



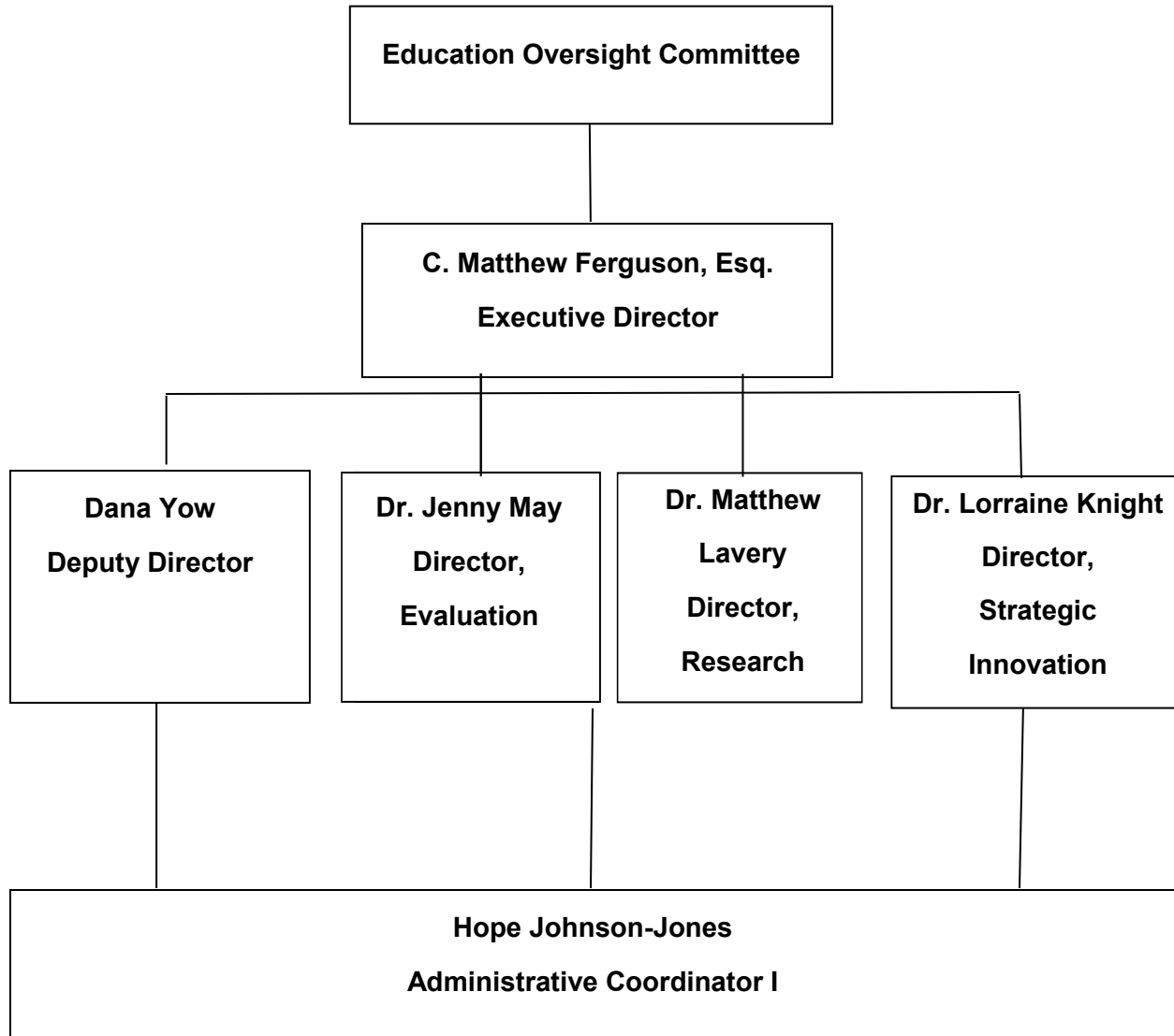
List of Key Officials Attending Hearing

C. Matthew Ferguson, Esq.
EOC Executive Director
803-734-6148
mferguson@eoc.sc.gov

Dr. Rainey Knight
EOC Director of Strategic Innovation
843-230-6360
rknight@eoc.sc.gov

Dana Yow
EOC Deputy Director
803-734-6164
danay@eoc.sc.gov

The following organizational chart reflects **all** employees of the EOC (six FTEs) as of January 1, 2022. The EOC also contracts out work with higher education institutions, other state agencies, and K-12 consultants:



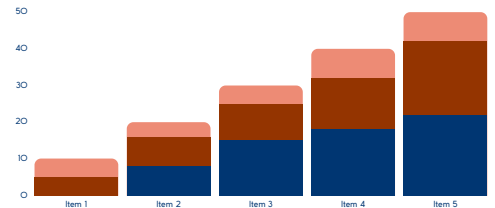
The EOC contracts with the Department of Administration for all finance and accounting services, procurement services, budgetary services, human resources, and benefits services.

SC EOC 22-23 EIA Recommendations


Now, more than ever, South Carolina needs to prioritize the systemic and transformational improvement of education. Prior to the pandemic, too few of SC students were college and career ready. After the disruptions of COVID-19, less than half of South Carolina's elementary and middle school students were on grade level in math and reading. **To get back on track, we need to prioritize investment in programs that provide 1) access to high quality data to inform decision making, 2) access to high quality instructional materials for College & Career Readiness, and 3) access to high quality teacher development.**

High Quality Data to Inform Decisions

PROGRAM	AMOUNT
Educational Data Dashboards	\$3,500,000
PowerSchool Upgrades	\$3,200,000
School Quality Survey Development	\$1,000,000




High Quality Instruction & Materials for College & Career Readiness



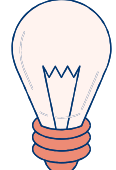
PROGRAM	AMOUNT
High-Dose Tutoring	\$50,000,000
Charter Schools (Surplus)	\$33,216,180
Additional Instructional Materials (Surplus)	\$20,000,000
Additional CATE Equipment for industry certs.	\$5,000,000
First Steps: Birth to Three Program	\$3,000,000
Artificial Intelligence Curriculum (Surplus)	\$3,000,000
Getting SC Mathematics Back on Track	\$1,000,000
Online Course Access Pilot	\$750,000
Action Research Project	\$500,000

High Quality Teacher Development (Recruitment / Retention)



PROGRAM	AMOUNT
Additional Palmetto Literacy Program Teacher Days	\$34,020,000
Carolina TIP in Rural Recruitment Districts	\$750,000
Teacher Supplies	\$610,500
Teacher Working Conditions Survey	\$475,000
USC Pilot Teacher Recruitment Program (CAP) (Surplus)	\$450,000
Other State Agency Teacher Salary Increase	\$390,566

Highlighted Issues for General Assembly Consideration

- 
1. Re-evaluate the K-12 Funding Formula, to include Charter School Funding
 2. Increase teacher salaries, to include consideration of additional days
 3. New minimum teacher salary schedule

Education Data Dashboards

Protecting Privacy, Promoting Transparency, Providing for Informed Decision-making



Why Now?

Now, more than ever, South Carolina needs to prioritize systemic and transformational improvements in education, from kindergarten to college and career readiness. Prior to the pandemic, too few of SC students were performing at sufficient levels to be successful beyond their schooling — and South Carolina’s economic advantage remains in jeopardy. The pandemic has exacerbated the problem; in school year 2020-21, less than half of South Carolina elementary and middle school students were on grade level in math or reading.

Time can’t be wasted. Currently available data could help children, if it is made accessible in a secure, interactive, transparent portal. Once the information is made available in an understandable fashion, good, informed decisions can be made on behalf of children and the people who serve them each day.

What insights will we gain?

- Visually appealing information which can bring data to life, rather than static files which do not support multiple variables or allow for questions.

Are there pockets of South Carolina where students in poverty cannot gain access to high-quality, State-funded four-year-old programs?

- The ability to filter data by multiple variables, leading to greater engagement of all stakeholders.

Do certain risk factors compound to make some children more vulnerable to lower academic outcomes and if so, what interventions are changing the outcomes for children?

- Advanced analytics which can identify trends in data, providing a clearer picture of where we have been and how to best move forward.

What schools have high rates of principal and teacher retention, and do those factors impact student achievement?



If we can't measure it, we can't manage it.
If we can't see it, we won't even know.

Who will benefit from an Education Data Dashboard?



Parents and families will have the ability to access and understand information regarding the performance of their local school on a mobile, user-friendly platform.

Equipped with information, they can actively participate in their role as part of their child's educational support system and know how to better help schools and students as a whole.

District/school/classroom leaders will gain access to integrated information to help shape real-time instructional strategies and decisions for the continuous improvement of schools.

Creating this information equity is especially important in districts that do not have the capacity or expertise to independently develop this type of integrated data system.

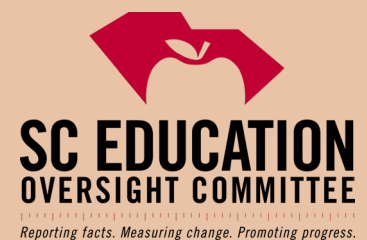


Business/Community Leaders will have the ability to transparently compare academic performance and funding to drive educational advocacy conversations, and look for innovative ways to support their employees and schools in their home communities.

Policymakers will have the ability to determine if programmatic policy and fiscal decisions are improving outcomes for students and making life better overall for their constituents.

Proposed budget proviso language which would aid in the creation of an Education Data Dashboard:

The Education Oversight Committee is directed to pilot an Education Data Dashboard. The data dashboard must interface with existing systems to provide school districts, schools, policymakers, families, and the public with meaningful information on school district, school, and system progress. The Education Data Dashboard would use existing data to document educational attainment and growth as well as financial expenditures of state, local, and federal funds. The Department of Education and public school districts shall provide accountability data as requested by the Committee for the establishment of the dashboard.



Fiscal Year	Code	Agency	Statewide Enterprise Objective	#	Goal Description	#	Strategy Description	#	Measure Description	Base	Target	Value Type	Desired Outcome	Time Applicable	Calculation Method	Data Source	Where is the data stored?	Stakeholder Need	Stakeholder Description	State Funded Program Number Responsible for this Measure	Notes (Optional)	Meaningful Use of Measure (For reference only. This column will not be included in the published report.)
FY20-21	A850	EDUCATION OVERSIGHT COMMITTEE	Education, Training, and Human Development	1	Achieve continuous and dramatic improvement in public education	1.1	Percentage of students who began the 9th grade and graduated from high school four years later. Target set in ESSA plan and same as federal graduation cohort rate used by all states and District of Columbia.	1.1.1	On-time high school graduation rate	0.83	0.863	Percent	equal to or greater than	School year 2020-21	Percentage of students who began the 9th grade and graduated from high school four years later. Target set in ESSA plan	Reported by school districts annually to SC Dept. of Education. Also federally required	For operational purposes: Student Information Systems; for reporting purposes: Annual School Report Cards, www.screportcards.com	All citizens of SC need to be aware of the percentage of students who graduate from high school, which is just the beginning of a student's path toward success.	Parents and families, students, educators, business leaders, community members, educators, policymakers	Responsible for monitoring: A850: SC EOC; Responsible for measure: SC Dept. of Education		High school graduation is a critical but not sufficient measure of a child's readiness for college or career. Goal is graduation rate of 90% by 2035, 86.3% is mid-point goal by 2026.
FY20-21	A850	EDUCATION OVERSIGHT COMMITTEE	Education, Training, and Human Development	1	Achieve continuous and dramatic improvement in public education	1.1	Document South Carolina's Progress Toward Every Student Succeeds Act (ESSA) Goals	1.1.2	Percentage of students who meet or exceed expectations on state assessments that are aligned with college/career readiness standards in English language arts (ELA) in grades 3 through high school.	0.456	0.521	Percent	equal to or greater than	School year 2020-21	Percent of students who scored Meets or Exceeds Expectations on SC READY in grades 3-8 in ELA or who earned C or higher on the end-of-course assessment in English 1.	Reported by school districts annually to SC Dept. of Education. Also federally required	For operational purposes: Student Information Systems; for reporting purposes: Annual release of state assessment data, generally September following spring administration. These data reported on annual School Report Cards.	State end-of-year assessments are designed to measure if students are on grade level. It is important for families, parents, educators, and students to know whether students are on grade level as they progress through their K-12 career. These measures also help keep schools accountable for educating children.	Parents and families, students, educators, business leaders, community members, educators, policymakers	Responsible for monitoring: A850: SC EOC; Responsible for measure: SC Dept. of Education		Documents improvement in percentage of students in public schools who are mastering college/career readiness standards in English language arts. The interim (Y6) target for 2023 is 52.1%.
FY20-21	A850	EDUCATION OVERSIGHT COMMITTEE	Education, Training, and Human Development	1	Achieve continuous and dramatic improvement in public education	1.1	Document South Carolina's Progress Toward Every Student Succeeds Act (ESSA) Goals	1.1.3	Percentage of students who meet or exceed college/career readiness standards in mathematics in grades 3 through high school.	0.386	0.54	Percent	equal to or greater than	School year 2020-21	Percent of students who scored Meets or Exceeds Expectations on SC Ready in grades 3-8 or who earned C or higher on the end-of-course assessment in Algebra 1.	Reported by school districts annually to SC Dept. of Education. Also federally required	Annual release of state assessment data, generally September following spring administration. These data reported on annual School Report Cards.	State end-of-year assessments are designed to measure if students are on grade level. It is important for families, parents, educators, and students to know whether students are on grade level as they progress through their K-12 career. These measures also help keep schools accountable for educating children.	Parents and families, students, educators, business leaders, community members, educators, policymakers	Responsible for monitoring: A850: SC EOC; Responsible for measure: SC Dept. of Education		Documents improvement in percentage of students in public schools who are mastering college/career readiness standards in mathematics. The interim (Y6) target for 2023 is 54.0%.
FY20-21	A850	EDUCATION OVERSIGHT COMMITTEE	Education, Training, and Human Development	1	Achieve continuous and dramatic improvement in public education	1.1	Document South Carolina's Progress Toward Every Student Succeeds Act (ESSA) Goals	1.1.4	Percentage of high school graduates who graduate college or career ready	0.649	0.9	Percent	equal to or greater than	School year 2020-21	This information is provided on the annual school report card and is based on multiple metrics including: SAT and ACT scores, passage rates on Advanced Placement (AP) and International Baccalaureate (IB) courses, passage rates in dual enrollment courses, national industry certifications, career readiness assessment (WIN or WorkKeys) in 11th grade, etc.	Reported by school districts annually to SC Dept. of Education.	For operational purposes: Student Information Systems; for reporting purposes: Annual school report cards, College/Career Readiness, 2018 was base year. ESSA goal is 90% by 2035.	State must increase the percentage of working-aged adults who possess a postsecondary degree or industry credential to meet workforce needs. While the percentage of students graduating high school on time continues to increase, the percentage of students who are college and career ready is low. Since college and career readiness is the ultimate goal for students, stakeholders need to know the status of each of these individual indicators.	Parents and families, students, educators, business leaders, community members, educators, policymakers	Responsible for monitoring: A850: SC EOC; Responsible for measure: SC Dept. of Education		Percentage of working-aged adults who possess a postsecondary degree or industry credential to meet workforce needs. State must increase the percentage of working-aged adults who possess a postsecondary degree or industry credential to meet workforce needs.
FY20-21	A850	EDUCATION OVERSIGHT COMMITTEE	Education, Training, and Human Development	1	Achieve continuous and dramatic improvement in public education	1.2	Document South Carolina's Progress on National Assessments	1.2.1	Percentage 4th grade student scoring Basic and above on NAEP reading	0.61	0.95	Percent	equal to or greater than	NAEP 2019 Results, released by the National Center for Education Statistics	% of students who have at least partial mastery of reading	NAEP - Administered every other year.	https://nces.ed.gov/ipeds/datacenter/naep/naep14esca.pdf	The NAEP has served as the only national yardstick of student achievement since 1989. Through The Nation's Report Card, NAEP informs the public about what American students know and can do in various subject areas and compares achievement among states, large urban districts, and various student groups.	Parents and families, students, educators, business leaders, community members, educators, policymakers	Responsible for monitoring: A850: SC EOC; Responsible for measure: SC Dept. of Education		Measures progress as a state toward improving literacy. Goal is 95% by 2020. Students are sample tested using NAEP. Results are reported out in aggregate by State.
FY20-21	A850	EDUCATION OVERSIGHT COMMITTEE	Education, Training, and Human Development	1	Achieve continuous and dramatic improvement in public education	1.2	Document South Carolina's Progress on National Assessments	1.2.2	Percentage 8th grade students scoring Basic and above on NAEP reading	0.69	0.95	Percent	equal to or greater than	NAEP 2019 Results, released by the National Center for Education Statistics	% of students who have at least partial mastery of reading	NAEP - Administered every other year.	https://nces.ed.gov/ipeds/datacenter/naep/naep14esca.pdf	The NAEP has served as the only national yardstick of student achievement since 1989. Through The Nation's Report Card, NAEP informs the public about what American students know and can do in various subject areas and compares achievement among states, large urban districts, and various student groups.	Parents and families, students, educators, business leaders, community members, educators, policymakers	Responsible for monitoring: A850: SC EOC; Responsible for measure: SC Dept. of Education		Measures progress as a state toward improving literacy. Goal is 95% by 2020. Students are sample tested using NAEP. Results are reported out in aggregate by State.
FY20-21	A850	EDUCATION OVERSIGHT COMMITTEE	Education, Training, and Human Development	1	Achieve continuous and dramatic improvement in public education	1.2	Document South Carolina's Progress on National Assessments	1.2.3	Percentage of graduating seniors who met college readiness benchmarks on four subject tests on ACT	0.15	0.26	Percent	equal to or greater than	Other	% of students who met college readiness benchmarks in reading, English, math and science	ACT	Reported by ACT annually, typically in October. School districts enter data from vendor in Enrich database, managed by SCDE.	Provides information on college readiness of graduates. Student who meet benchmark have 50% chance of earning a B or better and a 75% chance or better of earning a C or better in corresponding college course or courses. State needs more students academically prepared for postsecondary education.	Parents and families, students, educators, business leaders, community members, educators, policymakers	Responsible for monitoring: A850: SC EOC; Responsible for measure: SC Dept. of Education		Provides information on college readiness of graduates. Student who meet benchmark have 50% chance of earning a B or better and a 75% chance or better of earning a C or better in corresponding college course or courses. State needs more students academically prepared for postsecondary education. Target is 2020 national average of students.
FY20-21	A850	EDUCATION OVERSIGHT COMMITTEE	Education, Training, and Human Development	1	Achieve continuous and dramatic improvement in public education	1.2	Document South Carolina's Progress on National Assessments	1.2.4	Percentage of graduating seniors who met college readiness benchmarks on both Math and ERW (English, Reading & Writing) on SAT	0.36	0.45	Percent	equal to or greater than	Other	% of students who met college readiness in ERW and math	College Board	Reported by College Board annually in fall. School districts enter data from vendor in Enrich database, managed by SCDE.	Provides information on college readiness of graduates. State needs more students academically prepared for postsecondary education.	Parents and families, students, educators, business leaders, community members, educators, policymakers	Responsible for monitoring: A850: SC EOC; Responsible for measure: SC Dept. of Education		Provides information on college readiness of graduates. State needs more students academically prepared for postsecondary education. Target is 2020 national average of students meeting both benchmarks.
FY20-21	A850	EDUCATION OVERSIGHT COMMITTEE	Education, Training, and Human Development	2	Document Improvement of School Report Card	2.1	Increase Number of High Performing Schools	2.1.1	Number of schools with an overall rating of Excellent or Good	569	460	Count	equal to or greater than	Other	Based on multiple metrics and 100-point scale	School ratings are determined based on methodology developed and approved by the SC Education Oversight Committee	Annual school report cards are issued in fall. Due to COVID, no schools were rated for school years 2019-20 and 2020-21. The data included are from the 2018-19 school year.	Ratings are important to the public as they communicate expectations about student and school performance. If certain student groups are underserved, these issues will often come to light in reporting and accountability.	Parents and families, students, educators, business leaders, community members, educators, policymakers	Responsible for monitoring: A850: SC EOC; Responsible for implementation of measure: SC Dept. of Education		Provides measure of overall school performance. Ratings on 100 point scale is required in State statute.
FY20-21	A850	EDUCATION OVERSIGHT COMMITTEE	Education, Training, and Human Development	2	Document Improvement of School Report Card	2.2	Reduce number of low-performing schools	2.2.1	Number of schools with an overall rating of Unsatisfactory	56	88	Count	equal to or less than	Other	Based on multiple metrics and 100-point scale	School ratings are determined based on methodology developed and approved by the SC Education Oversight Committee	Annual school report cards are issued in fall. Due to COVID, no schools were rated for school years 2019-20 and 2020-21. The data included are from the 2018-19 school year.	Ratings are important to the public as they communicate expectations about student and school performance. If certain student groups are underserved, these issues will often come to light in reporting and accountability.	Parents and families, students, educators, business leaders, community members, educators, policymakers	Responsible for monitoring: A850: SC EOC; Responsible for implementation of measure: SC Dept. of Education		Provides measure of overall school performance. Ratings on 100 point scale are required in State statute.
FY20-21	A850	EDUCATION OVERSIGHT COMMITTEE	Government and Citizens	3	Inform, Engage and Support Public in Improving Educational Outcomes	3.1	Develop and Disseminate Resources to Inform and Engage Public	3.1.1	Average monthly users of EOC eNewsletter sent to stakeholders	0.29	0.45	Percent	equal to or greater than	State Fiscal Year (July 1 2020- June 30 2021).	Average of opens and clicks of monthly electronic newsletter	Analytics come from Constant Contact, 2020-21	Analytics within Constant Contact. 2019 was base year	Monthly communication from the EOC, which seeks to inform on reports, publications, and resources of value to the various EOC stakeholders. It is important to engage stakeholders in the work of the EOC, as it builds support for continuous improvement of public schools.	4,470 stakeholders who choose to receive information from the EOC monthly.	A850, EOC		Engaging stakeholders in the work of the EOC builds support for continuous improvement of public schools.
FY20-21	A850	EDUCATION OVERSIGHT COMMITTEE	Government and Citizens	3	Inform, Engage and Support Public in Improving Educational Outcomes	3.1	Develop and Disseminate Resources to Inform and Engage Public	3.1.2	Number of individuals (educators, community leaders, parents, etc.) in attendance at informational and training sessions	200	2400	Count	equal to or greater than	State Fiscal Year (July 1 2020- June 30 2021).	Number of individuals attending events, where EOC members and staff provided information and resources	Internal Records	EOC Deputy Director is responsible for tracking, COVID impacted events in FY	Regular communication with stakeholders is imperative, as the EOC seeks to report facts, measure change, and promote progress	4,470 stakeholders who choose to receive information from the EOC monthly.	A850, EOC, note impact of COVID on approximate attendance data.		Engaging stakeholders in the work of the EOC builds support for continuous improvement of public schools.
FY20-21	A850	EDUCATION OVERSIGHT COMMITTEE	Government and Citizens	3	Inform, Engage and Support Public in Improving Educational Outcomes	3.2	Publish Reports and Evaluations as Required by State Law	3.2.1	Percentage of reports completed on-time and distributed to the appropriate customer	1	1	Percent	equal to or greater than	State Fiscal Year (July 1 - June 30).	Number of reports issued compared to statutory requirements	Publication of documents on EOC and State House websites.	EOC Deputy Director is responsible for tracking	Regular communication with legislators and other stakeholders is imperative, as the EOC seeks to report facts, measure change, and promote progress	Legislators and other stakeholders	A850, EOC		For the Governor and General Assembly to have data to improve functioning of K-12 education, EOC must provide required reports in timely manner.

Agency Budget Request Summary

The EOC is requesting no additional recurring or non-recurring EIA funds for FY 2022-23



**Fiscal Year FY 2022-2023
Agency Budget Plan**

FORM A - BUDGET PLAN SUMMARY

**OPERATING
REQUESTS
(FORM B1)**

For FY 2022-2023, my agency is (mark "X"):	
<input type="checkbox"/>	Requesting General Fund Appropriations.
<input type="checkbox"/>	Requesting Federal/Other Authorization.
<input checked="" type="checkbox"/>	Not requesting any changes.

**NON-RECURRING
REQUESTS
(FORM B2)**

For FY 2022-2023, my agency is (mark "X"):	
<input type="checkbox"/>	Requesting Non-Recurring Appropriations.
<input type="checkbox"/>	Requesting Non-Recurring Federal/Other Authorization.
<input checked="" type="checkbox"/>	Not requesting any changes.

**CAPITAL
REQUESTS
(FORM C)**

For FY 2022-2023, my agency is (mark "X"):	
<input type="checkbox"/>	Requesting funding for Capital Projects.
<input checked="" type="checkbox"/>	Not requesting any changes.

**PROVISOS
(FORM D)**

For FY 2022-2023, my agency is (mark "X"):	
<input type="checkbox"/>	Requesting a new proviso and/or substantive changes to existing provisos.
<input type="checkbox"/>	Only requesting technical proviso changes (such as date references).
<input checked="" type="checkbox"/>	Not requesting any proviso changes.

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

	<i>Name</i>	<i>Phone</i>	<i>Email</i>
PRIMARY CONTACT:	C. Matthew Ferguson, Esq.	(803) 734-6148	mferguson@eoc.sc.gov
SECONDARY CONTACT:	Dana Yow	(803) 734-6148	danay@eoc.sc.gov

I have reviewed and approved the enclosed FY 2022-2023 Agency Budget Plan, which is complete and accurate to the extent of my knowledge.

Agency Director

Board or Commission Chair

**SIGN/DATE:
TYPE/PRINT
NAME:**

<i>C. Matthew Ferguson</i> , 9/22/21	<i>Ellen E. Weaver</i> , 9/22/21
C. Matthew Ferguson	Ellen E. Weaver

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

Agency Code:

A850

Section

4

BUDGET REQUESTS			FUNDING					FTES					
Priority	Request Type	Request Title	State	Federal	Earmarked	Restricted	Total	State	Federal	Earmarked	Restricted	Total	
TOTALS			0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00

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

TITLE

Agency Cost Savings and General Fund Reduction Contingency Plan

AMOUNT

\$0

What is the General Fund 3% reduction amount? This amount should correspond to the reduction spreadsheet prepared by EBO.

**ASSOCIATED FTE
REDUCTIONS**

None

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

**PROGRAM /
ACTIVITY IMPACT**

No impact – the reduction would occur in the agency's administrative budget.

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

SUMMARY

The EOC receives \$1,793,242 in appropriations of EIA revenues. Of this amount, \$500,000 by proviso is allocated to the SC Autism Society.

The recurring EIA balance, \$1,293,242 would absorb a three percent reduction. The EOC would use its contingency fund to offset any shortfall in EIA revenues. Annually, the EOC sets aside 10 percent of the funds appropriated in a contingency fund to absorb any mid-year reduction in EIA revenues or to offset unexpected expenses. There would be no impact on service delivery.

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

The EOC's operating budget is approximately \$1,293,242. The agency already operates very efficiently. Currently, the agency is reducing costs by procuring several evaluations using other state entities (like the University of South Carolina and Clemson University) or utilizing the services of retired district superintendents. To further reduce costs, the agency contracted with the Department of Administration to perform financial and reporting functions in Fiscal Year 2020-21. In early 2021, the EOC added Human Resources and Benefits services to its shared service agreement with Department of Administration.

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

FORM F – REDUCING COST AND BURDEN TO BUSINESSES AND CITIZENS**TITLE**

Shared Services: Finance, Accounting, Procurement, Human Resources, and Benefits Services

*Provide a brief, descriptive title for this request.***EXPECTED SAVINGS TO BUSINESSES AND CITIZENS**

\$31,100

*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:

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Repeal or revision of regulations. |
| <input type="checkbox"/> | Reduction of agency fees or fines to businesses or citizens. |
| <input checked="" type="checkbox"/> | Greater efficiency in agency services or reduction in compliance burden. |
| <input type="checkbox"/> | Other |

METHOD OF CALCULATION

The Department of Administration began providing finance and accounting services, procurement services, budgetary services to the EOC at an annual cost of \$30,600 in FY 2019-20. When the agency's part-time business manager resigned, the EOC did not believe that it could hire another part-time employee to perform these functions, and instead would have had to hire a fulltime employee, an Accountant/Fiscal Analyst I, at an estimated annual cost of \$61,700, which includes salary, fringe benefits and operating expenses. Therefore, the savings to the state are estimated at \$31,100.

In October 2020, DOA agreed to add Human Resources and Benefits services to the EOC's shared service agreement at no additional cost to the agency.

*Describe the method of calculation for determining the expected cost or time savings to businesses or citizens.***REDUCTION OF FEES OR FINES**

The agency does not impose any fees or collect any revenues.

*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**

The agency has never promulgated regulations.

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

The projected savings can be redirected by the EOC to fulfill its statutory mission.



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

Public Education Subcommittee Proviso Request Summary

Proviso # in FY 21-22 Act	Renumbered Proviso # for FY 22-23	Proviso Title	Short Summary	Agency Reccomended Action (keep, change, delete, add)
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NEW	NEW	Education Data Dashboard	<p>The Education Oversight Committee is directed to pilot an Education Data Dashboard. The data dashboard must interface with existing systems to provide school districts, schools, policymakers, families, and the public with meaningful information on school district, school, and system progress. The Education Data Dashboard would use existing data to document educational attainment and growth as well as financial expenditures of state, local, and federal funds. The Department of Education and public school districts shall provide accountability and financial data as requested by the Committee for the establishment of the dashboard.</p>	ADD
NEW	NEW	Online Course Access	<p>The Department of Education, in collaboration with the EOC and the SC State Board of Education, will work to broaden course access through an online course catalog that may include content from multiple providers.</p>	ADD
NEW	NEW	Additional Palmetto Literacy Supplement Days	<p>Additional Palmetto Literacy Teacher Supplement Days: The Department of Education is authorized to reimburse districts up to \$34,020,000 for the cost of providing unbudgeted professional development support to teachers in identified Palmetto Literacy Project schools. The additional support should focus on (1) the implementation of a professional development program as identified by the Department of Education in the science of reading and (2) providing identified staff up to 10 additional supplement days at their daily rate for participation in the identified professional development program. School districts and identified staff in the Palmetto Literacy Project schools are required to participate in the additional supplemental professional development days and complete the identified training in the science of reading. Additionally, the Department of Education shall investigate the addition of a science of reading assessment, such as Praxis 5205, for early childhood and elementary teacher licensure.</p>	ADD

NEW

NEW

SC Math: Getting Back on Track

South Carolina Mathematics: Getting Back on Track: The Department of Education, in collaboration with the EOC, will develop resources to support teachers focused on supporting grade level achievement in K-12 mathematics. The EOC will be responsible for evaluating the effectiveness of the tools.

ADD

Of the funds appropriated, \$300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by ~~January fifteenth~~ March first of each year.

REVISE

1.56

1.55 SDE: Full-Day 4K

Agency Provisos requesting action or mentioning EOC

Proviso # in FY 21-22 Act	Proviso Title	Short Summary	Agency Recommended Action (keep, change, delete, add)
1.3	SDE: State Aid to Classrooms	The Department of Education and the Education Oversight Committee shall provide in a prominent place on their internet websites a link to the information	KEEP
1.55	SDE: Full-Day 4K	Of the funds appropriated, \$300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by January fifteenth of each year. To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider.	AMEND date of report to March 1

1A.6

SDE EIA: CHE/Teacher
Recruitment

CERRA will report annually by October first to the Education Oversight Committee and the Department of Education on the success of the recruitment and retention efforts in these schools. The South Carolina Commission on Higher Education shall ensure that all funds are used to promote teacher recruitment on a statewide basis, shall ensure the continued coordination of efforts among the three teacher recruitment projects, shall review the use of funds and shall have prior program and budget approval. The South Carolina State University program, in consultation with the Commission on Higher Education, shall extend beyond the geographic area it currently serves. Annually, the Commission on Higher Education shall evaluate the effectiveness of each of the teacher recruitment projects and shall report its findings and its program and budget recommendations to the House and Senate Education Committees, the State Board of Education and the Education Oversight Committee by October first annually, in a format agreed upon by the Education Oversight Committee and the Department of Education.

With the funds appropriated CERRA shall also appoint and maintain the South Carolina Teacher Loan Advisory Committee. The Committee shall be

KEEP

1A.7.	SDE EIA: Disbursements / Other Entities	Notwithstanding the provisions of Sections 2 7 66 and 11 3 50, South Carolina Code of Laws, it is the intent of the General Assembly that funds appropriated in Part IA, Section 1, VIII.F. Other State Agencies and Entities shall be disbursed on a quarterly basis by the Department of Revenue directly to the state agencies and entities referenced except for the Teacher Loan Program, Centers of Excellence, the Education Oversight Committee and School Technology, which shall receive their full appropriation at the start of the fiscal year from available revenue.	KEEP
1A.11.	SDE-EIA: EOC	The Education Oversight Committee may collect, retain and expend revenue from conference registration and fees; charges for materials supplied to local school districts or other entities not otherwise mandated to be provided by state law; and from other activities or functions sponsored by the committee including public awareness campaign activities. Any unexpended revenue from these sources may be carried forward into the current fiscal year and expended for the same purposes.	KEEP

1A.21.

SDE EIA: Accountability Program Implementation) To support implementation of the accountability program, the Education Oversight Committee may carry forward unexpended Education Accountability Act funds authorized specifically for the administration of the Education Oversight Committee. For the current fiscal year the Education Oversight Committee may carry forward prior year EIA South Carolina Community Block Grants for Education Pilot Program funds not awarded by the grant committee. These funds must be used for an independent common evaluation of each awarded grant to ensure high quality programs that maximize a return on the state's investment.

KEEP

1A.29.

SDE EIA: Full Day 4K

Of the funds appropriated, \$300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by January fifteenth of each year. To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half day four year old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment

KEEP

1A.34.	SDE EIA: Partnerships/Other Agencies & Entities)	For the current fiscal year, agencies and other entities receiving funds appropriated in Part IA, Section 1, VIII. F. will continue to report annually to the Education Oversight Committee (EOC). Any entity receiving funds that must flow through a state agency will receive those funds through the EOC, unless requested in writing by the entity to match federal or other funds. The EOC will make funding recommendations to the Governor and General Assembly as part of the agency's annual budget request.	
1A.37.	SDE EIA: PowerSchool Dropout Recovery Data	With the funds appropriated to the Department of Education for PowerSchool and data collection, the department will begin in the current fiscal year to collect data from schools and school districts on the number of students who had previously dropped out of school and who reenrolled in a public school or adult education to pursue a high school diploma. The Education Oversight Committee working with the Department of Education will determine how to calculate a dropout recovery rate that will be reflected on the annual school and district report cards. The department may carry forward and expend the funds for the same purpose.	KEEP

1A.41.

SDE EIA: EOC
Partnerships for
Innovation

Of the funds appropriated or carried forward from the prior fiscal year, the Education Oversight Committee is directed to participate in public private partnerships to promote innovative ways to transform the assessment of public education in South Carolina that support increased student achievement in reading and college and career readiness. The Education Oversight Committee may provide financial support to districts and to public private partnerships for planning and support to implement, sustain and evaluate the innovation and to develop a matrix and measurements of student academic success based on evidence based models. These funds may also be used to support the innovative delivery of science, technology, and genetic education and exposure to career opportunities in science, including mobile science laboratory programs, to students enrolled in the Abbeville equity school districts and students in high poverty schools. These funds may also focus on creating public private literacy partnerships utilizing a 2:1 matching funds provision when the initiative employs research based methods, has demonstrated success in increasing reading proficiency of struggling readers, and works directly with high poverty schools and districts. The committee will work to expand the engagement of

KEEP

1A.46.	SDE-EIA: EOC-South Carolina Autism Society	Of the funds appropriated in Section 1A, VIII.F. Partnerships, Education Oversight Committee (A85), \$500,000 must be transferred in quarterly installments from the Education Oversight Committee to the South Carolina Autism Society for the Autism Parent School Partnership Program. Beginning October 10, 2015, the South Carolina Autism Society shall provide a quarterly accounting report to the Chairman of the Senate Finance Committee, the Chairman of the House Ways and Means Committee and the Education Oversight Committee.	KEEP
1A.50.	SDE EIA: CDEPP Student Information and Reporting	For the current fiscal year, the Department of Education and the Office of First Steps to School Readiness must acquire unique student identifiers or SUNS numbers for each student enrolled in the CDEPP program no later than the 45th day and must provide a report of such to the House Ways and Means Committee, the House Education Committee, the Senate Finance Committee, the Senate Education Committee and the Education Oversight Committee by November thirtieth. The Department of Education and the Office of First Steps to School Readiness must provide any information required by the Education Oversight Committee for the annual CDEPP report no later than November thirtieth.	KEEP

1A.51.	SDE EIA: Rural Teacher Recruiting Incentive	(A) There is created a program within the South Carolina Center for Educator Recruitment, Retention, and Advancement (CERRA) to recruit and retain classroom educators in rural and underserved districts experiencing excessive turnover of teachers4)Other technical support and recruiting incentives as developed by CERRA in conjunction with the Department of Education and the Education Oversight Committee consistent with the objectives of this section.	
1A.55.	SDE EIA: 4K Early Literacy Competencies Assessments	Of the funds carried forward from the full day 4K program from the previous fiscal year, the Department of Education is authorized to expend up to \$800,000 on assessments and professional development to analyze the early literacy competencies of children in publicly funded prekindergarten. The department shall manage the administration of assessments that analyze the early literacy and language development of children in publicly funded prekindergarten as done in the prior fiscal year. The department will provide the assessment data to the Education Oversight Committee.	KEEP

1A.65.

SDE EIA: Digital Learning Plan

The implementation of the pilot program shall become the responsibility of the Department of Education. Those e-Learning school districts who meet the criteria for an e-Learning district as determined by the Department of Education may use up to five e-Learning days to allow for the make-up of short-term disruptions to in-person teaching and learning.

With funds appropriated, the Education Oversight Committee is responsible for evaluating the impact of alternative methods of instruction on student learning and working with other agencies to expand access to quality remote instruction which can be dispatched if necessary.

Alternative methods of instruction may include, but are not limited to, online or virtual instruction, remote learning, and hybrid models. The Department of Education and school districts providing alternative methods of instruction must provide data as requested by the committee to evaluate the effectiveness of the instruction. The Education Oversight Committee shall report annually to the Governor, the General Assembly, the Department of Education, and the State Board of Education.

KEEP

On or before September 30th of Fiscal Year 2021-22, following the development of accountability metrics, \$750,000 of the funds appropriated in this act to the Department of Education for "Rural Teacher Recruitment" shall be allocated to the University of South Carolina's College of Education (COE) for the development and implementation of a new teacher recruitment pilot program to be administered by the COE in partnership with the Center for Teaching Quality (CTQ). The purpose of the pilot program shall be the employment of innovative and cost effective teacher recruitment strategies, customized training for new teachers, and dedicated, ongoing mentoring support. The pilot program shall compliment and/or enhance the state's ongoing rural teacher recruitment initiatives such as those supported pursuant to Proviso 1A.51 of this act. At minimum, the pilot program must assist no fewer than ten school districts to include at least four districts along the I-95 corridor and serve no fewer than 250 teacher candidates. The pilot program shall stipulate reasonable fees for participating candidates and districts and districts shall agree to release time for required on site mentors who shall be experienced, practicing teachers within the district for the purposes of co teaching with and

1A.66.

SDE EIA: Teacher
Recruitment Program

117.27.

GP: School Technology Initiative

From the funds appropriated/authorized for KEEP the K 12 technology initiative, the Department of Education, in consultation with the Department of Administration, the State Library, the Educational Television Commission, and a representative from the Education Oversight Committee, shall administer the K 12 technology initiative funds. These funds are intended to provide technology, encourage effective use of technology in K 12 public schools throughout the state, conduct cost/benefit analyses of the various technologies, and should, to the maximum extent possible, involve public private sector collaborative efforts. Funds may also be used to establish pilot projects for new technologies with selected school districts as part of the evaluation process. K 12 technology initiative funds shall be retained and carried forward to be used for the same purpose.

EDUCATION OVERSIGHT COMMITTEE		
SUMMARY OF CARRY FORWARD AND CURRENT CASH BALANCES		
FISCAL YEAR 2022		
Description	Fund	Balance 6/30/2021
Operating Revenue	30350000	230
Education Improvement Act	49730000	751,854
Cares Act-Elementary & Secondary Sch Em	51C10003	75,035
Grand Total		827,118