SECTION 1

KEY OFFICIALS

SOUTH CAROLINA GOVERNOR'S SCHOOL
for Science & Mathematics

Key Officials Attending Hearing

- Dr. Ershela Sims, Interim President
- Mr. Brock Heron, Vice President for Finance and Operations

SECTION 2

ORGANIZATIONAL CHART

SOUTH CAROLINA GOVERNOR'S SCHOOL
for Science & Mathematics

Governor/General Assembly of South Carolina

SCGSSM Board

GSSM Foundation Board

**Interim President
Dr. Ershela Sims**

Exec. Assistant to the President
Bridget Lloyd

**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:
- Biology: Jennifer Brown
- Chemistry: Chris Roberts
- CBE: Al DeGennaro
- English: Joe Wensink
- FLHPsy: Antonio de Ridder
- Math: Nicole Kroeger
- Physics: David Whitbeck
- 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:

Sr. VP for Accelerate Engineering: Dr. Ershela Sims (16 FTEs)

- 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
- Human Resources; Director, Anne Brumley
- Legislative Affairs
- Procurement/Purchasing
- Operations
- Public Safety; Director, Chris Caldwell
- Facilities; Facility Director, Timmy Tyner

Contract Services: (many contracted employees)

  o Food Services, Public Safety, Custodial
  o Grounds Building, Maintenance
  o Nursing Services

**Vice President for
Enrollment Management
(3 FTEs)
Vacant**

**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 2018–2019
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.

Does the agency have any major or minor recommendations (internal or external) that would allow the agency to operate more effectively and efficiently?

	Yes	No
RESTRUCTURING RECOMMENDATIONS:	☐	☒

Is the agency in compliance with S.C. Code Ann. § 2-1-230, which requires submission of certain reports to the Legislative Services Agency for publication online and the State Library? See also S.C. Code Ann. § 60-2-30.

	Yes	No
REPORT SUBMISSION COMPLIANCE:	☒	☐

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

Is the agency in compliance with various requirements to transfer its records, including electronic ones, to the Department of Archives and History? See the Public Records Act (S.C. Code Ann. § 30-1-10 through 30-1-180) and the South Carolina Uniform Electronic Transactions Act (S.C. Code Ann. § 26-6-10 through 26-10-210).

	Yes	No
RECORDS MANAGEMENT COMPLIANCE:	☒	☐

Is the agency in compliance with S.C. Code Ann. § 1-23-120(J), which requires an agency to conduct a formal review of its regulations every five years?

	Yes	No
REGULATION REVIEW:	☐	☒

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

	Name	Phone	Email
PRIMARY CONTACT:	Brock Heron	843-383-3906	bheron@gssm.k12.sc.us
SECONDARY CONTACT:	Ershela L. Sims, PhD	843-383-3902	esims@gssm.k12.sc.us

I have reviewed and approved the enclosed FY 2018–2019 Accountability Report, which is complete and accurate to the extent of my knowledge.

AGENCY DIRECTOR (SIGN AND DATE):	
(TYPE/PRINT NAME):	Ershela L. Sims, PhD

BOARD/CMSN CHAIR (SIGN AND DATE):	
(TYPE/PRINT NAME):	Carolyne S. Williams

AGENCY'S DISCUSSION AND ANALYSIS

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.

Global Academics: Supported by State and private funds, GSSM continues an international exchange of high school research students with sister high schools and a universities in Germany and China.

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 30.2)*
- *100% admitted to college*
- *77% of alumni works in STEM fields*
- *77% of alumni works in their field of study*
- *70% of alumni pursue advanced degrees*
- *84% of alumni major in a STEM field*
- *37% of alumni are currently in careers in SC*
- *2018 – 2019 maintain "full capacity."*

Strong – Alumni
- *Engineers*
- *Corporate careers - examples: Google, Microsoft, General Electric, Westinghouse, Exxon, Scientist*
- *Medical careers*
- *Entrepreneurs*
- *Academicians*

GSSM Source of Strength – Faculty / Staff
- *Credentialed and accomplished (All have Masters, 90% 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*

Virtual Engineering
Accelerate
- *Graduated fourth class of seniors*
- *Students competed in International Olympiad in Kazakhstan as the first American team in the 15 year history of the olympiad*
- *Expanded summer research program to include international offerings*
- *Held summer camps at Clemson, USC and Coker College*

TEAM UP
- *Pilot year of new TEAM UP Virtual Engineering program was successful and the program will continue in 2019-2020*
- *Admitted the first official class of sophomores*
- *Added 3 new district partners for 2020-2021 (Oconee, Dillon 3, and Chesterfield)*

GSSM Foundations for the Future
- *Research*
  - ✓ *International: Germany, China, and Peru*
  - ✓ *Clemson, USC, MIT, MUSC, Furman University, Presbyterian College,, USC-Aiken, College of Charleston, Columbia University, Converse College, SC Department of Natural Resources – as well as businesses and other institutions like AVX, The Charleston Museum, and the SC Governor's Office*
  - ✓ *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. 19 College Board approved AP courses
   d. 23 courses for which an AP course is a pre requisite.
2. Junior and Senior Seminar Series of one-hour per week courses
   a. Juniors take Life and Leisure, Academic Transition, College Planning I, Public Speaking, Personal Health and Safety Skills, Introduction to Research
   b. Seniors take College Planning II
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 dual enrollment Engineering 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 2018-2019. For 2018-2019, Accelerate Engineering had 131 total students, up from 122 in 2017-2018. Added a second virtual engineering program TEAM UP—*Teaching Engaging and Advancing Minds for Undergraduate Preparedness*. This program has less focus on dual enrollment and more focus on preparing students to study engineering in college.
   - Program Growth continues (New Partnerships for 2019-2020):
     o Horry County: Horry County was a district partner in the past, but left the program after the first three years. They signed a new MOU for an Accelerate partnership in December.
     o Florence One: Florence One School District will be a TEAM UP partner beginning in the 2019-2020 school year.
     o Hired one new full-time engineering instructor, two student success coordinators and an Accelerate Director for 2019-2020
   - Accelerate: Microeconomics will be added as new dual enrollment elective will be for the 19-20 school year. A complete listing of the Accelerate curriculum can be found here: https://www.scgssm.org/virtual/accelerate/academic-opportunities/courses-and-requirements
   - TEAM UP: the TEAM UP junior and senior year curricula have been finalized. The senior curriculum now includes 4 dual enrollment classes through the Coker College dual enrollment agreement. A complete listing of the TEAM UP curriculum can be found here: https://www.scgssm.org/teamup.

- Access to SPRI programs for rising seniors was made available to all Accelerate students. SPRI programs available to both Residential & Accelerate students were continued by Accelerate faculty.
- Continued Bike to the Future: Examining Emerging Practices and Problems in Mobility and Infrastructure. Led by: Drs. António de Ridder-Vignone & Kathryn de Ridder-Vignone, (GSSM)
- Five Accelerate rising seniors participated in SPRI programs in China, MIT, Clemson & USC-Aiken

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 innovative and exemplary STEM educational experiences that are designed to improve and support the achievement of students and the professional growth of teachers across South Carolina. The Center is a statewide resource of STEM opportunities for SC students and teachers.

The combined total statewide impact of students, teachers, and parents served by the Center for Outreach through its summer camps and academic year programming was 8,126 for 2018-2019.

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
127 GSSM residential students conducted their summer research under the supervision of **103** research groups located in **25** state, national and international sites. An additional **3** research placements were made for our **3** visiting international RESP scholars and **5** were made for GSSM Accelerate virtual engineering program, bringing the total number of research placements to **135** for 2019.

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 2019 was 62.2%.

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). In addition, a group of students participated in a science education research project and documentary film-making project in Shanghai, China. (China was added for student research in 2017).

Student Global Learning Opportunities & Experiences

- A total of **twenty-four** GSSM residential and virtual students participated in international experiences with partner schools in China, Germany, and Kazakhstan during the 2018-2019 school year.
- New in summer 2019 was an interdisciplinary inquiry project pilot conducted at the High School attached to Shanghai Normal University (HSSNU). **Eight** students and **three** staff worked on a project that combined elements of engineering, statistics, and documentary filmmaking. Interacting with HSSNU students and staff, our students learned about Chinese culture, teamwork, communication, project-based learning, and much more.
- **Seven** residential students participate in international research & exchange partnerships with the Johanna Wittum Schule (JWS) and the Gymnasium am Rittersberg (RBG) in Germany. **Three** students worked on projects at the German Cancer Research Center (DKFZ), **2** students researched at the German Center for Artificial Intelligence (DFKI) and **2** students completed projects at the Fraunhofer Institute of Experimental Software Engineering (IESE). **Three** JWS students are currently visiting GSSM and in October **four** Rittersberg students will join the GSSM community for a period of four weeks.
- This summer **seven** students and **one** teacher from our Shanghai partner school and **two** students from the National School of Physics and Math (FIZMAT) in Almaty, Kazakhstan participated in our GoSciTech program. GSSM provided academic and cultural experiences for these students**.**

2018-2019 Academic Year (AY) Outreach Impact 7083 students/teacher supported:

During the 2018-2019 AY, the Center for Outreach served **7083** students, teachers, and parents through a diverse portfolio of **99** off-campus and on-campus STEM experiences. Included in this total are those who participated in our 3rd Annual INSIDE GSSM Day.   INSIDE GSSM was created to give younger students opportunities to explore the wonders of STEM and the humanities, as well as to experience the uniqueness and diversity of the GSSM learning community. The hands-on event drew families from **17** counties across SC and it involved **200** GSSM faculty, staff, and students.

In addition to the diverse off-campus and on-campus offerings, the Outreach Center delivers professional development to SC teachers through its Portable Advanced STEM Exploration (PASE) professional development initiative that teaches teachers how to implement inquiry-based instruction and provide opportunities for students to conduct scientific investigations that make use of data collection tools and equipment. This AY over **1700** students statewide used our PASE equipment and lab activities.

Summer 2019 Center for Outreach Programs:

The total number of rising 6th – 10th grade students participating in one or more of GSSM's summer satellite and residential STEM camp experiences was 1043. The details are as follows:

GoSciTech Summer Residential Program
475 rising 8th - 10th students participated in the GoSciTech summer program. These students represent **42** SC Counties.

iTEAMS Xtreme Next Generation Satellite Summer Camps
415 rising 6th - 8th grade students representing **over 100** schools participated in 1 of **10** academically challenging camps that featured curriculum designed to expose students to the world of microcontrollers, robotics, and coding. The camps were delivered in **10** SC counties at partner schools.

CREATEng Satellite Summer Camps
153 rising 8th & 9th grade students representing **over 50** schools participated in our interactive and academically challenging design-based engineering camp. The **6** camps were offered in **6** SC counties at partner schools. 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, instructors, and parents who were a part of either GoSciTech, iTEAMS, or CREATEng. These quotes provide qualitative data for the impact the STEM experiences are having on young SC students.

iTEAMS

Instructors
- "Working with Arduino boards can be very intimidating at first. It was exciting to see that at the end of the week, ALL students were more confident in their ability to wire and program."
- "Students enjoy working with the mBots and seeing the code they make 'come to life."

Students
- "It was super fun- I never knew Arduino was a thing. I do now and I love programming!"
- "I think this camp is wonderful, everyone is so open and nice. I would recommend this to all of my friends and family. They [GSSM] have helped me become more open to computer related careers and classes."
- "I hope to attend SCGSSM in the future. This was one of the best camps I've been to and whoever sponsored it—thanks a lot to them!"

Parents
- "My son enjoyed the camp and has expressed interest in entering computer programming as a result of his time at camp."
- "Judah really enjoyed the camp and looks forward to attending again. It definitely caused my husband and I to consider SCGSSM for Judah's future."
- "This was his first GSSM experience but we already know it won't be the last."

CREATEng

Instructors

- "I loved that so many of them said they really learned how to be better at problem solving after all of the activities."
- "I enjoy seeing the 'productive struggle' each year with the students!"

Students

- "I just wanted to say thank you so much to GSSM because this was an awesome experience for me even though before [camp] I was not interested in engineering."
- "This was an awesome experience. I am so glad I took this course. Before I took this, I was certain that I wasn't interested in a career in engineering but after this…I am certainly interested!"

Parents

- "It was a great camp, packed with lots of knowledge and fun. The staff was very helpful and ready to tell the parents about some of the things the children did at camp."

GoSciTech

Students
- "I like how the classes are high level and it challenges me to think."
- "One thing I really liked about my GoSciTech class is that after each topic we discussed, we got to do a hands on activity. We did many labs and dissections which were cool and interesting."
- "I like the hands on portions and the competing in the class, it allowed me to be engaged and really get to know the topic. For example, when we were adding on parts and wiring the robot I learned how a breadboard works and why it can be useful in many situations."

Parents
- "This was a wonderful experience all in all. It truly helped reignite my daughter's interest in math and she felt a true sense of belonging which high achieving kids in public schools don't always have. She walked away more confident in who she is and excited about the possibilities that math can offer in the future."
- "GoSciTech has sparked an interest with all my boys in GSSM's residential program."
- "Thank you so much for providing this opportunity for my daughter. Even in the advanced classes at her local school, there's not much passion for learning. It's such a wonderful environment for a student who truly loves to learn. Our family is grateful for the time she has had at GSSM camps."
- My hope was that Maya's experience would either discourage her interest in becoming a physician or light a fire in her. She's on fire!!! Thank you to all, especially [our instructor]!

Student Development

Athletics

- Six Proclamations bestowed on GSSM: three from the State House and three from the Senate, recognizing our three state championship teams
- 168 GSSM student athletes participated on fall teams and 178 GSSM student athletes participated on spring teams
- Women's Track team won the State Championship
- 17 State Championships in 2 years

Campus Life

- There was a new diversity initiative with a student group, Mosaic. It is comprised of students who will assist in bringing cultural awareness and honor our diversity on campus.
- Students completed more than 13,000 hours of service work through the Community Engagement Program.
- SOAR Leaders (Ambassadors, Natural Helpers, and House Captains) were created and Leadership Seminars were held in the Spring for aspiring student leaders.
- Created a Campus Life Newsletter.

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.

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.

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for Science & Mathematics

Governor/General Assembly of South Carolina

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**Vice President for Enrollment Management (3 FTEs)
Vacant**

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

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	Item #			Description	2018-19			Time Applicable	Data Source and Availability	Calculation Method	Meaningful Use of Measure
		Goal	Strategy	Measure		Base	Target	Actual				
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	Provides measurement of credentials
	M			1.1.2	Maintain low student to teacher ratio	9:1	9:1	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%	100%	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 outreach programs	122	130	130	August - May	GSSM Outreach	Number of 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	5	6	6	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	7	7	7	August - May	GSSM Accelerate/TEAM UP	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	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%	100%	77%	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							
	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%	65%	67%	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 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	1	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	10	10	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							
	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	30	25	Summer	GSSM Residential	Number of research sites	Provides number of sites available for virtual students
	M			3.1.2	Provide research opportunities for virtual students	2	5	4	Summer	Accelerate Program	Number of virtual students participating in research	Provides number of sites available for virtual students

Agency Name:	GOVERNOR'S SCHOOL FOR SCIENCE AND MATHEMATICS

Agency Code:	H650	Section:	1

Strategic Planning and Performance Measurement Template

Statewide Enterprise Strategic Objective	Type	Item #			Description	2018-19			Time Applicable	Data Source and Availability	Calculation Method	Meaningful Use of Measure
		Goal	Strategy	Measure		Base	Target	Actual				
	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	30	35	July 1 - June 30	Outreach	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	75	78	July 1 - June 30	GSSM Outreach	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	20	19	August - May	GSSM Accelerate/TEAM U	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 2019-2020
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Statewide Enterprise Strategic Objective	Type	Goal	Strategy	Measure	Description	Base	Target	Actual	Time Applicable	Data Source and Availability	Calculation Method	Meaningful Use of Measure
							2019-20					
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%		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	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%	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 outreach programs	2688	2700		August - May	GSSM Outreach	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	6	7		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	7	10		August - May	GSSM Accelerate/TEAM UP	Number of engineering courses in virtual program	Promotes variety and number of engineering courses offered virtually
	M			1.2.4	Indentify and attract larger pools of talented students to reach through virtual programs	130	135		August - May	GSSM Accelerate/TEAM UP	Number of virtualstudents	Provides the opportunity to reach more school districts and students with GSSM courses
	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%		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	77%	90%		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	67%	70%		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%		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		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 licensed professional to assess student body via individuals at improving emotional quotient awareness	1	2		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	10	10		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							
	S		3.1		Enhance GSSM's advanced research program opportunities for residential students							

Agency Name:		GOVERNOR'S SCHOOL FOR SCIENCE AND MATHEMATICS		Fiscal Year 2019-2020
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Strategic Planning and Performance Measurement Template

Statewide Enterprise Strategic Objective	Type	Item #			Description	2019-20			Time Applicable	Data Source and Availability	Calculation Method	Meaningful Use of Measure
		Goal	Strategy	Measure		Base	Target	Actual				
	M			3.1.1	Increase diverse research opportunities at state, national and international universities and/or industrial sites	25	30		Summer	GSSM Residential	Number of research sites	Provides number of sites available for virtual students
	M			3.1.2	Provide research opportunities for virtual students	4	5		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	35	40		July 1 - June 30	Outreach	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.	78	78		July 1 - June 30	GSSM Outreach	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	20		August - May	GSSM Accelerate/TEAM UP	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 2018-19 Expenditures (Actual)				FY 2019-20 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	$ 5,539,411	$ 1,060,679	$ -	$ **6,600,090**	$ 5,807,755	$ 1,201,482	$ -	$ **7,009,237**	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	$ 2,086,358	$ 146,206	$ -	$ **2,232,564**	$ 2,187,427	$ 146,206	$ -	$ **2,333,633**	1.3.2;2.1.1,2.1.2;2.2.1;2.3.1,2.3.2;3.1.1
IV. Virtual/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.	$ 5,611,203	$ 188,895	$ -	$ **5,800,098**	$ 5,883,025	$ 188,895	$ -	$ **6,071,920**	1.3.1,1.3.2
III. Support Admin Services	Allow functional areas to focus and achieve - Complete State Reports & Requirements	$ 681,695	$ 51,714	$ -	$ **733,409**	$ 714,718	$ 51,714	$ -	$ **766,432**	1.2.1,1.2.3;3.1.1;3.1.2;3.2.1;3.2.2,3.2.3

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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	CHAPTER 48. HISTORY: 1987 Act No. 170, Part II, Section 23.	State	Statute	Establish School and Governing Body 1987	Yes	Yes	Board, commission, or committee on which someone from our agency must/may serve	
2	59-48-10	State	Statute	Establishment of school.	Yes	Yes	Other service or product our agency must/may provide	Accelerated instruction in mathematics and science in a residential educational setting.
3	59-48-20	State	Statute	Board of trustees; appointment; term of office; compensation.	Yes	Yes	Board, commission, or committee on which someone from our agency must/may serve	
4	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		
5	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		
6	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		
7	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	
8	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	

9	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
10	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	
11	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
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Service/Product Provided to Customers	Customer Segments	*Specify only for the following Segments:* **(1) Industry: Name; (2) Professional Organization: Name; (3) Public: Demographics.**	Divisions or Major Programs	Description
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.	Academics	Advanced Curriculum and Training
Advanced Educational Programs	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.	Academics	Advanced Curriculum and Training
Advanced Educational Programs	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.	Academics	Advanced Curriculum and Training
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.	Life in Residence	Provide Residential Environment for Well-being and development of students staying on-campus
Provide Residential Environment for Well-being and development	School Districts	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	Professional Organization	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
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.	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	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.	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.	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.
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	Administration	Meet Reporting and Stewardship Needs
Meet Reporting and Stewardship Needs	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	Administration	Meet Reporting and Stewardship Needs
Meet Reporting and Stewardship Needs	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	Administration	Meet Reporting and Stewardship Needs
Meet Reporting and Stewardship Needs	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	Administration	Meet Reporting and Stewardship Needs
Meet Reporting and Stewardship Needs	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	Administration	Meet Reporting and Stewardship Needs
Meet Reporting and Stewardship Needs	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	Administration	Meet Reporting and Stewardship Needs

Agency Name:	**GOVERNOR'S SCHOOL FOR SCIENCE AND MATHEMATICS**		**Fiscal Year 2018-2019**
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Partner Template

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 2018-2019

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 2020-21
Agency Budget Plan

FORM A - BUDGET PLAN SUMMARY

OPERATING REQUESTS (FORM B1)

For FY 2020-21, my agency is (mark "X"):
X	Requesting General Fund Appropriations.
X	Requesting Federal/Other Authorization.
	Not requesting any changes.

NON-RECURRING REQUESTS (FORM B2)

For FY 2020-21, my agency is (mark "X"):
X	Requesting Non-Recurring Appropriations.
	Requesting Non-Recurring Federal/Other Authorization.
	Not requesting any changes.

CAPITAL REQUESTS (FORM C)

For FY 2020-21, my agency is (mark "X"):
X	Requesting funding for Capital Projects.
	Not requesting any changes.

PROVISOS (FORM D)

For FY 2020-21, 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, Vice President for Finance and Operations	843-383-3906	bheron@gssm.k12.sc.us
SECONDARY CONTACT:	Dr. Ershela Sims, Interim President	843-383-3902	esims@gssm.k12.sc.us

I have reviewed and approved the enclosed FY 2020-21 Agency Budget Plan, which is complete and accurate to the extent of my knowledge.

	Agency Director	Board or Commission Chair
SIGN/DATE:	*(signature)*	*(signature)* Carolyne S. Williams
TYPE/PRINT NAME:	Ershela L. Sims, PhD Interim President	Ms. Carolyne Williams, Chair, Board of Trustees

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

Fiscal Year 2020-21 Budget Request Executive Summary

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	Increase Other Operating Expense	0	0	500,000	0	500,000	0.00	0.00	0.00	0.00	0.00
2	B1 - Recurring	Increase maintenance staff	0	0	0	0	0	3.00	0.00	0.00	0.00	3.00
3	B1 - Recurring	Music and Visual Art Instructors	149,462	0	0	0	149,462	2.00	0.00	0.00	0.00	2.00
4	B1 - Recurring	Student success coordinators for the Virtual Program	215,822	0	0	0	215,822	2.00	0.00	0.00	0.00	2.00
5	B1 - Recurring	Wellness Counselor	84,598	0	0	0	84,598	1.00	0.00	0.00	0.00	1.00
6	B1 - Recurring	Campus Services Coordinator	58,954	0	0	0	58,954	1.00	0.00	0.00	0.00	1.00
7	B1 - Recurring	Marketing/Communications Manager	98,594	0	0	0	98,594	1.00	0.00	0.00	0.00	1.00
8	B2 - Non-Recurring	Refresh of Classroom Technology	374,000	0	0	0	374,000	0.00	0.00	0.00	0.00	0.00
9	C - Capital	Center for Creative Inquiry Building Construction	16,000,000	0	0	0	16,000,000	0.00	0.00	0.00	0.00	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	16,981,430	0	500,000	0	17,481,430	10.00	0.00	0.00	0.00	10.00

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	**Increase Other Operating Expense**

Provide a brief, descriptive title for this request.

AMOUNT	**General:** **Federal:** **Other: $500,000** **Total:**

What is the net change in requested appropriations for FY 2020-21? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	**None**

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

	Mark "X" for all that apply:	
	X	Change in cost of providing current services to existing program audience
		Change in case load/enrollment under existing program guidelines
		Non-mandated change in eligibility/enrollment for existing program
FACTORS ASSOCIATED WITH THE REQUEST	**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 # _____

	Mark "X" for primary applicable Statewide Enterprise Strategic Objective:	
STATEWIDE ENTERPRISE STRATEGIC OBJECTIVES	**X**	Education, Training, and Human Development
		Healthy and Safe Families
		Maintaining Safety, Integrity, and Security
		Public Infrastructure and Economic Development
		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 outreach programs. 3.2.1 Increase programs targeted to specific age and demographic groups. Prior to the summer of 2018, summer camps were managed through the GSSM Foundation. These camps are now managed by the school. The additional need of $500,000 reflects the average amount the school receives from the parents of the students and support from our Foundation. We evaluate the use of funds by the number of students who enter the residential and virtual programs after attending our camps prior to their junior year of high school.
	What specific strategy, as outlined in the FY 2019-20 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	The funds are distributed among the faculty and staff at the camps, camp counselors at the school, food service vendors, instructional materials and other items to support the camps.
	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	The funds reflect the average yearly amount we receive from the parents of the students and the support from our Foundation to operate these camps. We run these camps at 19 different locations throughout the state to provide STEM experiences for rising 8th, 9th and 10th graders. We will continue to receive these funds but are asking for the other operating expense – other funds to be increased from $479,000 to $979,000 to reflect accurately the amount we receiving for these camps. We are not asking for additional state funding and there will be no impact on the operations of the school if this request not approved.
	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 B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	2

Provide the Agency Priority Ranking from the Executive Summary.

TITLE	Increase maintenance staff

Provide a brief, descriptive title for this request.

AMOUNT	General: $0 Federal: Other: Total: $0

What is the net change in requested appropriations for FY 2020-21? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	2.0 Maintenance Workers; 1.0 Maintenance Support

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

FACTORS ASSOCIATED WITH THE REQUEST	Mark "X" for all that apply:
	Change in cost of providing current services to existing program audience
	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
	Government and Citizens

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

ACCOUNTABILITY OF FUNDS	1.3.1 Schedule campus teaching spaces with zero teaching downtime for facility repair. The school has been able to absorb the cost of the salaries for two maintenance workers and one maintenance support staff through its growth funding. As the school has grown in size and capacity (128 to 288 residential students), we have made no requests to increase the size of our maintenance staff. We can absorb the cost of the salaries and employer contributions ($110,087) but are requesting 2.0 FTEs for maintenance workers and 1.0 FTE for maintenance support staff. We would continue to monitor the use of classroom space and the repair needs of the residential areas.
	What specific strategy, as outlined in the FY 2019-20 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	2.0 FTE for maintenance workers and 1.0 FTE for a maintenance support staff member.
	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	We will be able to absorb the current salaries and employer contributions of $110,087 and are not requesting any additional funding. We are requesting the 3.0 additional FTEs in order to provide permanent status for employees currently in these positions. As the school has grown from a residential capacity of 128 to 288 students and grown the virtual program to over 130 students, we have hired additional teaching staff and converted storage areas, halls and other spaces into offices. This has created additional needs we have covered through our state funding.
	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 B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	3

Provide the Agency Priority Ranking from the Executive Summary.

TITLE	**Music and Visual Art Instructors**

Provide a brief, descriptive title for this request.

AMOUNT	**General: $149,462** **Federal:** **Other:** **Total: $149,462**

What is the net change in requested appropriations for FY 2020-21? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	**1.0 visual arts instructor and 1.0 music instructor**

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

	Mark "X" for all that apply:
	X Change in cost of providing current services to existing program audience
	Change in case load/enrollment under existing program guidelines
	Non-mandated change in eligibility/enrollment for existing program
	Non-mandated program change in service levels or areas
FACTORS ASSOCIATED WITH THE REQUEST	Proposed establishment of a new program or initiative
	Loss of federal or other external financial support for existing program
	X 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 # _____

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

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

ACCOUNTABILITY OF FUNDS	2.2.1 Maintain specialized art and music instructors to foster student development in art & music. In FY 2020, GSSM added a 1.0 fine arts credit to its graduation requirements. In the past, we have been able to fund a part-time visual arts and part-time music instructor through growth and carry forward funding. This fine arts credit has prompted the need for full time instructors for both music and visual arts. We would evaluate the use of funds by the number of students receiving a GSSM diploma.
	What specific strategy, as outlined in the FY 2019-20 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	One visual arts instructor and one music instructor.
	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	The funding of these two positions would allow us to provide the resources for our students to fulfill the fine arts requirement for a GSSM diploma. The request is based on the current salaries and employer contributions of the instructors. The school has filled the majority of the positions built into growth for the FY 2020 school year. We would use carry forward funds for the FY 2021 school year if funding is not approved, but we have reduced the carry forward funds by $1.0 million in FY 2019 and plan to continue that reduction in FY 2020.
	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 B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	4

Provide the Agency Priority Ranking from the Executive Summary.

TITLE	Student success coordinators for the Virtual Program

Provide a brief, descriptive title for this request.

AMOUNT	**General: $215,822** **Federal:** **Other:** **Total: $215,822**

What is the net change in requested appropriations for FY 2020-21? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	2.0 Student Success Coordinators

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

	Mark "X" for all that apply:
FACTORS ASSOCIATED WITH THE REQUEST	**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
	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
	X 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 # _____

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

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

ACCOUNTABILITY OF FUNDS	1.2.3 Continue to enhance Engineering offerings in virtual program at GSSM. 1.2.4 Identify and attract larger pools of talented students to reach through virtual programs. 3.2.3 Continue to grow Accelerate Engineering Statewide program. Given the rigor and specialized teaching in the virtual engineering programs, the students in these programs need additional support in order to help them be successful. Modelled after the residential program, the virtual programs student success coordinators will help improve student outcomes and reduce attrition rates by developing and implementing various support strategies to assist students academically. Use of funds will be evaluated by number of students successfully completing this program.
	What specific strategy, as outlined in the FY 2019-20 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	Two student success coordinators for the Virtual Program.
	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	The funding of these two positions would allow us to provide the resources to monitor and improve student outcomes and reduce the attrition rate in the Virtual Program. The request is based on the current salaries and employer contributions of the coordinators. The school has filled the majority of the positions built into growth for the FY 2020 school year. We would use carry forward funds for the FY 2021 school year if funding is not approved, but we have reduced the carry forward funds by $1.0 million in FY 2019 and plan to continue that reduction in FY 2020.
	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 B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	5

Provide the Agency Priority Ranking from the Executive Summary.

TITLE	Wellness Counselor

Provide a brief, descriptive title for this request.

AMOUNT	General: $84,598 Federal: Other: Total: $84,598

What is the net change in requested appropriations for FY 2020-21? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	1.0 FTE Wellness Counselor

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
	x 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
	Government and Citizens

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

ACCOUNTABILITY OF FUNDS	2.3.1 Provide mental health licensed professional to assess student body via individuals at improving emotional quotient awareness. The number of residential students has grown from 128 to 288. An additional wellness counselor will be able to provide our students better service and more opportunities to receive this counseling. Use of these funds would be measured by the additional counseling sessions provided by the school.
	What specific strategy, as outlined in the FY 2019-20 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	One wellness counselor
	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	Prior to FY 2020, GSSM had one wellness counselor available for the residential students. Counseling sessions were limited especially during stressful times such as mid-term and final exam periods. An additional wellness counselor will provide more opportunities for our students to receive the counseling needed. The request is based on the current salaries and employer contributions of the wellness counselor. The school has filled the majority of the positions built into growth for the FY 2020 school year. We would use carry forward funds for the FY 2021 school year if funding is not approved, but we have reduced the carry forward funds by $1.0 million in FY 2019 and plan to continue that reduction in FY 2020.
	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.

FORM B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	6

Provide the Agency Priority Ranking from the Executive Summary.

TITLE	Campus Services Coordinator

Provide a brief, descriptive title for this request.

AMOUNT	General: $58,954 Federal: Other: Total: $58,954

What is the net change in requested appropriations for FY 2020-21? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	1.0 Campus Services Coordinator

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
	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
	x 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
	Government and Citizens

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

ACCOUNTABILITY OF FUNDS	1.1.3 100% of GSSM grads admitted undergraduate school. 1.2.4 Identify and attract larger pools of talented students to reach through virtual programs. 3.2.3 Continue to grow Accelerate Engineering Statewide program. The Campus Services Coordinator provides clerical and administrative report for admissions, college counseling, business office and other departments as needed. The use of funds will be measured by our success in attracting more students from areas of the state we are underserving and continuing to place our graduates in the top academic schools in South Carolina and the nation.
	What specific strategy, as outlined in the FY 2019-20 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	One Campus Services Coordinator
	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	As the school has grown from a residential capacity of 128 to 288 students and grown the virtual program to over 130 students, we have hired additional teaching staff and administrative staff to provide a quality education to these students. We have limited our requests for additional support, thereby, placing a greater burden on current staff to perform clerical and administrative duties. This position will reduce that burden and allow current staff to concentrate on their core duties. The request is based on the current salary and employer contributions of the Campus Services Coordinator. The school has filled the majority of the positions built into growth for the FY 2020 school year. We would use carry forward funds for the FY 2021 school year if funding is not approved, but we have reduced the carry forward funds by $1.0 million in FY 2019 and plan to continue that reduction in FY 2020.
	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 B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	7

Provide the Agency Priority Ranking from the Executive Summary.

TITLE	Marketing /Communications Manager

Provide a brief, descriptive title for this request.

AMOUNT	General: $98,594 Federal: Other: Total: $98,594

What is the net change in requested appropriations for FY 2020-21? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	1.0 Marketing/Communications Manager

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

FACTORS ASSOCIATED WITH THE REQUEST	Mark "X" for all that apply:	
		Change in cost of providing current services to existing program audience
		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
	x	Proposed establishment of a new program or initiative
		Loss of federal or other external financial support for existing program
	x	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
		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 outreach programs. 1.2.4 Identify and attract larger pools of talented students to reach through virtual programs. The marketing/communications manager will manage print media and communications to prospective families and assist with market penetration into new areas of the State.
	What specific strategy, as outlined in the FY 2019-20 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	One Marketing/Communications Manager
	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	While GSSM has been successful in reaching a number of areas in the state, we have had trouble reaching other areas due to unfamiliarity of the school, misconceptions about the purpose of the school and the cost of a GSSM education. The marketing/ communications manager will provide GSSM brand and consistent messaging across all platforms and public-facing items, and guide the development and execution of the schools social media strategy. The school has filled the majority of the positions built into growth for the FY 2020 school year. We would use carry forward funds for the FY 2021 school year if funding is not approved, but we have reduced the carry forward funds by $1.0 million in FY 2019 and plan to continue that reduction in FY 2020.
	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 B2 – NON-RECURRING OPERATING REQUEST

AGENCY PRIORITY	8

Provide the Agency Priority Ranking from the Executive Summary.

TITLE	**Refresh of Classroom Technology**

Provide a brief, descriptive title for this request.

AMOUNT	**$374,000**

What is the net change in requested appropriations for FY 2020-21? This amount should correspond to the total for all funding sources on the Executive Summary.

	Mark "X" for all that apply:
	Change in cost of providing current services to existing program audience
	Change in case load/enrollment under existing program guidelines
	Non-mandated change in eligibility/enrollment for existing program
	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
X	IT Technology/Security related
	Consulted DTO during development
X	Request for Non-Recurring Appropriations
	Request for Federal/Other Authorization to spend existing funding
	Related to a Recurring request – If so, Priority # _____

FACTORS ASSOCIATED WITH THE REQUEST

	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
	Government and Citizens

STATEWIDE ENTERPRISE STRATEGIC OBJECTIVES

ACCOUNTABILITY OF FUNDS	1.3.2 Upgrade IT networks and in-classroom/lab IT to support instruction. GSSM prototyped technology in two classrooms this summer. Information Technology is working with teachers and students to test our assumptions and make improvements to guide the larger technology refresh we plan for the summer of 2020.

What specific strategy, as outlined in the FY 2019-20 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?

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

RECIPIENTS OF FUNDS	Contractors and vendors in the IT industry specific to classroom technology would receive these funds. The prototyped equipment was awarded to a vendor on state contract. We will award to vendor on state contract.

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	Our original classroom technology was included when the north and south buildings opened in 2010. Technological changes and the age of the equipment have necessitated the replacement of the current equipment. We are upgrading from projectors with smartboards to LCD screens. The new screens will provide teacher display, allow student interaction both from the screen as well as from student devices, have the ability to transmit lecturers from remote locations and capture lectures for students not available during the class period. If we do not receive funding for this equipment, we will use carry forward funds for the FY 2021 school year but we have reduced the carry forward funds by $1.0 million in FY 2019 and plan to continue that reduction in FY 2020.

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. Does this non-recurring appropriation request create an annualization or need for recurring funds?

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

FORM C – CAPITAL REQUEST

AGENCY PRIORITY	9
	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 2020-21? 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 and priority 2 of 3 in FY2019. 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?* |

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

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.
• We are also exploring the possibility of adding temporary space elsewhere on the campus to house the engineering classes and labs.

GSSM Foundation has budgeted $50,000 in FY2020 to conduct the feasibility of a $5 to $6 million capital campaign.

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

FORM D – PROVISO REVISION REQUEST

NUMBER	None requested

Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE	

Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM	

Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	

Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

REQUESTED ACTION	

Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	

Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

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

FISCAL IMPACT

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

PROPOSED PROVISO TEXT

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

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

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

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

AMOUNT	**$13,180,634 * 3% = $395,419**
	What is the General Fund 3% reduction amount (minimum based on the FY 2019-20 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 the quality of education provided for our students: 1) Academics 2) Life in Residence 3) Virtual 4) Administration and Operations However, with most of our funds in personnel, we could see up to a 8% 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:	South Carolina Governor's School for Science and Mathematics		
AGENCY CODE:	H65	SECTION:	Department of Education

SUMMARY	GSSM undertakes what if scenarios about upcoming economic impacts – to include reductions. Our plan would first be to: 1.) Determine how much of the school's carry forward funds can be used to continue a high quality education for our students. 2.) Determine which operational and support procedures can be reduced to lessen the impact on the classroom. 3.) Delay staffing of non-instructional positions. 4.) We would reduce non-instructional programs that will not affect the learning process.

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	In order to guard against a downturn in the economy, GSSM plans to have a minimum of $1.5 million in its carry forward funds. This would allow us to continue operating the school in the current year with a minimum disruption of the education process while implementing cost savings measures as outlined in the summary. If the budget reduction is greater than 3%, we will implement all measures immediately while looking at other cost savings to reduce operations. These savings, once the budget reductions are restored will be used to increase the carry forward back to the $1.5 million and expand opportunities in the state.

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?

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

FORM F – REDUCING COST AND BURDEN TO BUSINESSES AND CITIZENS

TITLE	**Continue moving operational procedures from a paper-driven method to a workflow system.**
	Provide a brief, descriptive title for this request.

EXPECTED SAVINGS TO BUSINESSES AND CITIZENS	**Reduced paperwork will provide better efficiency and provide staff more time for core duties.**
	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 for parents, students and 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 authorized by Proviso 1.29 and are needed for operations of GSSM. - 1. Partial offset for student meals - 2. Refundable security deposit - 3. Parking Revenue was approximately $600,000 for FY2019.
	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 does not have regulations that burden the citizenry has a whole.
	Which regulations does the agency intend to amend or delete? What is the enabling authority for the regulation?

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

SUMMARY

GSSM is working with the State Department of Education and the State Government to replace many of its paper bound procedures to an electronic workflow system to reduce the burden on its staff and customers. We have implemented online payments for meal fees, security deposits, PSAT, parking etc.

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 20-21 Act	Proviso Title	Short Summary	Agency Recommended Action (keep, change, delete, add)
Proviso 1.7	SDE: Governor's School for Science & Math	Any unexpended funds from the prior year may be carry forwarded and expended in the current year.	Keep
Proviso 1.22	SDE: Governor's School Leave Policy	GSSM policy for annual and sick leave, and school calendar are determined by administrative policy and approved by the Board of Trustees.	Keep
Proviso 1.29	SDE: Governor's Schools' Fees	GSSM is allowed to collect fees as approved by the Board of Trustees.	Keep
Proviso 1.44	SDE: Governor's Schools Residency Requirement	Parent or guardian of students must be a legal resident of South Carolina.	Keep
Proviso 1.60	SDE: Governor's Schools Informational Access to Students	School districts must provide access by GSSM to share educational opportunities and GSSM must provide information such as SAT scores.	Keep
Proviso 1A.4	SDE-EIA: Teacher Salaries/State Agencies	GSSM is authorized to increase instructional personnel salaries by the same % increase given by the Darlington County School District.	Keep
Proviso 117.15	GP: Allowance for Residences & Compensation Restrictions	Adult staff required to stay in residential halls because of job requirements will stay without charge.	Keep

SECTION 7

CARRY FORWARD

Carry forward information

SCGSSM carried forward $3,535,023.34 in the General Fund. This is a reduction of $1,046,533.02 from FY2018.

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. 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 mechanical operations. We plan to use approximately $1,000,000 to update these items.

SECTION 8

FTE BREAKDOWN

SOUTH CAROLINA GOVERNOR'S SCHOOL
for Science & Mathematics

Employee Summary

FY2020 FTE Authorization: General Fund – 95.32 FTEs; Other – .77 FTE; Total FTEs – 96.09.

For FY2021, we are requesting 3.0 FTEs to be funded through our current state allocation and additional funding for 7.0 FTEs.

FY2020, we have 91 full-time employees, some of whom are 10-month employees, and 22 temporary employees.

SECTION 9

STRATEGIC PLAN

Envisioning the Future

South Carolina Governor's School of Science and Math Strategic Plan

January 12, 2018

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

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

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

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.

1 **Student-Centered Academic Excellence**

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.
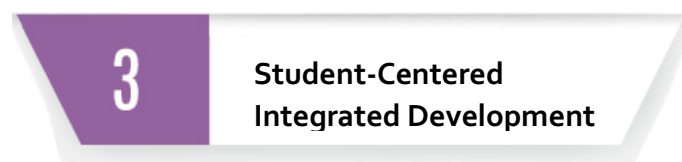
3 **Student-Centered Integrated Development**

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.

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

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.
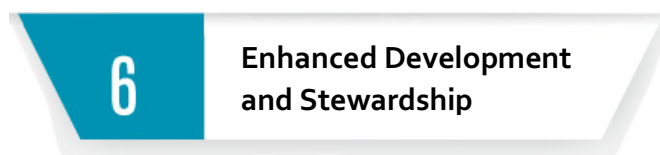
Required Resources:

- $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.

6	Enhanced Development and Stewardship

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 2020-2021 Budget Hearing
January 21, 2020

SOUTH CAROLINA GOVERNOR'S SCHOOL
for Science & Mathematics

Agency Attendees

- Dr. Ershela Sims, Interim President
- Mr. Brock Heron, Vice President for Finance and Operations

Mission Statement

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.*

SOUTH CAROLINA GOVERNOR'S SCHOOL
for Science & Mathematics

Agency Information

- Thank you for your time and due to your support, GSSM is beginning its 31th year of educating the some of the brightest and most talented students in South Carolina.

- The South Carolina Governor's School for Science & Mathematics (GSSM) is nationally recognized for its academic standards & achievement:

  - GSSM is a high school for academically motivated juniors and seniors pursuing studies in science, technology, engineering and math—one of only 16 specialized, residential high schools in the nation.

  - GSSM is recognized as one of the top STEM schools in the country and is ranked best for public high school teachers, college prep high schools and high schools for STEM in South Carolina.

  - GSSM Virtual Programs offer advanced academic preparation for students interested in pursuing future studies or careers in engineering. We currently have 135 students at virtual sites throughout the state.

SOUTH CAROLINA GOVERNOR'S SCHOOL
for Science & Mathematics

Agency Information Continued

o GSSM Outreach provides opportunities for students as young as the third grade to explore and develop interest in STEM fields during the academic year and in the summer.

o GSSM provides professional development math and science workshops to provide teachers with enhanced curriculum skills to infuse science and math activities in their classroom.

o GSSM has a strong partnerships with schools, universities and top businesses within South Carolina, around the United States and abroad.

SOUTH CAROLINA GOVERNOR'S SCHOOL
for Science & Mathematics

Accountability Report Highlights

GSSM Elementary STEAM Bus

With a generous donation from the Byerly Foundation, GSSM bought and equipped the GSSM Elementary STEAM bus. Additional support for the GSSM Elementary bus and program is coming from Virtual and Outreach Program carry forward funds. This bus will go to elementary schools and provide hands on STEAM activities that are aligned with SC Science standards.

SOUTH CAROLINA GOVERNOR'S SCHOOL
for Science & Mathematics

Recurring Budget Requests

1) **Increase Other Operating Expenses** - $500,000.

- The funds reflect the average yearly amount we receive from the parents of the students and the support from our Foundation to operate these camps. We run these camps at 19 different locations throughout the state to provide STEM experiences for rising 8th, 9th and 10th graders. We will continue to receive these funds but are asking for the other operating expense – other funds to be increased from $479,000 to $979,000 to reflect accurately *the amount we receiving for these camps. We are not asking for any additional state funding.*

Recurring Budget Requests

2) **Increase Maintenance Staff** - $0; 3.0 FTEs

- We will be able to absorb the current salaries and employer contributions of $110,087 and are not requesting any additional funding. We are requesting the 3.0 additional FTEs in order to provide permanent status for employees currently in these positions. As the school has grown from a residential capacity of 128 to 288 students and grown the virtual program to over 130 students, we have hired additional teaching staff and converted storage areas, halls and other spaces into offices. This has created additional needs we have covered through our state funding.

3) **Music and Visual Arts Instructors** - $149,462; 2.0 FTEs

- The GSSM diploma requires a 1.0 fine arts credit. The funding of these two positions would allow us to provide the resources for our students to fulfill the fine arts requirement for a GSSM diploma.

SOUTH CAROLINA GOVERNOR'S SCHOOL
for Science & Mathematics

Recurring Budget Requests

4) **Student Success Coordinators** (Virtual Program) - $215,822; 2.0FTEs
  - The funding of these two positions would allow us to provide the resources to monitor and improve student outcomes and reduce the attrition rate in the Virtual Program. This program is based our successful residential program.

5) **Wellness Counselor** - $84,598; 1.0 FTE
  - Prior to FY 2020, GSSM had one wellness counselor available for the residential students. Counseling sessions were limited especially during stressful times such as mid-term and final exam periods. An additional wellness counselor will provide more opportunities for our students to receive the counseling needed.

SOUTH CAROLINA GOVERNOR'S SCHOOL
for Science & Mathematics

Recurring Budget Requests

6) **Campus Services Coordinator** - $58,954; 1.0 FTE
   - As the school has grown from a residential capacity of 128 to 288 students and grown the virtual program to over 130 students, we have hired additional teaching staff and administrative staff to provide a quality education to these students. We have limited our requests for additional support, thereby, placing a greater burden on current staff to perform clerical and administrative duties. This position will reduce that burden and allow current staff to concentrate on their core duties.

7) **Marketing and Communications Manager** - $98,594; 1.0 FTE
   - While GSSM has been successful in reaching a number of areas in the state, we have had trouble reaching other areas due to unfamiliarity of the school, misconceptions about the purpose of the school and the cost of a GSSM education. The marketing/ communications manager will provide GSSM brand and consistent messaging across all platforms and public-facing items, and guide the development and execution of the schools social media strategy.

SOUTH CAROLINA GOVERNOR'S SCHOOL
for Science & Mathematics

Non-Recurring Budget Requests

Total: $374,000 *for classroom technology*

- Our original classroom technology was included when the north and south buildings opened in 2010. We are upgrading from projectors with smartboards to LCD screens. The new screens will provide teacher display, allow student interaction both from the screen as well as from student devices, have the ability to transmit lecturers from remote locations and capture lectures for students not available during the class period.

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 studios
  - Research lab spaces

SOUTH CAROLINA GOVERNOR'S SCHOOL
for Science & Mathematics

GSSM Center for Creative Inquiry

- Outreach and Engineering Innovation
- Year-Round Education Conference Center

The newly-imagined *Center for Creative Inquiry* at GSSM has as its central purpose the creation of a new kind of learning community. **The facility will create spaces that inspire teaching and learning, and do so in innovative ways. The building should be a "beehive of activity," day and night, inspiring collaboration both in the classroom and in the spaces in between.** It will propel both its residential and outreach programs to new heights.

SOUTH CAROLINA GOVERNOR'S SCHOOL
for Science & Mathematics

GSSM Center for Creative Inquiry

Proviso Requests

- No proviso requests for the 2020 – 2021 fiscal year.

SOUTH CAROLINA GOVERNOR'S SCHOOL
for Science & Mathematics

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 entertain any questions you may have.