, availability, and access statewide. Failure to meet these goals would mean that the school is not providing top-tier education, that its programs are not available in areas where students who need them, or that where they are available, they are not equally accessible to all students.

Thanks to historically strong support from the state legislature, private partnerships, and an active community of parents and alumni, the school is well-positioned to achieve its goals with excellence. Continued support of our programs, especially the growth of our Outreach initiatives, is key to our ability to identify and nurture talented students to lead the state's knowledge economy.

GSSM Org Chart Draft September 2018

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Agency Name:	GOVERNOR'S SCHOOL FOR SCIENCE AND MATHEMATICS
	Fiscal Year 2017-2018
	Accountability Report

Agency Code:	H650	Section:	1

Strategic Planning and Performance Measurement Template

Statewide Enterprise Strategic Objective	Type	Item # Goal	Item # Strategy	Item # Measure	Description	2017-18 Base	2017-18 Target	2017-18 Actual	Time Applicable	Data Source and Availability	Calculation Method	Meaningful Use of Measure
Education, Training, and Human Development	G	1			Provide the best advanced education for S.C.'s most selective students							
	S		1.1		Provide the best credentialed and most experienced teachers in all subjects							
	M			1.1.1	Hire teachers with minimum Master's degrees, PhD's preferred in their areas - appropriate to full-capacity growth of student body.	100%	100%	100%	July 1 - June 30	Human Resources	% of Masters'+PhD/Faculty	Ensures that all faculty meets minimal educational requirements
	M			1.1.2	Maintain low student to teacher ratio	9:1	9:1	9:1	July 1 - June 30	School Records	Students/Teachers	Promotes opportunities for students to have access to faculty to strengthen the learning process
	M			1.1.3	100% of GSSM grads admitted undergraduate school	100%	100%	100%	January-June	College Counseling	Number of students admitted to undergraduate school	Promotes assurance that all GSSM graduates will be admitted to undergraduate schools
	S		1.2		Continually advance curriculum offerings in the residential, virtual and outreach programs							
	M			1.2.1	Identify and attract larger pools of talented students to reach through virtual and outreach programs	102	125	122	August - May	GSSM Outreach/Accelerate	Number of virtual/outreach students	Provides the opportunity to reach more school districts and students with GSSM courses
	M			1.2.2	Continue to enhance engineering offerings in residential program at GSSM	4	5	5	August - May	GSSM Residential	Number of engineering courses in residential program	Promotes variety and number of engineering courses offered in the residential program
	M			1.2.3	Continue to enhance engineering offerings in virtual program at GSSM	5	7	7	August - May	GSSM Outreach/Accelerate	Number of engineering courses in virtual program	Promotes variety and number of engineering courses offered virtually
	S		1.3		Provide a safe and supportive teaching environment with technology							
	M			1.3.1	Schedule campus teaching spaces with zero teaching downtime for facility repair	0%	0%	0%	July 1 - June 30	School Records	% of instructional time stopped due to facility issues	Ensures that classroom instruction time is maximized with no interruptions
	M			1.3.2	Upgrade IT networks and in-classroom/lab IT to support instruction	88%	100%	88%	July 1 - June 30	School Records	% of technology equipment and infrastructure within its useful life	Ensures that the technology equipment and infrastructure supports the needs of the current curriculum
Education, Training, and Human Development	G	2			Operate a residential campus supportive of students in activities, character development and safety							
	S		2.1		Conduct Extracurricular Programs appropriate to an academically-focused residential high school							
	M			2.1.1	Create athletic teams supportive of student interests and abilities	55%	60%	64%	August - May	GSSM Residential	% of residential students participating in SCHSL athletics	Provides opportunities for residential students in interscholastic sports
	M			2.1.2	Create clubs and organizations supportive of student interests and abilities	95%	95%	95%	August - May	GSSM Residential	% of students involved in clubs and organizations	Provides opportunities for residential students outside the regular curriculum
	S		2.2		Create arts and music programs supporting students interests and talents							
	M			2.2.1	Maintain specialized art and music instructors to foster student development in art & music	2	2	2	August - May	Human Resources	Number of teachers for art and music	Provides school's ability to offer a diverse curriculum
	S		2.3		Ensure physical and mental health of students							
	M			2.3.1	Provide mental health professional at doctoral level to assess student body via individuals at improving emotional quotient awareness	1	1	1	July 1 - June 30	Health Services	Number of mental health professionals with a PhD/MD	Promotes mental health and fitness for our students in a challenging educational environment
	M			2.3.2	Provide extensive qualified nursing services to include medication management	14	14	14	August - May	Health Services	Number of nurses both employed and contracted	Promotes healthy students to maximize the learning experience
Education, Training, and Human Development	G	3			Lead in the development and delivery of statewide academic opportunities that support and improve achievement via GSSM Research and Outreach Center programs and initiatives							
	S		3.1		Enhance GSSM's advanced research program opportunities for residential and Accelerate students							
	M			3.1.1	Increase diverse research opportunities at state, national and international universities and/or industrial sites	30	30	30	Summer	GSSM Residential	Number of research sites	Promotes changes in the number and locations of sites available for our residential students
	M			3.1.2	Provide research opportunities for virtual students	0	2	2	Summer	GSSM Outreach/Accelerate	Number of opportunities for virtual students to participate in research	Promotes greater research opportunities for our students in the Accelerate Program
	S		3.2		Enhance and expand high-quality statewide academic programs developed and delivered by the GSSM Outreach Center							
	M			3.2.1	Increase programs targeted to specific age and demographic groups	5	5	5	July 1 - June 30	GSSM Outreach/Accelerate	Number of programs offered in the Outreach programs	Promotes greater, more diverse programs provided by GSSM to an expanded population of students
	M			3.2.2	Increase Outreach partners, both at schools & districts, and with business partners.	34	55	70	July 1 - June 30	GSSM Outreach/Accelerate	Number of sites available for the Outreach program	Promotes a greater, more diverse population of students access to GSSM
	M			3.2.3	Continue to grow Accelerate Engineering Statewide program	15	19	19	August - May	GSSM Outreach/Accelerate	Number of sites participating for the Accelerate Engineering Program	Promotes growth of Accelerate Engineering Program throughout the state

Agency Name:		GOVERNOR'S SCHOOL FOR SCIENCE AND MATHEMATICS								

Fiscal Year 2018-2019
Accountability Report

Agency Code:	H650	Section:	1

Strategic Planning and Performance Measurement Template

Statewide Enterprise Strategic Objective	Type	Goal	Strategy	Measure	Description	Base	Target	Actual	Time Applicable	Data Source and Availability	Calculation Method	Meaningful Use of Measure
Education, Training, and Human Development	G	1			Provide the best advanced education for S.C.'s most selective students							
	S		1.1		Provide the best credentialed and most experienced teachers in all subjects							
	M			1.1.1	Hire teachers with minimum Master's degrees, PhD's preferred in their areas - appropriate to full-capacity growth of student body.	100%			July 1 - June 30	Human Resources	% of Masters'/PhD/Faculty	Provides measurement of credentials
	M			1.1.2	Maintain low student to teacher ratio	9:1			July 1 - June 30	School Records	Students/Teachers	Prevents class overloads
	M			1.1.3	100% of GSSM grads admitted undergraduate school	100%			January-June	College Counseling	Number of students admitted to undergraduate school	Provides success rate of students admitted to colleges and universities
	S		1.2		Continually advance curriculum offerings in the residential, virtual and outreach programs							
	M			1.2.1	Indentify and attract larger pools of talented students to reach through virtual and outreach programs	122						
	M			1.2.2	Continue to enhance Engineering offerings in residential program at GSSM	5						
	M			1.2.3	Continue to enhance Engineering offerings in virtual program at GSSM	7						
	S		1.3		Provide a safe and supportive teaching environment with technology							
	M			1.3.1	Schedule campus teaching spaces with zero teaching downtime for facility repair	0%			July 1 - June 30	School Records	% of instructional time stopped due to facility issues	Provides the amount of useful time in the classroom
	M			1.3.2	Upgrade IT networks and in-classroom/lab IT to support instruction	88%						
Education, Training, and Human Development	G	2			Operate a residential campus supportive of students in activities, character development and safety							
	S		2.1		Conduct Extracurricular Programs appropriate to an academically-focused residential high school							
	M			2.1.1	Create athletic teams supportive of student interests and abilities	64%						
	M			2.1.2	Create clubs and organizations supportive of student interests and abilities	95%						
	S		2.2		Create arts and music programs supporting students interests and talents							
	M			2.2.1	Maintain specialized art and music instructors to foster student development in art & music	2			August - May	Human Resources	Number of teachers for art and music	Provides school's ability to offer a diversified curriculum
	S		2.3		Ensure physical and mental health of students							
	M			2.3.1	Provide mental health professional at doctoral level to assess student body via individuals at improving emotional quotient awareness	1			July 1 - June 30	Health Services	Number of mental health professionals with a PhD/MD	Provides qualified staff for mental health and fitness
	M			2.3.2	Provide extensive qualified nursing services to include medication management	14			August - May	Health Services	Number of shifts providing health care	Provides school's ability to offer health services
Education, Training, and Human Development	G	3			Lead in the development and delivery of statewide academic opportunities that support and improve achievement via GSSM Research and Outreach Center programs and initiatives							
	S		3.1		Enhance GSSM's advanced research program opportunities for residential students							
	M			3.1.1	Increase diverse research opportunities at state, national and international universities and/or industrial sites	30			Summer	Accelerate Program	Number of research sites	Provides number of sites available for virtual students
	M			3.1.2	Provide research opportunities for virtual students	2			Summer	Accelerate Program	Number of virtual students participating in research	Provides number of sites available for virtual students
	S		3.2		Enhance and expand high-quality statewide academic programs developed and delivered by the GSSM Outreach Center							
	M			3.2.1	Increase programs targeted to specific age and demographic groups	5			July 1 - June 30	Accelerate Program	Number of students participating in virtual classes	Provides number of students participating in virtual classes
	M			3.2.2	Increase Outreach partners, both at schools & districts, and with business partners.	70			July 1 - June 30	Accelerate Program	Number of school districts	Provides number of school district participating in virtual classes
	M			3.2.3	Continue to grow Accelerate Engineering Statewide program	19			August - May	GSSM Outreach/Accelerate	Number of sites participating for the Accelerate Engineering Program	Promotes growth of Accelerate Engineering Program throughout the state

Agency Name:	GOVERNOR'S SCHOOL FOR SCIENCE AND MATHEMATICS		
Agency Code:	H650	Section:	001

Program/Title	Purpose	FY 2017-18 Expenditures (Actual)				FY 2018-19 Expenditures (Projected)				Associated Measure(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
I. Academics	Provide the highest quality instruction to S.C.'s best/most motivated High School students	$ 5,013,864	$ 82,029	$ -	$ 5,095,893	$ 5,089,490	$ 82,029		$ 5,171,519	1.1.1,1.1.2,1.1.3;1.2.1,1.2.2;1.2.3;1.3.1,1.3.2;2.2.1;3.1.1;3.2.3
II. Life In Residence	Support the 24/7 residential campus and development in all areas outside of the classroom	$ 3,210,191	$ 153,022	$ -	$ 3,363,213	$ 3,264,210	$ 153,022		$ 3,417,232	1.3.2;2.1.1,2.1.2;2.2.1;2.3.1,2.3.2;3.1.1
III. Support Admin Services	Allow functional areas to focus and achieve - Complete State Reports & Requirements	$ 568,932		$ -	$ 568,932	$ 579,736	$ -		$ 579,736	1.3.1,1.3.2
IV. Statewide Outreach	Improve and support academic achievement across the entire state, elementary through high school and improve prospects for universities and businesses in SC. Expand Statewide Accelerate Engineering Program for 10th, 11th, and 12th graders.	$ 3,740,090	$ 511,449	$ -	$ 4,251,539	$ 3,815,717	$ 511,449		$ 4,327,166	1.2.1,1.2.3;3.1.1;3.1.2;3.2.1;3.2.2,3.2.3
		$ 12,533,077	$ 746,500	$ -	$ 13,279,577	$ 12,749,154	$ 746,500	$ -	$ 13,495,654	

Item #	Law Number	Jurisdiction	Type of Law	Statutory Requirement and/or Authority Granted	Does this law specify who your agency must or may serve? (Y/N)	Does the law specify a product or service your agency must or may provide?	If yes, what type of service or product?	If other service or product, please specify what service or product.
1	Enabling Legislation CHAPTER 48. HISTORY: 1987 Act No. 170, Part II, Section 23. SECTION 59 48 20. SPECIAL SCHOOL OF SCIENCE AND MATHEMATICS SECTION 59 48 10. Establishment of school.	State	Statute	Establish School and Governing Body 1987	Yes	Yes	Board, commission, or committee on which someone from our agency must/may serve	
2	Proviso 1.7	State	FY 2018-19 Proviso	1.7. (SDE: Governor's School for Science & Math) Any unexpended balance on June thirtieth of the prior fiscal year of funds appropriated to or generated by the Governor's School for Science and Mathematics may be carried forward and expended in the current fiscal year pursuant to the direction of the board of trustees of the school.	No		No - But relates to sources of funding for one or more agency deliverables	
3	Proviso 1.23	State	FY 2018-19 Proviso	1.23. (SDE: Governor's School Leave Policy) The South Carolina Governor's School for the Arts and Humanities and the South Carolina Governor's School for Science and Mathematics are authorized to promulgate administrative policy governing annual and sick leave relative to faculty and staff with the approval of their respective board of directors. This policy shall address their respective school calendars in order to comply with the instructional needs of students attending both special schools.	No		No - But relates to manner in which one or more agency deliverables is provided	
4	Proviso 1.30	State	FY 2018-19 Proviso	1.30. (SDE: Governor's Schools' Fees) The South Carolina Governor's School for the Arts and Humanities and the South Carolina Governor's School for Science and Mathematics are authorized to charge, collect, expend, and carry forward student fees as approved by their respective Board of Directors. The purpose and amount of any such fees will be to maintain program quality in both academics and residential support. No student will be denied admittance or participation due to financial inability to pay. The respective Board of Directors shall promulgate administrative policy governing the collection of all student fees. Both schools shall conspicuously publish a fee schedule on their respective websites.	No		No - But relates to sources of funding for one or more agency deliverables	
5	Proviso 1.45	State	FY 2018-19 Proviso	1.45. (SDE: Governor's Schools Residency Requirement) Of the funds appropriated, the Governor's School for the Arts and the Humanities and the Governor's School for Science and Mathematics are to ensure that a parent(s) or guardian(s) of a student attending either the Governor's School for the Arts and the Humanities or the Governor's School for Science and Mathematics must prove that they are a legal resident of the state of South Carolina at the time of application and must remain so throughout time of attendance. The Governor's School for the Arts and the Humanities and Governor's School for Science and Mathematics may not admit students whose parent(s) or guardian(s) are not legal residents of South Carolina.	Yes	Yes	Report our agency must/may provide	
6	Proviso 1.61	State	FY 2018-19 Proviso	1.61. (SDE: Governor's Schools Informational Access to Students) For the current fiscal year, school districts must permit both the Governor's School for the Arts and Humanities and the Governor's School for Science and Mathematics to collaborate with individual schools and their staff to share information with students and families about the educational opportunities offered at the respective Governor's Schools, through avenues including school visits, informational presentations, and posters. By June thirtieth, of the current fiscal year, the Governor's School for the Arts and Humanities and the Governor's School for Science and Mathematics must report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee the results of these Informational Access efforts. Further, the two Governor's Schools will work with districts, the Department of Education and School Report Card administrators, to ensure that SAT scores of current Governor's Schools' students are included in the School Report Card of those students' resident schools and districts.	Yes	Yes	Report our agency must/may provide	

7	Proviso 1A.4	State	FY 2018-19 Proviso	(SDE-EIA: Teacher Salaries/State Agencies) Each state agency which does not contain a school district but has instructional personnel shall receive an appropriation as recommended by the Education Oversight Committee and funded by the General Assembly for teacher salaries based on the following formula: Each state agency shall receive such funds as are necessary to adjust the pay of all instructional personnel to the appropriate salary provided by the salary schedules of the school district in which the agency is located. Instructional personnel may include all positions which would be eligible for EIA supplements in a public school district, and may at the discretion of the state agency, be defined to cover curriculum development specialists, educational testing psychologists, psychological and guidance counselors, and principals. The twelve-month agricultural teachers located at Clemson University are to be included in this allocation of funds for base salary increases. The South Carolina Governor's School for the Arts and Humanities and the South Carolina Governor's School for Science and Mathematics are authorized to increase the salaries of instructional personnel by an amount equal to the percentage increase given by the School District in which they are both located.	Yes	Yes	Report our agency must/may provide
8	Proviso 117.15	State	FY 2018-19 Proviso	**117.16.** (GP: Allowance for Residences & Compensation Restrictions) That salaries paid to officers and employees of the State, including its several boards, commissions, and institutions shall be in full for all services rendered, and no perquisites of office or of employment shall be allowed in addition thereto, but such perquisites, commodities, services or other benefits shall be charged for at the prevailing local value and without the purpose or effect of increasing the compensation of said officer or employee. The charge for these items may be payroll deducted at the discretion of the Comptroller General or the chief financial officer at each agency maintaining its own payroll system. This shall not apply to the Governor's Mansion, nor to guards at any of the state's penal institutions and nurses and attendants at the Department of Disabilities and Special Needs, and registered nurses providing clinical care at the MUSC Medical Center, nor to the Superintendent and staff of John de la Howe School, nor to the cottage parents and staff of Wil Lou Gray Opportunity School, nor to full-time or part-time staff who work after regular working hours in the SLED Communications Center or Maintenance Area, nor to adult staff at the Governor's School for Science and Mathematics and the Governor's School for Arts and Humanities who are required to stay on campus by the institution because of job requirements or program participation. Any state institution of higher learning may provide complimentary membership privileges to employees who work at their wellness centers. The presidents of those state institutions of higher learning authorized to provide on-campus residential facilities for students may be permitted to occupy residences on the grounds of such institutions without charge.	No	No - But relates to manner in which one or more agency deliverables is provided	
9	Proviso 117.46	State	FY 2018-19 Proviso	**117.50.** (GP: Facility Rental Fee) The Governor's School for the Arts and Humanities, Governor's School for Science and Mathematics, Wil Lou Gray Opportunity School, and John de la Howe School are authorized to charge, collect, expend and carry forward fees charged for facility and equipment rental and registration	No	No - But relates to sources of funding for one or more agency deliverables	

Agency Name:	GOVERNOR'S SCHOOL FOR SCIENCE AND MATHEMATICS			Fiscal Year 2017-2018
				Accountability Report

Agency Code:	H650	Section:	1	
				Customer Template

Divisions or Major Programs	Description	Service/Product Provided to Customers	Customer Segments	*Specify only for the following Segments:* (1) Industry: Name; (2) Professional Organization: Name; (3) Public: Demographics.
Academics	Advanced Curriculum and Training	Advanced Educational Programs	School Districts	Partner Industries include Boeing, Google, BMW, Sonoco Products company and many others. Professional Organizations include: All Higher Educational Partners (USC, Clemson, S.C. State, Citadel, College of Charleston, MUSC, etc.), plus Federal Dept. of Education, Science, Math, Humanities and other Teacher Organizations. Public (Demographics): General Public and subsections to include families with school-age children appropriate for GSSM program Participation.
			Professional Organization	Partner Industries include Boeing, Google, BMW, Sonoco Products company and many others. Professional Organizations include: All Higher Educational Partners (USC, Clemson, S.C. State, Citadel, College of Charleston, MUSC, etc.), plus Federal Dept. of Education, Science, Math, Humanities and other Teacher Organizations. Public (Demographics): General Public and subsections to include families with school-age children appropriate for GSSM program Participation.
			General Public	Partner Industries include Boeing, Google, BMW, Sonoco Products company and many others. Professional Organizations include: All Higher Educational Partners (USC, Clemson, S.C. State, Citadel, College of Charleston, MUSC, etc.), plus Federal Dept. of Education, Science, Math, Humanities and other Teacher Organizations. Public (Demographics): General Public and subsections to include families with school-age children appropriate for GSSM program Participation.
Life in Residence	Provide Residential Environment for Well-being and development of students staying on-campus	Provide Residential Environment for Well-being and development	General Public	General Public and subsections to include families with school-age children appropriate for GSSM program Participation.
			School Districts	General Public and subsections to include families with school-age children appropriate for GSSM program Participation.
			Professional Organization	General Public and subsections to include families with school-age children appropriate for GSSM program Participation.
Outreach	Statewide Educational Programs for students and Teachers, to include Engineering, Summer Camps, 9th grade Algebra II, Professional Development for Teachers and Distance Education in Advanced Courses.	Advanced Educational Programs - Statewide, grades 7-12, Teacher Development & Growth	School Districts	Partner Industries include Boeing, Google, BMW, Sonoco Products company and many others. Professional Organizations include: All Higher Educational Partners (USC, Clemson, S.C. State, Citadel, College of Charleston, MUSC, etc.), plus Federal Dept. of Education, Science, Math, Humanities and other Teacher Organizations. Public (Demographics): General Public and subsections to include families with school-age children appropriate for GSSM program Participation.
			Professional Organization	Partner Industries include Boeing, Google, BMW, Sonoco Products company and many others. Professional Organizations include: All Higher Educational Partners (USC, Clemson, S.C. State, Citadel, College of Charleston, MUSC, etc.), plus Federal Dept. of Education, Science, Math, Humanities and other Teacher Organizations. Public (Demographics): General Public and subsections to include families with school-age children appropriate for GSSM program Participation.
			School Districts	Partner Industries include Boeing, Google, BMW, Sonoco Products company and many others. Professional Organizations include: All Higher Educational Partners (USC, Clemson, S.C. State, Citadel, College of Charleston, MUSC, etc.), plus Federal Dept. of Education, Science, Math, Humanities and other Teacher Organizations. Public (Demographics): General Public and subsections to include families with school-age children appropriate for GSSM program Participation.

Administration	Meet Reporting and Stewardship Needs	Meet Reporting and Stewardship Needs	Executive Branch/State Agencies	All Higher Educational Partners (USC, Clemson, S.C. State, Citadel, College of Charleston, MUSC, etc.), plus Federal Dept. of Education, Science, Math, Humanities and other Teacher Organizations
			Legislative Branch	All Higher Educational Partners (USC, Clemson, S.C. State, Citadel, College of Charleston, MUSC, etc.), plus Federal Dept. of Education, Science, Math, Humanities and other Teacher Organizations
			School Districts	All Higher Educational Partners (USC, Clemson, S.C. State, Citadel, College of Charleston, MUSC, etc.), plus Federal Dept. of Education, Science, Math, Humanities and other Teacher Organizations
			General Public	All Higher Educational Partners (USC, Clemson, S.C. State, Citadel, College of Charleston, MUSC, etc.), plus Federal Dept. of Education, Science, Math, Humanities and other Teacher Organizations
			Industry	All Higher Educational Partners (USC, Clemson, S.C. State, Citadel, College of Charleston, MUSC, etc.), plus Federal Dept. of Education, Science, Math, Humanities and other Teacher Organizations
			Professional Organization	All Higher Educational Partners (USC, Clemson, S.C. State, Citadel, College of Charleston, MUSC, etc.), plus Federal Dept. of Education, Science, Math, Humanities and other Teacher Organizations

Agency Code:	**H650**	Section:	**001**	

Name of Partner Entity	Type of Partner Entity	Description of Partnership	Associated Goal(s)
Clemson University	Higher Education Institute	Teach Engineering Statewide to 10th, 11th, and 12th graders in GSSM's Accelerate Engineering Program. Course equivalency agreements for course credit. Summer Advanced Research placements of GSSM students on campus and with University Scientists	**1.2.3;3.1.1;3.1.2;3.2.1;3.2.2**
University of South Carolina	Higher Education Institute	Course equivalency agreements for course credit. Summer Advanced Research placements of GSSM students on campus and with University Scientists	**1.2.3;3.1.1;3.1.2;3.2.1;3.2.2**
School Districts in South Carolina	K-12 Education Institute	Provide Teacher Training and Outreach Programs for teachers and students. Recruit and partner on educational Initiatives	**3.1.2;3.2.1,3.2.2**
MUSC	Higher Education Institute	Summer Advanced Research placements of GSSM students on campus and with University Scientists	**3.1.1;3.1.2**
S.C. State	Higher Education Institute	Summer Advanced Research placements of GSSM students on campus and with University Scientists. Teacher Training and Engineering partnerships	**3.1.1;3.1.2**
College of Charleston	Higher Education Institute	Summer Advanced Research placements of GSSM students on campus and with University Scientists	**3.1.1;3.1.2**
S.C. Middle Schools	K-12 Education Institute	Provide Teacher Training and Outreach Programs for teachers and students. Recruit and partner on educational Initiatives	**3.1.2;3.2.1,3.2.2**
S.C. Elementary Schools	K-12 Education Institute	Provide Teacher Training and Outreach Programs for teachers and students. Recruit and partner on educational Initiatives	**3.1.2;3.2.1,3.2.2**
Business/Industry Partnerships	Private Business Organization	Outreach and Residential efforts and support to include Accelerate Engineering, Economics and Finance, Mandarin Chinese Foreign Language Instruction and many others	**3.1.2;3.2.1,3.2.2**

Agency Name:		GOVERNOR'S SCHOOL FOR SCIENCE AND MATHEMATICS				Fiscal Year 2017-2018

Accountability Report

Agency Code:		H650	Section:		001	

Report and External Review Template

Item	Is this a Report, Review, or both?	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
1	External Review and Report	Annual State Audit	State Auditor's Office	State	Annually	August - October	Policies and Procedures review, Variances in Line Items, Justifications	Posted on Requesting Agency Website or via direct request
2	External Review and Report	State Budget Request	Executive Budget Office	State	Annually	2nd Quarter	Budget Priorities and Justifications	Posted on Requesting Agency Website or via direct request
3	External Review and Report	S.C. School Report Card	Education Oversight Committee	State	Annually	August - October	Benchmarks and metrics in comparison to public schools	Posted on Requesting Agency Website or via direct request
4	External Review and Report	State Human Affairs Commission Report to the General Assembly	S.C. Human Affairs Commission	State	Annually	2nd Quarter	Hiring and Minority Employment Assessment	Posted on Requesting Agency Website or via direct request
5	Internal Review and Report	SC Governor's School for Science and Mathematics Annual Budget	Board of Trustees	State	Annually	June	Budget Priorities and Justifications - For Approval	Available via Direct Request

SECTION 4

BUDGET REQUEST SUMMARY

Fiscal Year 2019-20
Agency Budget Plan

FORM A - BUDGET PLAN SUMMARY

OPERATING REQUESTS (FORM B1)	For FY 2019-20, my agency is (mark "X"):
	X Requesting General Fund Appropriations.
	Requesting Federal/Other Authorization.
	Not requesting any changes.

NON-RECURRING REQUESTS (FORM B2)	For FY 2019-20, my agency is (mark "X"):
	Requesting Non-Recurring Appropriations.
	Requesting Non-Recurring Federal/Other Authorization.
	X Not requesting any changes.

CAPITAL REQUESTS (FORM C)	For FY 2019-20, my agency is (mark "X"):
	X Requesting funding for Capital Projects.
	Not requesting any changes.

PROVISOS (FORM D)	For FY 2019-20, my agency is (mark "X"):
	Requesting a new proviso and/or substantive changes to existing provisos.
	Only requesting technical proviso changes (such as date references).
	X Not requesting any proviso changes.

Please identify your agency's preferred contacts for this year's budget process.

	Name	*Phone*	*Email*
PRIMARY CONTACT:	Brock Heron, VP for Finance and Operations	(843) 383-3906	bheron@gssm.k12.sc.us
SECONDARY CONTACT:	Dr. Hector Flores, President	(843) 383-3902	hflores@gssm.k12.sc.us

I have reviewed and approved the enclosed FY 2019-20 Agency Budget Plan, which is complete and accurate to the extent of my knowledge.

	Agency Director	*Board or Commission Chair*
SIGN/DATE:	*(signature)*	*(signature)* Hal Campbell
TYPE/PRINT NAME:	Dr. Hector Flores	Talmaldge H. Campbell

This form must be signed by the agency head – not a delegate.

Agency Code:	H650
Agency Name:	Governor's School for Science & Mathematics
Section:	1*

BUDGET REQUESTS			FUNDING					FTES				
Priority	Request Type	Request Title	State	Federal	Earmarked	Restricted	Total	State	Federal	Earmarked	Restricted	Total
1	B1 - Recurring	Enrollment Upgrades	308,500				308,500	3.00				3.00
2	C - Capital	Center for Creative Inquiry	16,000,000				16,000,000					0.00
3							0					0.00
4							0					0.00
5							0					0.00
6							0					0.00
7							0					0.00
8							0					0.00
9							0					0.00
10							0					0.00
11							0					0.00
12							0					0.00
13							0					0.00
14							0					0.00
15							0					0.00
16							0					0.00
17							0					0.00
18							0					0.00
19							0					0.00
20							0					0.00
21							0					0.00
22							0					0.00
23							0					0.00
24							0					0.00
25							0					0.00
26							0					0.00
27							0					0.00
28							0					0.00
29							0					0.00
30							0					0.00
		TOTAL BUDGET REQUESTS	16,308,500	0	0	0	16,308,500	3.00	0.00	0.00	0.00	3.00

SECTION 5

OFFICIAL BUDGET REQUEST

AGENCY NAME:	South Carolina Governor's School for Science and Mathematics		
AGENCY CODE:	H65	SECTION:	Department of Education

FORM B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	1

Provide the Agency Priority Ranking from the Executive Summary.

TITLE	**Enrollment Upgrades**

Provide a brief, descriptive title for this request.

AMOUNT	**General: $308,500** **Federal:** **Other:** **Total:**

What is the net change in requested appropriations for FY 2019-20? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	**Enrollment Counselors (2.0 FTE); Enrollment Director (1.0 FTE)**

Please provide the total number of new positions needed for this request.

FACTORS ASSOCIATED WITH THE REQUEST	**Mark "X" for all that apply:**
	X Change in cost of providing current services to existing program audience
	X Change in case load/enrollment under existing program guidelines
	Non-mandated change in eligibility/enrollment for existing program
	X Non-mandated program change in service levels or areas
	Proposed establishment of a new program or initiative
	Loss of federal or other external financial support for existing program
	Exhaustion of fund balances previously used to support program
	IT Technology/Security related
	Consulted DTO during development
	Related to a Non-Recurring request – If so, Priority # _____

STATEWIDE ENTERPRISE STRATEGIC OBJECTIVES	**Mark "X" for primary applicable Statewide Enterprise Strategic Objective:**
	X Education, Training, and Human Development
	Healthy and Safe Families
	Maintaining Safety, Integrity, and Security
	Public Infrastructure and Economic Development
	X Government and Citizens

AGENCY NAME:	South Carolina Governor's School for Science and Mathematics		
AGENCY CODE:	H65	SECTION:	Department of Education

ACCOUNTABILITY OF FUNDS	1.2.1 Identify and attract larger pools of talented students to reach through virtual and outreach programs. 3.2.1 Increase programs targeted to specific age and demographic groups. 3.2.2 Increase Outreach partners, both at schools & districts, and with business partners. 3.2.3 Continue to grow Accelerate Engineering Statewide program This request would provide staff to recruit the best and most motivated high school students throughout the state to the residential program, as well as market our outreach and accelerate programs to school districts and students in South Carolina. We would evaluate the use of funds by measuring the student population at the school, Residential Virtual and Outreach, with the areas and demographics of the state.
	What specific strategy, as outlined in the FY 2018-19 Strategic Planning and Performance Measurement template of agency's accountability report, does this funding request support? How would this request advance that strategy? How would the use of these funds be evaluated?
RECIPIENTS OF FUNDS	SCGSSM Enrollment Director and two Enrollment Counselors
	What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?
JUSTIFICATION OF REQUEST	GSSM is currently funding these functions through carryover funding. By including these positions in state budget, we will be provided a stable source of funding for a critical function of the school. GSSM's new strategic plan places an emphasis on diversity, including reaching all areas of the state and a broader demographic audience. The enrollment director and counselors are able to go throughout the state to market our potential new students as well as recruit for our summer outreach programs. As the Accelerate (virtual) and Outreach program grow, these services will be more vital to ensure that we are reaching the best and most motivated students for our programs.
	Please thoroughly explain the request to include the justification for funds, potential offsets, matching funds, and method of calculation. Please include any explanation of impact if funds are not received. If new positions have been requested, explain why existing vacancies are not sufficient.

AGENCY NAME:	South Carolina Governor's School for Science and Mathematics		
AGENCY CODE:	H65	SECTION:	Department of Education

FORM C – CAPITAL REQUEST

AGENCY PRIORITY	2

Provide the Agency Priority Ranking from the Executive Summary.

TITLE	Center for Creative Inquiry Building Construction

Provide a brief, descriptive title for this request.

AMOUNT	$16,000,000 from the State (GSSM proposed a private match %)

How much is requested for this project in FY 2019-20? This amount should correspond to the total for all funding sources on the Executive Summary.

CPIP PRIORITY	The CPIP for this project is Project #H63-9515-MJ for 2018. If the building is not funded by the state, this will delay the construction of the Center for Creative Inquiry thereby delaying in our ability to expand our services throughout the state and for our residential students.

Identify the project's CPIP plan year and priority number, along with the first year in which the project was included in the agency's CPIP. If not included in the agency's CPIP, please provide an explanation. If the project involves a request for appropriated state funding, briefly describe the agency's contingency plan in the event that state funding is not made available in the amount requested.

OTHER APPROVALS	The legislature authorized $471,900 in funds beginning in 2016-2017 FY, for Architectural and Engineering services, to include programming and an Engineering Estimate to present refined cost numbers in January 2017.

What approvals have already been obtained? Are there additional approvals that must be secured in order for the project to succeed? (Institutional board, JBRC, SFAA, etc.)

LONG-TERM PLANNING AND SUSTAINABILITY	GSSM's Accelerate Engineering Program funding has been authorized to more than double this program to 300 students over the next several years. The new facility would support these program expenditures. Existing operating funds would be used to support Residential year-round research in the new facility. Other Outreach funds would support programs in this new facility. The auditorium is necessary for current Residential Program operation (the school has no auditorium at the present time) and also to support GSSM as a year-round educational center (Research Colloquium, possible Jr. Academy of Science host, etc.)

What other funds have already been invested in this project (source/type, amount, timeframe)? Will other capital and/or operating funds for this project be requested in the future? If so, how much, and in which fiscal years? Has a source for those funds been identified/secured? What is the agency's expectation with regard to additional annual costs or savings associated with this capital improvement? What source of funds will be impacted by those costs or savings? What is the expected useful life of the capital

improvement?

SUMMARY	GSSM has extensive Residential, and Statewide Accelerate and Outreach Programs. All programs advance academic achievement for participants – students and teachers. GSSM has more than doubled Statewide outreach impacts over the past several years. With the current and projected growth of exceptional statewide outreach programs, plus living and learning during residential growth, GSSM has identified additional facilities needed to include: -An auditorium with 600 seats -Outreach/Engineering Space -Offices -Virtual/Blended Classrooms -Science laboratories -Specialized Engineering Areas Year-round research labs • As a part of its new strategic plan, the school has paced a heavy emphasis on research as a part of the educational here at GSSM. In order to provide the best learning experience available, year-round research is needed as a part of the curriculum and the current teaching labs are inadequate to house this research. • The equipment needed to complete real scientific research is poses a challenge due to safety and practical use concerns in the current facility. Residential Engineering classroom and lab space • In 2014-2015, we introduced two engineering courses to the residential curriculum • GSSM now offers six courses, some requiring labs in addition to the class time • For the spring 2016 semester, we converted a language lab space to an engineering classroom with work tables • We have quickly outgrown the newly reallocated engineering classroom space as a teaching, creating and storage space • The Accelerate Engineering Program is also growing toward its capacity of 300 students. These students come to campus for weekend lab experiences during the school year and more space is needed to accommodate them. • Engineering space for virtual and blended classes to reach every school district in South Carolina through our Outreach program (over 4,500 students). Classrooms and laboratories are also needed to meet demand for outreach/teacher training through GSSM's growing outreach programs.

AGENCY NAME:	**South Carolina Governor's School for Science and Mathematics**
AGENCY CODE:	**H65** **SECTION:** **Department of Education**

GSSM has never had an auditorium. Instead we must convert our gymnasium for assemblies thereby, rearranging sports and exercise schedules. To be a fully-functional year-round Education Resource Center, GSSM needs the additional teaching spaces and a 600-seat auditorium, both to serve our expanded residential student body and meet the needs of outreach education.

Current facility is in excellent condition, and is serving our residential engineering student body well. The residential program is at full capacity.

We have more than doubled our Statewide Outreach Educational Programs over the past several years - to include Accelerate Engineering, iTeams, PASE (Teacher Development), GoSciTech and other rigorous academic-centered programs.

These outreach programs serve students and teachers from across South Carolina and have been developed with our Educational Partners to include Google, Boeing, Sonoco, GE, BMW, MUSC, Clemson, USC, The Citadel, S.C. State and many other industry and higher educational entities.

Provide a summary of the project and explain why it is necessary. Please refer to the budget guidelines for appropriate questions and thoroughly answer all related items.

AGENCY NAME:		
AGENCY CODE:		SECTION:

FORM E – AGENCY COST SAVINGS AND GENERAL FUND REDUCTION CONTINGENCY PLAN

TITLE	**Agency Cost Savings and General Fund Reduction Contingency Plan**

AMOUNT	**$12,533,077 * 3% = $375,992**

What is the General Fund 3% reduction amount (minimum based on the FY 2018-19 recurring appropriations)? This amount should correspond to the reduction spreadsheet prepared by EBO.

ASSOCIATED FTE REDUCTIONS	To be determined – possible 1 to 4.

How many FTEs would be reduced in association with this General Fund reduction?

PROGRAM/ACTIVITY IMPACT	GSSM's plan calls for a 3% reduction across all functional levels and line-item assignments to achieve the reduction target. GSSM has Four major functional areas – all relate to "excellence" for our program services: 1) Academics 2) Life in Residence 3) Outreach 4) Administration However, with most of our funds in personnel, we could see up to a 7.5% reduction in operating costs for departments – if priority was to maintain staffing levels.

What programs or activities are supported by the General Funds identified?

AGENCY NAME:	
AGENCY CODE:	SECTION:

SUMMARY	GSSM undertakes "what if" scenarios about upcoming economic impacts – to include reductions. Our "plan" would first be to: 1.) Assign and assess an across-the-board 3% reduction – and weigh impacts on students, making adjustments as required to ensure priority services are maintained. 2.) Next, we would immediately "Freeze" all but essential expenditures, including delay of staffing. 3.) Reduce non-instructional programs. This is difficult in a high-intensity residential 24/7 program for teenagers

Please provide a detailed summary of service delivery impact caused by a reduction in General Fund Appropriations and provide the method of calculation for anticipated reductions. Agencies should prioritize reduction in expenditures that have the least significant impact on service delivery.

AGENCY COST SAVINGS PLANS	Please see above.

What measures does the agency plan to implement to reduce its costs and operating expenses by more than $50,000? Provide a summary of the measures taken and the estimated amount of savings. How does the agency plan to repurpose the savings?

FORM F – REDUCING COST AND BURDEN TO BUSINESSES AND CITIZENS

TITLE	

Provide a brief, descriptive title for this request.

EXPECTED SAVINGS TO BUSINESSES AND CITIZENS	Continue migration to on-line admissions, operational and reporting efforts.

What is the expected savings to South Carolina's businesses and citizens that is generated by this proposal? The savings could be related to time or money.

FACTORS ASSOCIATED WITH THE REQUEST	**Mark "X" for all that apply:**
	☐ Repeal or revision of regulations.
	☐ Reduction of agency fees or fines to businesses or citizens.
	X Greater efficiency in agency services or reduction in compliance burden.
	☐ Other

METHOD OF CALCULATION	Processing time per task per - Customer (Parent) - Staff

Describe the method of calculation for determining the expected cost or time savings to businesses or citizens.

REDUCTION OF FEES OR FINES	Current fees are minimal - 1. Partial offset for student meals - 2. Refundable security deposit

Which fees or fines does the agency intend to reduce? What was the fine or fee revenue for the previous fiscal year? What was the associated program expenditure for the previous fiscal year? What is the enabling authority for the issuance of the fee or fine?

REDUCTION OF REGULATION	GSSM Board sets fee policies by proviso

Which regulations does the agency intend to amend or delete? What is the enabling authority for the regulation?

AGENCY NAME:	
AGENCY CODE:	SECTION:

SUMMARY	GSSM is exploring opportunities to replace as many of its paper bound to an electronic version to reduce the burden on its staff and customers

Provide an explanation of the proposal and its positive results on businesses or citizens. How will the request affect agency operations?

SECTION 6

PROVISO REQUEST SUMMARY

Public Education and Special Schools Subcommittee Proviso Request Summary			
Proviso # in FY 19-20 Act	Proviso Title	Short Summary	Agency Reccomended Action (keep, change, delete, add)

None requested

SECTION 7

CARRY FORWARD

SOUTH CAROLINA GOVERNOR'S SCHOOL
for Science & Mathematics

Carry forward information

SCGSSM carried forward $4,581,556.36 in the General Fund and $28,672.79 in the EIA Fund.

As the school moved toward increasing residential enrollment to its capacity of 288 students, we received full funding during the implementation phase of this operation. In addition, the school has received full funding for its Accelerate program in its current capacity, a virtual engineering program available to high schools throughout the State of South Carolina. Since this program serves the entire state of SC it has the capacity to grow. Currently carry forward funds for Accelerate are being used for expansion and additional opportunities to prepare students around the state in engineering.

GSSM implemented the SCEIS accounting system this summer and has the benefit of seeing previous years' financial information in SCEIS. In order to bring its fund balance to a recommended level (approximately $2.1 to $2.3 million, or 15% – 17%), we are evaluating the current budget with the possibility of shifting some funding from personnel to operations. In addition, we recommend using the fund balance to pay for the FY2020 budget requests as shown in Sections 4 and 5. We will also use the fund balance to implement parts of the strategic plan (see Section 9). At full implementation, GSSM will need around $2.3 million above its current budget for personnel and operations. The current building for GSSM needs updates in its HVAC and security operations. We plan to use approximately $750,000 to update these items.

SECTION 8

FTE BREAKDOWN

Employee Summary

FY2019 FTE Authorization: General Fund – 92.32 FTEs; Other – .77 FTE; Total FTEs – 93.09.

For FY2020, we are requesting no additional funding for personnel.

FY2019, we have 88 full-time employees, some of whom are 10-month employees, and 20 temporary employees.

SECTION 9

STRATEGIC PLAN

Strategic Plan Highlights

- ❖ Expand GSSM programs to new communities, especially in underperforming districts.

- ❖ Strengthen Curriculum – broader reach, more advanced studies

- ❖ Statewide talent identification and development from early grades

- ❖ Expanded Outreach opportunities available to all SC Families

- ❖ Develop student interest and preparation to engage globally

Aspirations

- ❖ GSSM will be recognized nationally as a Top 10 STEM School.

- ❖ GSSM participant demographics will reflect the communities in which they are offered.

- ❖ GSSM residential, virtual, or outreach programs will impact 100% of counties annually.

Envisioning the Future

ENVISION THE FUTURE

The South Carolina Governor's School for

Science and Mathematics will be

recognized as a national leader in K-12

science and mathematics education, known

for developing students who are

exceptionally well-prepared to engage in

global issues as creative and ethical leaders.

Setting the Stage

In 2017, the South Carolina Governor's School for Science and Mathematics (GSSM) undertook a new strategic planning process. This process drew heavily from the deep engagement of GSSM faculty, students, families and supporters. These stakeholders gave hours of their time and ideas to envision a GSSM that is able to reach and serve more students, provide more opportunities, and prepare more future leaders in the fields of science, mathematics and engineering for South Carolina.

Honoring Our Legacy

For thirty years, GSSM has provided unparalleled, advanced educational experiences to the state's most academically motivated students. Starting with 64 students living on campus in 1988, GSSM now enrolls hundreds of new students into its residential and virtual programs each year, and thousands more into its summer and school-year programs. This growth is the result of lasting relationships across the state built upon the knowledge that our programs provide uniquely challenging opportunities to learn and grow, while being accessible to all who are motivated to excel in science and mathematics.

Affirming Our Mission

Remaining true to our founding purpose, we understand that highly motivated and prepared students are found in a diverse selection of communities across the state and benefit from programs delivered in a variety of ways. Becoming a trusted partner in these communities is the key to continued growth and excellence in all of our programs. We express our understanding of these possibilities through this mission:

GSSM seeks out and advances our state's most talented and motivated students, offering a transforming education in science, mathematics, and engineering that cultivates joy in learning and builds the confidence to engage as ethical leaders with the world's most significant issues.

Building Our Future

As we enter our fourth decade of service to the state, we will enhance our contributions by focusing on key areas of academic excellence, talent cultivation, program access, and outreach:

- Our residential programs will allow students more time to learn and mature, so that our graduates will be better prepared for college and career.

- Our virtual programs will reach highly motivated students in all communities in South Carolina.

- Our catalog will offer a broader array of challenging and relevant course offerings, giving our students meaningful experiences that are unique to GSSM.

- As we engage with elementary and middle-schools, we will inspire interest in math and science, develop knowledge, and help teachers in those schools achieve their educational objectives.

- Knowing that many of South Carolina's future opportunities rely on international relations, we will work to prepare our students to pursue complex global issues in college and career.

- As a school with the highest aspirations for excellence and achievement, and supported by public and private partners, we will continue to be responsible stewards of our resources as we support the programs that are key to developing the state's next generation of leadership in science, mathematics, and engineering.

We undertake this work from a shared desire to continue GSSM's tradition of excellence, and to better serve a broadening population of students who are ready and willing to challenge themselves for a better future.

The Plan

GSSM will build its future upon deeper and richer engagement with South Carolina's most talented and motivated students wherever they are and with whatever they need. By strengthening programs, expanding partnership networks and becoming more engaged with peer communities, GSSM will be recognized as a national leader in science, mathematics, and engineering education.

Always keeping our commitment to student-centered excellence at the forefront of our efforts, GSSM commits itself to a course of work that supports and enhances:

1 Student-Centered Academic Excellence

2 Student-Centered Global Engagement

3 Student-Centered Integrated Development

4 Broadened Accessibility and Diversity

5 Strengthened Partnerships and Recognition

6 Enhanced Advancement and Stewardship

1 Student-Centered Academic Excellence

GSSM offers exceptional academic programs to exceptionally motivated students. Building upon this, GSSM will broaden its course of studies across each of its programs. An expanded catalog of courses in the residential and Accelerate programs will provide unique opportunities for students to explore areas of potential interest, stretch limits, and deepen their knowledge and confidence. Developing new virtual, online, and on-site courses will allow us to engage an even broader audience of students.

- **10th grade residential admission** – Students may choose to enter as sophomores to begin their advanced coursework early or to strengthen their foundations in math, science, and humanities.

- **Seminar year** – Students who have substantially completed graduation requirements by the end of the 11th grade may pursue a personalized course of study in the 12th grade that fits their interests and needs for future study.

- **Updated graduation requirements** – Students who demonstrate solid foundations in math, sciences, and humanities have increased opportunities to move more quickly into advanced courses.

- **Research and inquiry** – A new research and inquiry graduation requirement will be met through newly developed courses, Scientific Investigations, and student-designed experiences. The Summer Program for Research Interns (SPRI) program will evolve into a selective program for students who wish to explore laboratory research during the summer.

2 Student-Centered Global Engagement

The most important challenges, and the most valuable opportunities, for new leaders are global in scale and require the ability to work competently and ethically across international and cultural borders. GSSM will provide its students with rich opportunities to develop their awareness of global issues and the competencies needed for further study and work.

- **Study abroad** – Opportunities for extended international study will be accessible to all students.

- **International partnerships** – GSSM will expand its international partnerships with like-minded institutions to increase opportunities for international exchange, collaborative study, and inter-cultural understanding.

- **Course development** – Courses addressing international and multi-cultural issues will be added to the catalog of electives available to students across all programs.

- **Global emphasis** – Courses across the curriculum will include international, economic, and cultural perspectives that prepare students for future study of, and engagement with, global issues. Study abroad opportunities will be available to every residential and Accelerate student.

3 Student-Centered Integrated Development

KEY INITIATIVES

GSSM programs are designed to develop content knowledge and concept mastery which, when combined with experiences that build self-confidence, creativity, and compassion, are excellent preparation for success and leadership. GSSM teachers and student development professionals will integrate their efforts to develop grit and perseverance, leading to persistence in STEM fields and promoting healthy, ethical high-achieving leaders.

- **Professional development** – Teachers and staff will acquire the experiences and practices that promote self-awareness, confidence, and joy in learning.

- **Course integration** – The development of self-efficacy, resilience, ethics, and related developmental objectives will be integrated into program and course designs

- **Active assessment –** GSSM will build institutional research capacity to track student progress towards academic success and the development of self-efficacy.

4 Broadened Accessibility and Diversity

KEY INITIATIVES

Students capable of, and interested in, advanced study of science, mathematics, and engineering live in all communities across the state. GSSM will develop lasting relationships with partners in school districts, communities, and businesses to identify talented students and to develop their interests and knowledge in science, mathematics, and engineering. Our goal is to offer GSSM programs to students ready to challenge themselves in residence, in their home school, or virtually and online wherever they may be, whatever their personal circumstance.

- **Expanded outreach** – GSSM will expand both the reach and depth of its outreach programs to all districts to identify and develop talent in elementary grades and kindergarten students.

- **New virtual opportunities** – GSSM will expand its Accelerate and virtual foundational programs to be available in all schools, developing curricula for courses beyond Algebra II that can be delivered virtually and in blended format in under–served schools.

- **Diversity focus** – GSSM will strive for enrollments that reflect the demographics of the communities to which it offers programs.

5 Strengthened Partnerships and Recognition

KEY INITIATIVES

GSSM remains a well-kept secret among communities it seeks to serve. Through active participation and leadership in relevant organizations and communities, GSSM will be widely recognized for its ability to understand and address the needs of outstanding students and to achieve high-end outcomes in academic and developmental domains.

- **External accreditation and assessment** – GSSM will seek accreditation from organizations like the Southern Association of Colleges and Schools' (SACS) AdvancED program. Through processes like this, GSSM will credibly satisfy itself and external constituents that it is successful in achieving its outcome objectives.

- **Professional participation** – Through active participation and leadership within consortia such as the National Consortium of Specialized Secondary Schools, GSSM will demonstrate its commitment to excellence in science, math, and engineering education.

- **Integrated outcomes** – GSSM will ensure that curricular outcomes are consistent for all topics, regardless of the program or modality of delivery.

- **Innovation and program improvement** – Professional growth and development will be part of each faculty and staff member's performance assessment.

- **Marketing and communication** – GSSM will seek to integrate the work of its internal and Foundation marketing to reach interested parties with authentic and compelling information about GSSM students, programs, and opportunities to create pride in the institution and inspire a desire to become part of our community.

6 Enhanced Advancement and Stewardship

KEY INITIATIVES

To maintain excellence across its programs, GSSM requires stable and flexible access to public and private support. While complying with applicable regulations and best practices, GSSM will structure its operations for outstanding program support, accountability, and efficiency. It will strengthen its working relationship with the GSSM Foundation, ensuring a productive partnership for fundraising, support, and growth.

- **Enhanced internal protocols** – Procedures for planning, budgeting, and purchasing will be integrated with SAP accounting tools provided by the state (SCEIS). Workflows will be created to eliminate duplicated efforts and to streamline repeated tasks associated with procurement.

- **Institutional research (IR)** – best practices in IR will be implemented for all student-centered goals and outcomes, all school operations, and all partnerships.

- **Enhanced partnerships** – Partnerships with parents, alumni, corporate partners, and GSSM foundation will be fully integrated with strategic goals, fundraising efforts, and student-centered grants.

Implementation Framework

The following goals and strategies form the framework for the school's growth
and improvement work for the next five years.

Students will choose courses of study that support their interests and collegiate objectives. A broadened selection of courses and mentored research in all programs, combined with changes to residential graduation requirements and minimum per-term enrollments, broadens potential enrollment pathways and allows the student to create courses of study more closely aligned with their interests and career aspirations.

GOAL: Prepare more students for success in advanced coursework and provide opportunities to explore their passions and interests.

OBJECTIVES:

1. Within 5 years of implementation, an average of 40% of GSSM's residential students will enter in the 10th grade.
2. 20% of residential students will successfully declare and complete a seminar year experience.
3. 100% of residential students will complete two or more electives of their choosing without the need to enroll in overloads.
4. 30% of GSSM's courses will be available for delivery virtually or online.
5. Courses and course modules will be developed for local and remote delivery for elementary, middle, and high schools.

STRATEGY I

Enroll residential students in the 10th grade to provide additional time for students to complete SC graduation requirements, and increase opportunities to engage in advanced GSSM coursework and research. Students may also enter in the 11th grade as they do now. GSSM will create a curriculum for students arriving in the 10th grade, gradually preparing them for more challenging courses of study in the 11th and 12th grade years. Courses or curricular analogs commonly taken in the 10th grade, like Geometry, Algebra II, and English II, will be added to the curriculum. This curriculum, or portions of it, could be available online.

Required Resources:

- Six personnel FTE's (10th grade teachers, additional student development staff), approximately $513,000
- Operational expenses of approximately $45,000

Earliest Timing:

- Spring 2018: Planning for recruitment, curriculum
- Fall-Spring 2019-20: Recruit first 10th grade class
- Spring-Summer 2019: Hire faculty, staff
- Fall 2020: First entering 10th graders

Rationale:

- About one third of GSSM students (2016-17) reported not being able to enroll in the school's most beneficial electives and research experiences due to the need to satisfy SC high school graduation requirements in addition to GSSM's requirements. An additional year of enrollment naturally extends the time to meet these requirements.

- Variations in programs across school districts create disparity in student preparation for GSSM's advanced curriculum. A 10th grade year, carefully calibrated to transition students into the school's academic pace, provides additional time to address these issues, making advanced study available to more students in later years.

- Prior to the 11th grade, when colleges begin examining academic performance, students can recover from initially lower grades that are common as students acclimate to GSSM and life away from home. This has the potential to improve college outcomes and builds confidence to engage in more challenging experiences later.

- Allowing students to continue enrolling in the 11th grade gives families choice to exercise based upon their understanding of their child's emotional development, academic preparation, and other factors that make 10th-grade enrollment unattractive. This proposal is consistent with providing good alternatives for a broader range of needs and preferences.

Additional Expected Benefits:

- The ability to develop research and project-based courses of multi-term duration increases opportunities for multi-disciplinary learning.

- Availability of room to enroll in non-required courses, and changes in GSSM graduation requirements, should stimulate the development of a broader array of high-quality, specialized electives.

- Evidence from similar schools that allow enrollment in the 10th grade suggests students develop deeper and more appreciative relationships with the school, its faculty and staff, and their peers.

- Stretching out the time available to complete requirements makes it possible, in most cases, to reduce the minimum student course load from six to five courses, enabling participation in courses that require significant time in labs or other research.

- A year designed to acclimate students to GSSM's rigorous 11th and 12th grade programs is expected to reduce attrition due to burn-out and academic deficiencies.

STRATEGY II

Enable the option of a 'Seminar Year' in the 12th grade for students who have substantially completed graduation requirements by the end of the 11th grade.

- Enrollments in the 10th and 11th grade years may be designed to fully complete graduation requirements by the end of the 11th grade year. Some students do this already, and an additional year made possible by enrollment in the 10th grade, could increase the number significantly.

- With the assistance of their academic advisor, rising seniors interested in the Seminar Year will create a formal proposal outlining a course of study based upon their interests, abilities, and career aspirations. With the exceptions that the course of study must align with GSSM's STEM-focused mission, a minimum number of credits must be attempted (perhaps 4), and that pre-requisites must be upheld, no other

requirements would be imposed. The proposal will detail desired outcomes, and be reviewed by a seminar committee for approval.

- Prior to graduation, students will complete a project, approved by their seminar committee, reflecting upon their Seminar Year experience and describing the outcomes that they achieved.

Required Resources:

- $82,000 per year for program expenses

Earliest Timing:

- Fall 2018: Curriculum committee studies requirements
- Spring 2019: Seminar Year curriculum approved, first group of students apply for Seminar Year
- Fall 2019: First Seminar Year group begins

Rationale:

The Seminar Year is an attractive feature that motivates students and differentiates GSSM's programs in an increasingly competitive market for top students.

- Allowing students to dive deeply into subjects that interest them, or to pursue a survey of courses they wish to explore, invests them in their own educational plan.
- The Seminar Year becomes an attractive feature that students look forward to, and potentially reduces attrition.

STRATEGY III

Increase the flexibility in GSSM graduation requirements so that students are to create programs of study that are responsive to their interests and aspirations.

- Students will be required to enroll in a minimum of 5, reduced from 6, courses per semester and one during the Interim term. Students in good academic standing may apply for overload enrollments of 7 courses in a semester.
- Graduation requirements will be changed to accommodate courses of study that may be accomplished by students entering in the 10th or 11th grades, creating additional opportunities to enroll in elective and research opportunities.
- Exemption from foundational courses in science may be granted upon student request when satisfactory initial competency is shown. Standards for acceptable competence is determined by each discipline.

Required Resources:

- Approximately $11,000/year for program expenses

Earliest Timing:

- This proposal could be implemented as soon as exemption protocols are developed and board approval for the changed graduation requirement is granted.

Rationale:

- Students will perform better and gain more satisfaction when they are able to enroll in courses that fit their interests and needs.
- Increased time to spend on coursework and projects results in deeper exploration, better understanding, better teacher-student engagement, and higher quality work.
- Allowing students opportunities to exempt coursework they have already completed provides additional opportunities for elective enrollments in their fields of interest.

Additional Expected Benefits:

- Programs customized to student needs and interests will increase interest among prospective families and reduce attrition.
- Teacher-student relationships will deepen as they engage on projects and interest-based electives.

STRATEGY IV

Strengthen opportunities for research and inquiry. The GSSM curriculum provides rich opportunities for each student to develop their ability to understand, describe, and contribute to the world around them through activities and coursework that integrate research and inquiry-based experiences. Therefore we will:

- Expand the opportunities available for fulfillment of the research and inquiry requirement into new and existing courses.
- Support the incorporation of interdisciplinary components into research and inquiry projects where it is feasible and improves understanding.
- Elevate the Summer Program for Research Interns (SPRI) to be a selective opportunity for interested students who wish to pursue high-quality research opportunities in labs across the state, nation, and around the world.
- Develop a summer school term for incoming and enrolled students to gain foundational knowledge, create opportunities for elective enrollments, and to potentially recover from academic issues that might otherwise require a student to leave the school.

Required Resources:

- Dependent upon the cost of proposed research and inquiry experiences. A significant portion of these costs could be funded from current SPRI allocations.

Earliest Timing:

- Summer 2019

Rationale:

- Research skills gained through hands-on experimentation, measurement, and interpretation are key to success in STEM fields, and in problem solving and future learning.
- Interdisciplinary learning allows students to establish the connections between ideas and processes which deepen understanding.

- SPRI remains an important experience for residential students. In the era of full-enrollment and in response to planning happening elsewhere within the school, it is fitting and timely to review and take steps that ensure SPRI's vitality, relevance, and position as a core part of GSSM's future.
- Summer school provides additional opportunities for students to pursue courses of study that match their needs and interests.
- The ability for students in academic distress to take corrective action in the summer may reduce attrition.

STRATEGY V

Enroll GSSM students in 10th grade classes delivered virtually or online to provide quality courses to highly motivated students unwilling or unable to enroll in the residential or Accelerate programs. Develop existing and new GSSM courses for virtual and online delivery.

Required Resources:

- Approximately $5,500 per course developed. Delivery costs dependent upon personnel and subscriptions costs.

Earliest Timing:

- Fall 2019

2 Student-Centered Global Engagement

The most important challenges, and the most valuable opportunities, for new leaders are global in scale and require the ability to work competently across international and cultural borders. GSSM will provide its students with rich opportunities to develop their awareness of global issues and the competencies needed for further study and work.

GOAL: Develop awareness and competency to pursue leadership roles in addressing the world's more complex global issues.

OBJECTIVES:

1. Every residential student, regardless of family income, has access to an international study experience.
2. Program proposals and assessments address strategies to increase cultural literacy and awareness of global issues.

STRATEGY I

Ensure all GSSM students have the opportunity to develop skills and confidence by engaging with international, economic, and cultural issues that contribute to success in the global marketplace.

- Study abroad is an opportunity available to all students. It can be satisfied by summer research, Interim travel, or specialized term-abroad programs.
- Expand partnerships with other international schools, universities, and research institutions.

- Integrate examination of global issues and ethics into courses across the curriculum.

Required Resources:

- Approximately $505,000 for travel, supplies, and personnel costs. One FTE to coordinate.

Earliest Timing:

- Fall 2019

Rationale:

- The world GSSM students inherit is increasingly driven by globally-connected issues that require skills which can only be developed through first-hand experiences with other cultures.
- Employment and research in STEM fields face ever-increasing competition from well-developed international corporations, often with state sponsorship.
- Early development of global competencies and interests increases the likelihood that students will pursue related fields in college.
- As South Carolina seeks to be competitive in global markets, it will benefit from leaders able to navigate global issues with skill and sensitivity.

Additional Expected Benefits:

- Interest in global issues and the opportunity for travel abroad experiences may increase interest in GSSM programs.
- Participation in studies abroad and the development of international issue awareness may create more competitive admission portfolios for students applying to highly-selective colleges.
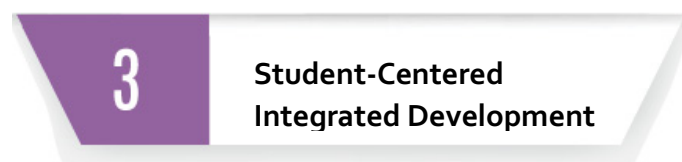
3 Student-Centered
Integrated Development

GSSM programs are designed to develop content knowledge and concept mastery which, when combined with experiences that build self-confidence, creativity, and compassion, are excellent preparation for success and leadership. GSSM teachers and student development professionals will integrate their efforts to develop grit and perseverance, leading to persistence in STEM fields and promoting healthy, ethical high-achieving leaders.

GOAL: Build the development of success characteristics into GSSM programs and courses.

OBJECTIVES:

1. Strategies for developing student self-efficacy are integrated into professional development targets.
2. Program proposals and assessments address strategies to achieve appropriate social, ethical, and developmental outcomes.

STRATEGY I

Promote well-being within the community through a combination of mental, physical, emotional, ethical, and social health factors in all GSSM programs.

- Program assessments will include attention to opportunities for active movement and social interaction.
- Programs will encourage iterative cycles of attempts, failure, strategy improvement, and retry.
- Through professional development opportunities, GSSM faculty and staff will improve their ability to recognize and respond to mental and emotional health issues that they may encounter.
- GSSM will develop a curriculum of out-of-class programming that develops and assesses student growth towards personal well-being.

Required Resources:

- $75,000 for professional development and programmatic expenses

Earliest Timing:

- This work could begin in Fall 2018 and scale fully by Fall 2020.

STRATEGY II

In all course designs, include content and practices that promote self-awareness of learning progress with the goal of improving approaches to learning, work completion, content mastery, and skills development.

- Programs will highlight the connection between what students know and what they are learning by providing opportunities to connect concepts across disciplines and to encounter problems that require multi-disciplinary approaches to correctly solve.
- Assignments and projects will frequently ask students to reflect on the nature of their learning experience.
- Programs will include features that quickly challenge students to use and think about what they have just learned.

4   Broadened Accessibility and Diversity

Students capable of, and interested in, advanced study of science, mathematics, and engineering live in all communities across the state. GSSM will develop lasting relationships with partners in school districts, communities, and businesses to identify talented students and to develop their interests and knowledge in science, mathematics, and engineering. Our goal is to offer GSSM programs to students ready to challenge themselves in residence, in their home school, or virtually and online wherever they may be, whatever their personal circumstance.

GOAL: Offer GSSM programs to students ready to challenge themselves wherever they may be.

OBJECTIVES:

1. Foundational and advanced courses in developing interest and mastery in science, mathematics, and engineering will be available for credit in every grade, in every school district.

STRATEGY I

Deliver high-quality programs in-person and virtually to students from kindergarten through high school by leveraging GSSM's curricular expertise, partnerships, and technologies.

- Complete the Center for Inquiry building to facilitate development and delivery of high quality STEM programs to schools visiting Hartsville and around the state.
- Student diversity and inclusion will be key considerations in the development, promotion, and enrollment across all GSSM programs. The demographics of students in GSSM programs will be similar to those of their communities.
- Develop modular courses and course units that generate interest and confidence in STEM among elementary and middle-school students. They will be deliverable in schools, virtually, online, and at GSSM's Center for Inquiry.
- Develop foundational courses and deliver them online to underperforming schools, modeling teaching standards that empower local teachers to teach at high levels.
- Create a selection of self-paced and guided courses available online to students seeking advanced study options, especially in schools where they are not offered.
- Invest in the development and management of new partnerships with school districts across the state.
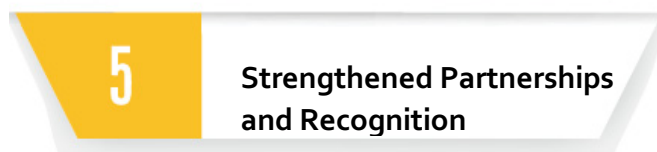
Required Resources:

- $22M capital expenses for the building, approximately $700,000 to develop deliver expanded programs

Earliest Timing:

- Fall 2019

15

Rationale:

- Service to the state of South Carolina as the leader in STEM education is core to GSSM's mission as set forth in its enabling legislation.
- Increasing interest in the study of STEM broadens the field of potential participants in future GSSM programs.
- Improving the foundations in math and science across the state increases the number of students prepared for GSSM's most advanced programs.
- GSSM is well-positioned to improve STEM-related education across the state.

5 Strengthened Partnerships and Recognition

GSSM remains a well-kept secret among communities it seeks to serve. Through active participation and leadership in relevant organizations and communities, GSSM will be widely recognized for its ability to understand and address the needs of outstanding students and to achieve high-end outcomes in academic and developmental domains.

GOAL: Be recognized as a national leader in science and mathematics education.

OBJECTIVES:

1. GSSM's regional and national reputations place it in the top ten percent of peer institutions.
2. GSSM compares favorably with its aspirational peers.
3. GSSM achieves reputable external validation of the excellence of its programs.

STRATEGY I

Strengthen the school's ability to imagine, develop, and deliver world-class educational programs.

- Provide compensated opportunities for development of innovative courses, course-units, or approaches that support GSSM's curricular objectives.
- Integrate curricular oversight of various residential, virtual and outreach programs to ensure consistent outcomes.
- Implement structural professional development for each faculty and staff member as part of their annual performance assessment.
- Develop ongoing institutional research capabilities to support decision making and to assess the impact of new and current practices.
- Integrate the Academic Success Center into academic and student development curricula.

- GSSM will explore dual-enrollment partnerships for courses taught at the collegiate level where it benefits students.
- The school will review best practices for calculating teacher load with additional emphasis placed on equity and developing high-quality out-of-class experiences between teachers and students.

Required Resources:

- $2,500 per teacher for about $100,000 for professional development.
- Dual-enrollment fees estimated to be $150,000 per year for residential (288 students, 3 courses per year) and Accelerate programs (300 students, 4 courses per year) when Accelerate is at planned enrollment of 300 students.

Earliest Timing:

- Fall 2020

Rationale:

The quality of GSSM programs is the most important factor in achieving and maintaining a reputation for excellence.

- Programs and curricula developed within separate divisions are likely to employ different approaches, curricular goals, and assessment criteria, creating the opportunity for uneven levels of quality. Coordination of outcome goals by discipline experts ensures quality of the program, regardless of the delivery method.
- GSSM teachers often have ideas for innovative approaches to their subject, but need the ability to invest time into developing them.
- Current institutional research resources are informal and insufficient to gather, interpret, and present the information required to support planning, decision making, and assessment.
- GSSM courses taught at above-AP levels often receive less weighting on the SC uniformed grading scale (UGS) than lower-level courses taught in other schools. Dual-enrollment credit guarantees proper weighting and allows GSSM graduates to receive college credit for their efforts.

STRATEGY II

Develop endorsements and partnerships with national and international organizations that can validate, collaborate, and improve GSSM programs.

- Research the infrastructure and investment necessary to achieve accreditation by the Southern Association of Schools and Colleges/AdvancED. Submit to the GSSM Board for consideration.
- Develop a consortia of regional specialized STEM schools for collaboration and advocacy that is able to focus on regional and local issues.
- Research alternative agency affiliations that provide better visibility and operational support than is currently available.

Required Resources:

- $150,000 including institutional research staff person and supplies. One FTE.

Earliest Timing:

- Institutional research staff search should begin as soon as possible. Begin planning for accreditation Fall 2018.

Rationale:

- The landscape for education is changing rapidly and there is increased interest in evidence of program efficacy.
- Improving STEM programs in school districts create a perception of program equality that requires clarification to encourage interest in GSSM programs.
- External validation and reputable assessment of the school's programs differentiate the high quality of programs and increase confidence across all programs.
- GSSM's unique mission creates support and administration requirements that are less-well understood and difficult to accommodate by external agencies.
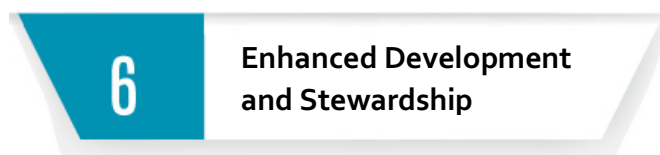
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6   **Enhanced Development and Stewardship**

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To maintain excellence across its programs, GSSM requires stable and flexible access to public and private support. While complying with applicable regulations and best practices, GSSM will structure its operations for outstanding program support, accountability, and efficiency. It will strengthen its working relationship with the GSSM Foundation, ensuring a productive partnership for fundraising, support, and growth.

GOAL: Ensure reliable and flexible support for GSSM programs and growth.

OBJECTIVES:

1. GSSM can efficiently obtain and retain products and services that support program stability and excellence.
2. Positive collaborative relationships between GSSM and its Foundation result in consistently understood priorities and transparent information exchange.
3. GSSM funding is reliably sufficient to support ongoing operations and future initiatives.

STRATEGY I

Improve operational requirements for efficiency and navigability, allowing GSSM to respond nimbly to changing needs and opportunities.

- GSSM will structures and affiliations, aimed at improving effectiveness and control over operations and procurement practices.

- GSSM will review its internal workflows to improve efficiency and responsiveness, and achieve the best distribution of information to support decision making.

Required Resources:

- Unknown

Earliest Timing:

- Begin assessing options Spring 2018

Rationale:

- As a state agency, GSSM's technical integration with a fiscal agent may reduce access to the full flexibility of the state purchasing code when negotiating for products and services. Additional other-agency (non-GSSM) purchasing policies, layered on top of the state purchasing code, are properly designed to serve their internal agency requirements rather than the needs of a school like GSSM. Interpretations of purchasing policies are made external to GSSM, and often by agency personnel who neither understand, nor are responsible for, GSSM's role and requirements for student success.
- The school's administrative efforts evolve constantly but remain rooted in processes created in the pre-growth era. With more than double the number of students, faculty, and staff of just a few years ago, inefficiencies can have an amplified effect, impeding delivery of the best support for the community.

STRATEGY II

Strengthen and adapt GSSM's partnerships with all its stakeholders, from parents to schools, state-agencies, state business, and corporate supporters to enable and support the school's vision for student-centered excellence.

- GSSM and its Foundation will work to improve collaboration and broaden fundraising priorities to increase support from private donors and foundations.
- GSSM will strengthen its partnerships with parents, alumni, and donors through direct participation in development planning and activities.

Required Resources:

- No additional resources required.

Earliest Timing:

- Immediately

SOUTH CAROLINA GOVERNOR'S SCHOOL
for Science & Mathematics

401 Railroad Avenue
Hartsville, SC 29550

SECTION 10

OTHER

South Carolina Governor's School for Science and Mathematics

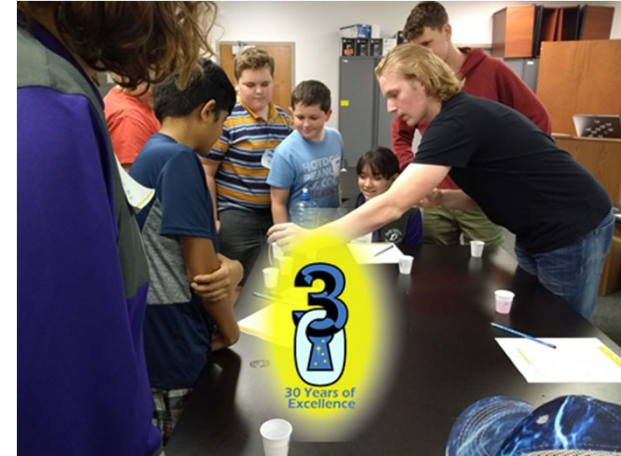FY 2019-20 Budget Hearing

January 22, 2019

Agency Attendees

Representing GSSM:

- Dr. Hector Flores, President

- Dr. Ershela Sims, Senior Vice President for Virtual and Outreach

- Mr. Brock Heron, Vice President for Finance and Operations

Representing GSSM Foundation:

- Ms. Beth Dinndorf, Executive Director, GSSM Foundation

GSSM is Changing

- Board charged leadership team in Fall 2016 with developing and implementing a new strategic plan.

- GSSM new strategic plan was adopted by the Board in January 2018

- Implementation metrics approved by the Board in Fall 2018 – aim to be a top 10 STEM school nationally within five years.

- New graduation requirements and new curriculum up for approval by the Board on January 31, 2019

- Residential and Virtual curricula will provide high level and flexible STEM experience

- Full expansion of virtual and outreach experiences throughout the state, with focus on underserved areas

GOALS	Type	Metric	Target	Measurement Strategy	Decriptive Statement
FROM GSSM VISION STATEMENT					
1 GSSM is recognized as a national leader	**Outcome**	**Relevant national rankng**	**Will be in the top 10 in this metric by 2023.**	**Ranking review.**	**GSSM will be ranked in the top 10 in nationally recognized STEM high school and college surveys by 2023.**
	Process	Rate of publishing in regional or national publications.	20% of students will publish their research in regional or national publications within 5 years of their research.	Publishing review	20% of research students will publish their results in regional or national publications within 5 years of their research.
	Process	Professional recognition	25% of faculty staff receive recognition for their work by nationally recognized organizations.	Recognition review	25% of GSSM eligible faculty and staff will receive recognition for achievement from national STEM organizations by 2023
	Process	Participation in national research competitions	50% of students will participate in regional or national research competitions by 2023.	Participation review	50% of students enrolled in residential and virtual programs will participate in regional or national research competitions or conferences by 2023.
	Outcome	**Brand/reputation market penetration**	**Will be recognized by 80% of target groups by 2022.**	**Marketing survey of targeted populations**	**GSSM will be recognized as a top-performing STEM high school by 80% of sampled stakeholders by 2022.**
2 Execptionally well prepared - global issues	**Outcome**	**Skills/concept attainment**	**Students are able to describe and analyze global issues in terms of their cultural, historic, and economic dimensions.**	**Course assessments**	**100% of GSSM courses will meet learning obectives for multicultural or international topics by 2021.**
FROM GSSM MISSION STATEMENT					
3 Recruiting most talented & motivated	**Process**	**Class ranking of enrolled students**	**70% of students recruited from top 1% of class by 2021.**	**Recruiting data**	**By 2021, 70% of students recruited into GSSM residential and virtual programs will be in the top 1% of their class.**
	Outcome	**Demographic profile**	**The enrollment demographics of GSSM programs reflect the communities in which they are offered.**	**Enrollment data**	**The demographics of participants in GSSM programs will be representative of the state and communities we serve by 2021.**
	Outcome	First semester college gpa	GSSM students attending in-state colleges achieve 1st semester GPAs higher than the state average.	College reporting	GSSM first-semester college performance will lead all other high schools in the state by 2021.
4 cultivates joy	Outcome	Student engagement	Students are more excited about learning subjects they are interested in.	HSSSE student engagement survey, course completion survey	80% of GSSM students will report high satisfaction with their learning experience by 2021.
5 ethical leadership with worlds significant issues	Outcome	Skills/concept attainment	Students are able to incorporate values, ethics, and social responsibility into their analysis of personal, academic, and societal issues.	Course assessments	100% of students will demonstrate the ability to incorporate values, ethics, and social responsibility into their analysis of personal, academic, and societal issues.
FROM STRATEGIC PLAN GOALS					
6 Prepare more students for success in advanced coursework and provide opportunities to explore their passions and interests	**Process**	**Enrollment distributions.**	**Increase advanced, elective course enrollment completions to 100% by 2022.**	**Using 2018-19 as a baseline, successful completion of advanced courses will be compared with prior year enrollments.**	**100% of students in virtual and residential programs will complete advanced elective coursework by 2022.**
7 Develop awareness and competency to pursue leadership roles in addressing the worlds most complex global issues.	**Outcome**	**Course content.**	**Students will encounter multicultural or international content and concepts in 100% courses across the curriculum by 2021.**	**Curriculum mapping**	**100% of GSSM courses will meet learning obectives for multicultural or international issues by 2021.**
8 Build the development of success charactaristics into GSSM programs and courses.	**Process**	**Course content.**	**100% of GSSM course designs will integrate frameworks of student wellness, learning differences, and emotional and intellectual development.**	**Professoinal development and curricular mapping**	**100% of GSSM courses and programs will create environments promoting student wellness, and intellectual and emotional development by 2021.**
9 Offer GSSM programs to students ready to challenge themselves wherever they may be.	**Process**	**Program availability, participation rate**	**Residential, virtual, and outreach programs developed by GSSM will impact 100% of counties by 2023.**	**Program availability, enrollments**	**Residential, virtual, and outreach programs developed by GSSM will impact 100% of counties by by 2023.**
	Outcome	Student academic performance.	Students participating in 1 or more GSSM programs per year will maintain increased academic performance compared to non-participating peers.	Course assessments, standardized tests	Students completing GSSM programs achieve higher academic success than non-participants in their cohort.

Dr. Ershela Sims

- Began at GSSM in March 2017 as Vice President of the Accelerate Virtual Engineering Program
    - Charged with a five-year strategic plan for Accelerate
    - Plan was accepted by the Advisory Board in October 2018
- Role has expanded to Senior Vice President for Virtual and Outreach
- Added a sister program to Accelerate to prepare students to study engineering as undergrads
- Added summer research program for the virtual program
- Expansion of the Virtual and Outreach programs

GSSM STEAM Bus Mobile

- STEAM Field Trips that go to your school
- Hands-on engaging STEAM activities
- GSSM Elementary offerings aligned with SC to Science Standards
- State/Private funding

SOUTH CAROLINA GOVERNOR'S SCHOOL
for Science & Mathematics

Budget Request FY2020

- Total $308,500 – 3 FTEs
- Enrollment Management Upgrades
  - Comprehensive among all areas: Residential, Accelerate and Outreach.
    - Supports access to underserved areas and populations of the state.
    - Enrollment Director - $95,000, 2 Enrollment Counselors - $70,000 ($35,000 ea);
    - Associated Fringe - $69,500; Operating (Travel, Marketing, Supplies, etc.) - $74,000.

Capital Budget Requests

- Non-recurring Capital - $16,000,000

    ### Center for Creative Inquiry

- State request: $16,000,000
    - Total Cost of Construction (A&E, Site, Construction, FFE, etc.) - $21,192,136
    - Private Match Anticipated - $4,720,236
    - A&E Previously Approved - $ 471,900
- Statewide Outreach and Engineering Support
    - Innovation/Maker Spaces
    - Hands-on Engineering Spaces
    - Auditorium
    - Virtual Teaching
    - Research

Nine State championships in 2017-2018:
Boys soccer; cross country; track and field

SOUTH CAROLINA GOVERNOR'S SCHOOL
for Science & Mathematics

Fall 2018 Summary

2018 Fall teams –

Womens Volleyball

Mens and Womens Cross Country

Mens and Womens Swimming

Womens Golf

Womens Tennis

168 total student athlete's played on teams this fall

Championships and Honors
Womens Volleyball State Champions 1A SCHSL
Mens Cross Country 2nd Place Region Champions 2nd Place State Championship 1&2A SCHSL

Individual Honors
South Carolina Coaches Association for Women's Sports honored –
Kaitlyn Rodman (Junior) Athlete of the year Cross Country
Darby Porter (Senior) Athlete of the year Swimming
Emily Fast (Senior) Athlete of the year Tennis

The HighSchool Sports Report honored the following student athletes with all state honors –
Brendan McManamon (Senior) All State Cross Country
Nyla Parker (Junior) All State and 1A Player of the Year Volleyball
Sierra Jensen (Junior) All State Volleyball
Mikey Pinnell (Senior) All State Volleyball
Layne Scopano (Senior) All State Volleyball
Hugh O'Connor (Coach/AD) Coach of the year 1A Volleyball

Wrap-up

- We are appreciative of The House of Representatives for the support of GSSM and also for our sister school, GSAH, in Greenville.

- Again thank you for the past thirty years and we look forward to at least another thirty years of educating South Carolina best and brightest.

- We will now entertain any questions you may have.