SOUTH CAROLINA

K-12 TECHNOLOGY INITIATIVE

2006 Progress Report

State Budget and Control Board
State Department of Education
South Carolina Educational Television
South Carolina State Library
Bellsouth
Lightstar Partners

Executive Summary

GUIDING LEGISLATION
72.37. (GP: School Technology Initiative) From the funds appropriated/authorized for the K-12 technology initiative, the Department of Education, in consultation with the Budget and Control Board's Office of Information Resources, the State Library and Educational Television Commission 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.

In 1996, the General Assembly anticipated the advantages of using technology as a tool to promote learning in South Carolina. To facilitate the infusion of technology into the schools, the General Assembly created the K–12 School Technology Initiative which is guided by a unique public/private partnership comprised of the State Department of Education (SDE), SCETV, the State Budget and Control Board, the State Library and the state's private sector telecommunications providers. This report highlights the successes South Carolina has realized through the K–12 School Technology Initiative in meeting the mandates of state and federal legislation.

The 2003-08 South Carolina State Educational Technology Plan outlines five key dimensions: Learners and their Environment, Professional Capacity, Instructional Capacity, Community Connections, and Support Capacity. Current mandates met through the goals and objectives set forth in this plan provide the framework for elucidating, monitoring, and evaluating South Carolina's pathway to continuous progress and advancement through technology implementation that supports learning.

> ***"The Charleston County School District (CCSD) Online Management System is breaking new ground because it offers both diagnostic and prescriptive information to meet the technology needs of individual teachers."***
>
> **EXCERPT FROM NATIONAL EDUCATIONAL TECHNOLOGY PLAN**

The K–12 School Technology Initiative's support of the technology plan has enabled South Carolina to exceed the requirements established by the Education Oversight Committee, the No Child Left Behind Act (NCLB), the Teacher Technology Proficiency Proviso, and the Education and Economic Development Act (EEDA). As a testament to this, several South Carolina districts are highlighted in the "Success Stories" section of the National Educational Technology Plan (www.ed.gov/about/offices/list/os/technology/plan/2004/site/edlite-default.html). For example, Charleston County School District is recognized for enabling teacher technology proficiency. The National Educational Technology Plan reads as follows:

This report will outline specific K–12 School Technology Initiative activities that support each of the five technology dimensions and will also provide insight as to South Carolina's progress in comparison to other states in the nation. While the Initiative has achieved much success in deploying technological innovations into the 21st century, there is still much to be done. According to Education Week (2005) state technology directors in 44 states, including South Carolina, say inadequate funding for technology is the biggest challenge they face. In South Carolina, the shortfall is primarily in funds flowed through to school districts which enable schools to upgrade their local equipment.

This report examines the challenges South Carolina will face in making further advances in the provision and use of technology to support education and economic development through the implementation of such services as online learning and computer-based assessment. The effective use of all technology to support learning, such as eLearning with South Carolina Virtual Schools, K–12 standards-based programs through satellite and Distance Education Learning Centers (DELC) are critical for enhancing student achievement. Additionally, Web-based initiatives such as Discus, Knowitall.org and StreamlineSC, and the implementation of state-wide online assessment capabilities are key initiatives in the state's roadmap to educational excellence.

The Education and Economic Development Act (EEDA) points out that today's students face increasing technological challenges to their ability to succeed. Revolutionary technological advances are globalizing the economy and placing South Carolina students in direct competition with students across the globe. While that revolution has been taking place, critical federal technology funding has been cut. The federal government's allocation of No Child Left Behind (NCLB) funding dedicated to technology (Enhancing Education Through Technology) has been cut in half with future prospects of funding looking very bleak. In February 2005, the Bush administration asked Congress to wipe out all the money for the major federal grant program that has provided nearly a half billion dollars annually in support of technology in our nation's schools. Fortunately, In the wake of federal budget cuts, the South Carolina legislature provided funding for the state to continue to make progress using technology to improve learning.

Federal E-Rate funding is no longer a guaranteed source of funds to support technology needs in the world of education. The federal E-Rate program provides discounts on telecommunications services, Internet access and internal connections with priority given to schools and libraries that serve low income students located in rural areas. The Universal Service Administration Corporation (USAC) – Schools and Libraries Division (SLD) has become much more stringent in reviewing applications for E-Rate funding. Due to the stringent review processes, the massive amount of documentation required for the application process, documentation that must be archived after monies are received, and the potential personal risk involved, many applicants have abandoned E-Rate completely. There is also some movement in Congress to eliminate the E-Rate program entirely due to the negative publicity of a few waste, fraud, and abuse cases which, if it is successful, forces all applicants to face major challenges in continuing the delivery of technology and/or services already in place today.

Along with detailing the challenges facing our state, the report will end by stressing the criticality of increased K–12 School Technology Initiative funding to move South Carolina in a future direction consistent with the legislature's vision to implement computer-based assessment, online courses, and data analysis tools for school leadership and teachers.

The reduction of funding for technology at the federal level makes the K–12 School Technology Initiative funding, which provides the technology infrastructure and programs for South Carolina students, critical in supporting NCLB, EEDA and the South Carolina Educational Technology Plan mandates. Funding continues to be needed to update technology infrastructure, upgrade computers, train teachers to use technology in core subjects and enhance the security of student and district databases (Education Week, 2005). Continued K–12 School Technology Initiative funding will provide the capability to implement critical technology hardware, software, infrastructure, data management, and professional development initiatives. The provision of these services will ensure SC students remain competitive while bolstering South Carolina's economy. K–12 School Technology Initiative funding will enable the State to aggressively meet the challenges of the 21st century.

Introduction

In 1996, the General Assembly, through foresight and vision, realized the advantages of using technology as a tool to promote learning, competitiveness, and economic stability in South Carolina. To facilitate the production of twenty-first century citizens, South Carolina legislators created the K–12 School Technology Initiative which is guided by a unique public/private partnership comprised of the State Budget and Control Board, State Department of Education (SDE), SC Educational Television (SCETV), the State Library and the state's private sector telecommunications providers. Because of legislative support and inspirational leadership, South Carolina has benefited and emerged as a national leader in using technology integration to help all schools achieve educational excellence.

Throughout its existence, the General Assembly's commissioned K–12 School Technology Initiative committee has built an outstanding record of supporting a broad spectrum of administrative and educational technologies that have made South Carolina a model for other states. K–12 School Technology Initiative funding has also enabled partners in the initiative to pursue additional funding to expand partnership efforts. For example, the State Library was able to secure additional grant funds from the Bill and Melinda Gates Foundation for equipment, technology training, and software upgrades. The continued support for technology in education is critical to maintaining and advancing South Carolina's progress in technology and academics.

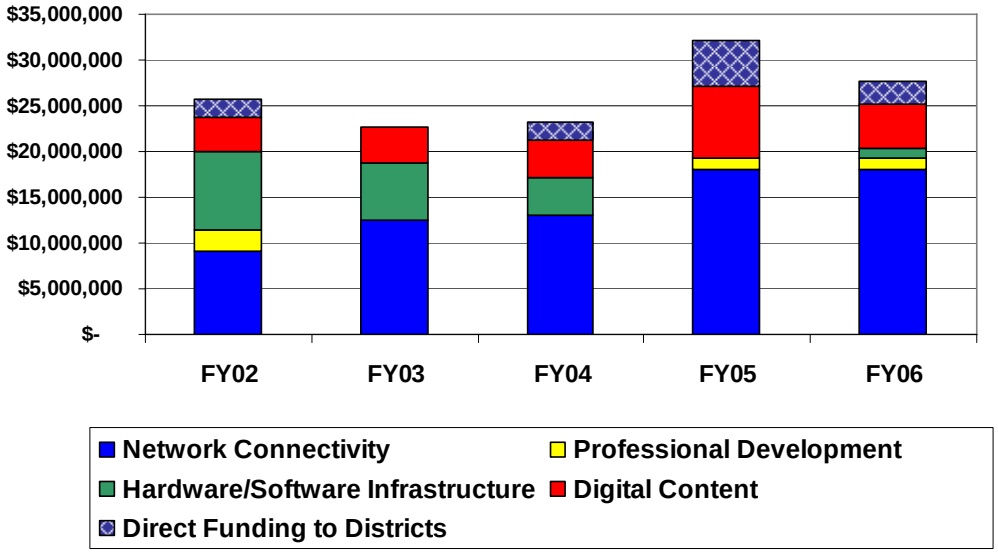
The visionary and innovative actions taken by the General Assembly have resulted in South Carolina ranking 26th in technology access as compared to 50 states and the District of Columbia in 2005 (Education Week, 2005). Additionally, because of proactive funding approved by the state's legislators, South Carolina students' access to technology surpasses or is comparable to students throughout the nation. South Carolina has been recognized for providing equal or better technology access to its high-poverty and high-minority schools than other parts of the country (Education Week, 2005). Through the K–12 School Technology Initiative, state leaders have shown their commitment to providing the state's school children the tools and resources necessary to promote enhanced learning opportunities. Through the K–12 School Technology Initiative, South Carolina has made tremendous progress in preparing our students for life in a technological world.

However, we are at risk of losing our reputation as a leader in the educational technology field due to decreased federal and state funding. Due to budget constraints during lean years, the appropriation of funds to the K–12 School Technology Initiative has consistently been reduced. Because of these recent funding developments, the state has been unable to pass technology funds on to the districts. The lack of "flow through" monies significantly

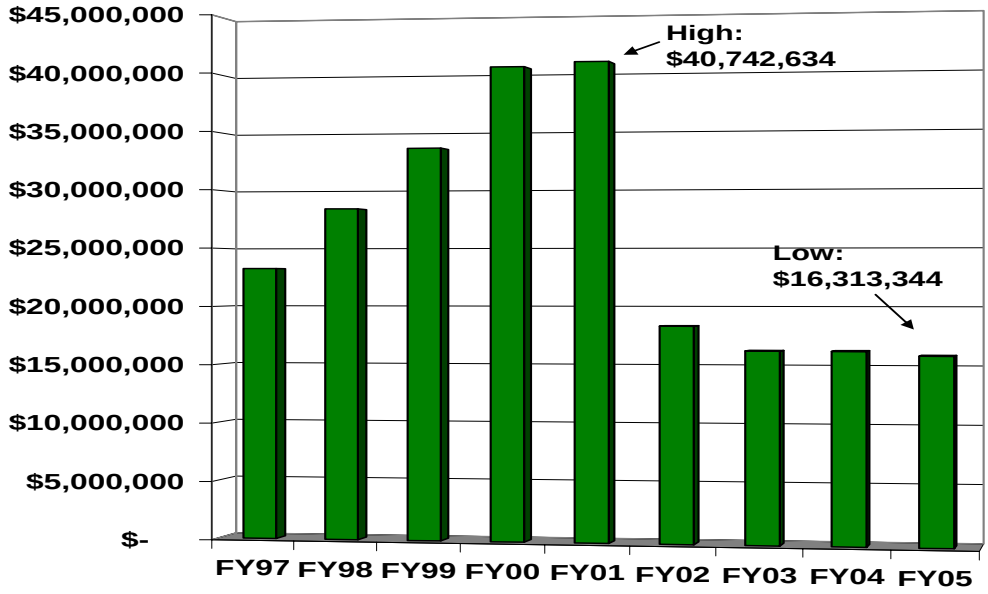
impaired many districts in their goal to improve the quality of education through use of technology in their schools.

As illustrated below, the distribution of K–12 School Technology Initiative funds have supported federal and state legislative mandates as well as the Key Technology Dimensions in the 2003-08 State Educational Technology Plan.

Distribution of K12 State Appropriated and ERATE Funds

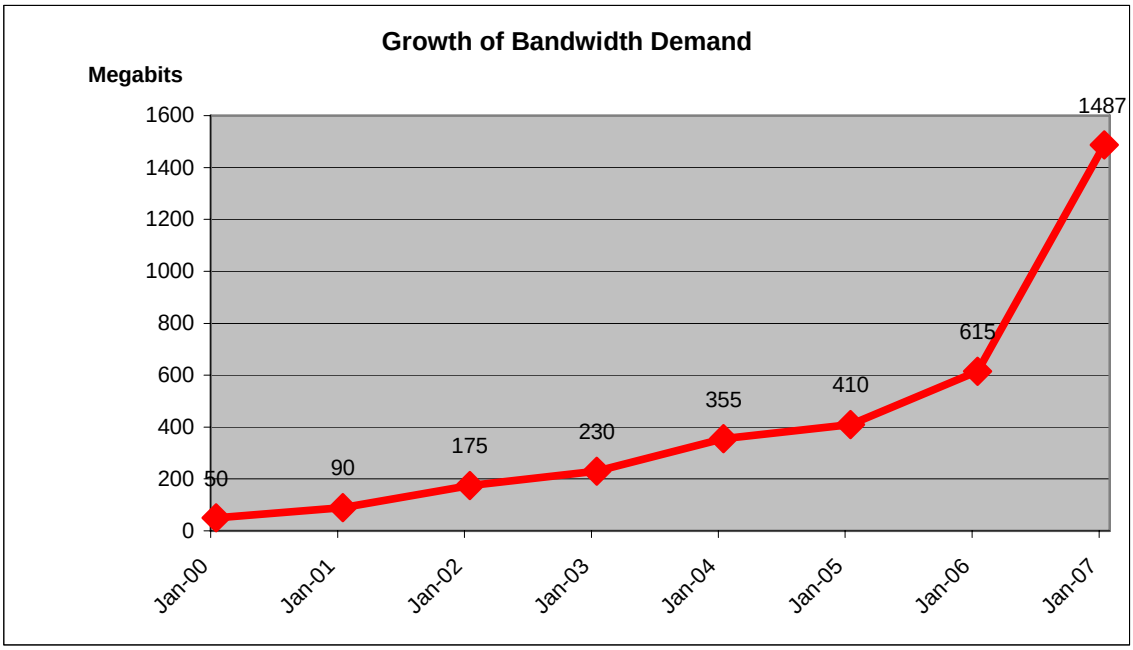


K-12 School Technology State Appropriated Funds



As more Web-based, interactive, standards-driven content becomes available, the need for bandwidth for connectivity will increase. In addition, the future direction of the state in providing virtual education for all students in South Carolina and online assessment options for districts will considerably increase the demand for more bandwidth.

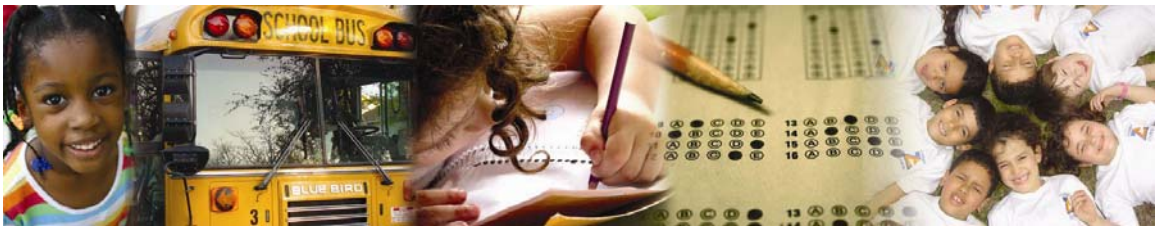
Unfortunately, the state's current budget situation does not bode well for increased funding. As the state's financial resources are diminished, schools may be forced to scale back their use of broadband services, thus diminishing the gains that have been made. This will be highly detrimental considering the growth in bandwidth demand for schools as illustrated in the chart below:



Likewise, without funding, schools may be unable to continue to upgrade their computer infrastructure to take advantage of the multi-media content that is being made available through critical programs such as StreamlineSC, South Carolina Online Professional Development (SCOPD) and South Carolina's Virtual Library (DISCUS).

The funding allocated by the General Assembly is supplemented by E-Rate funding from the federal level. The E-Rate funding is in jeopardy as there is movement in Congress to restructure or eliminate the E-Rate program entirely. Without both sources of funding, schools would lose both connectivity and the invaluable resources necessary to facilitate academic achievement among students. As described in the remainder of this report, K–12 School Technology Initiative funding has made implementation of the 2003-08 South Carolina Educational Technology Plan a reality by supporting each of the five essential technology dimensions outlined in the plan's strategic roadmap for technological progress and learning enhancement. For more information, a timeline of the K–12 School Technology Initiative's important milestones and achievements is located in Appendix A.

K–12 School Technology Initiative and the Five Essential Technology Dimensions



LEARNERS AND THEIR ENVIRONMENT

SC Technology Plan Goal:

The SDE, the school districts, and the schools will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in South Carolina.

K–12 School Technology Initiative Efforts to Support the Goal:

Legislative mandates addressed under this dimension include providing environments that increase student achievement. The K–12 School Technology Initiative in partnership with the Bell South Foundation provided funds for the South Carolina Virtual School Pilot (SCVS). In addition to the SCVS, other programs such as DISCUS, StreamlineSC, and Knowitall.org enable districts to meet the requirements of the NCLB Act, EEDA, and South Carolina Education Oversight Committee goals. The K–12 School Technology Initiative provides financial and hardware support for the provision of online learning and the piloting of computer-based assessment programs.

A vitally important program that K–12 School Technology Initiative funding supports is the South Carolina Virtual School Program. Providing equal opportunities to all students in South Carolina regardless of wealth or location is essential to improving the learning environment and student achievement. According to Education Week (2005), twenty-two states have established virtual schools and more states, such as South Carolina, are following this trend. William Thomas, educational technology director of the Southern Regional Education Board, states that *"An increasing number of policy makers are making the connection between virtual learning and school reform, economic development and equity of access. State virtual schooling is going to become an established, institutionalized way to meet a variety of student needs in all of our states."* (EDUCATION WEEK, 2005).

However, as state virtual schools are gaining prominence and support from lawmakers and school districts, the future for such schools is uncertain. Education Week (2005) points out that state revenue shortfalls and cuts in federal funding for educational technology have meant less money for virtual schools.

To South Carolina's credit, funding made available through the K–12 School Technology Initiative helped to make possible a 2006 SCVS pilot. During this pilot, students throughout the state had the opportunity to enroll in 34 different virtual school courses, including Algebra, Geometry, English, Web Design, and Global Studies.

> ***"Last May, 165 Richland School District Two students graduated who would not have, without the chance to take online courses. In our virtual high school, teachers work closely with students in school, after school, or at a distance to reach students that for a myriad of reasons, the traditional classroom model cannot. Online courses enable instructors to individualize instruction and keep students on track for success."***
>
> **MARGARET WALDEN, RICHLAND SCHOOL DISTRICT TWO**

Funding allowed each district to provide 20 seats free of charge to students. The SDE also provided seats in English II and Algebra II courses at no cost to students. Registration for the pilot courses began in May 2006, and courses started on June 1, 2006, with approximately 1,280 students. In September 2006, the SDE offered additional online courses, including Credit Recovery courses, to an additional 641 students and provided technical and implementation assistance to school districts hosting courses. The total number of students participating in Phase I of the South Carolina Virtual School (SCVS) Pilot totaled 1,921. Equity of access is the ultimate goal of the SCVS, but achieving this goal will involve more than providing courseware. It will require technology and infrastructure in poorer districts along with technical support, and appropriate training for teachers, students and parents.

The K–12 School Technology Initiative plays a critical role in the

provision of online learning and continues to contribute to the network, training, infrastructure and resources needed for a successful statewide virtual school which provides all students access to exemplary, rigorous courses instructed by high-quality teachers.

Another invaluable resource contributed by the K–12 School Technology Initiative is DISCUS. Administered by the South Carolina State Library, DISCUS uses K–12 School Technology Initiative funds to help provide an electronic library of essential information and learning resources to all state residents through schools, higher education institutions, and public libraries. Public libraries along with K–12 school media centers and academic libraries receive direct benefit from DISCUS.

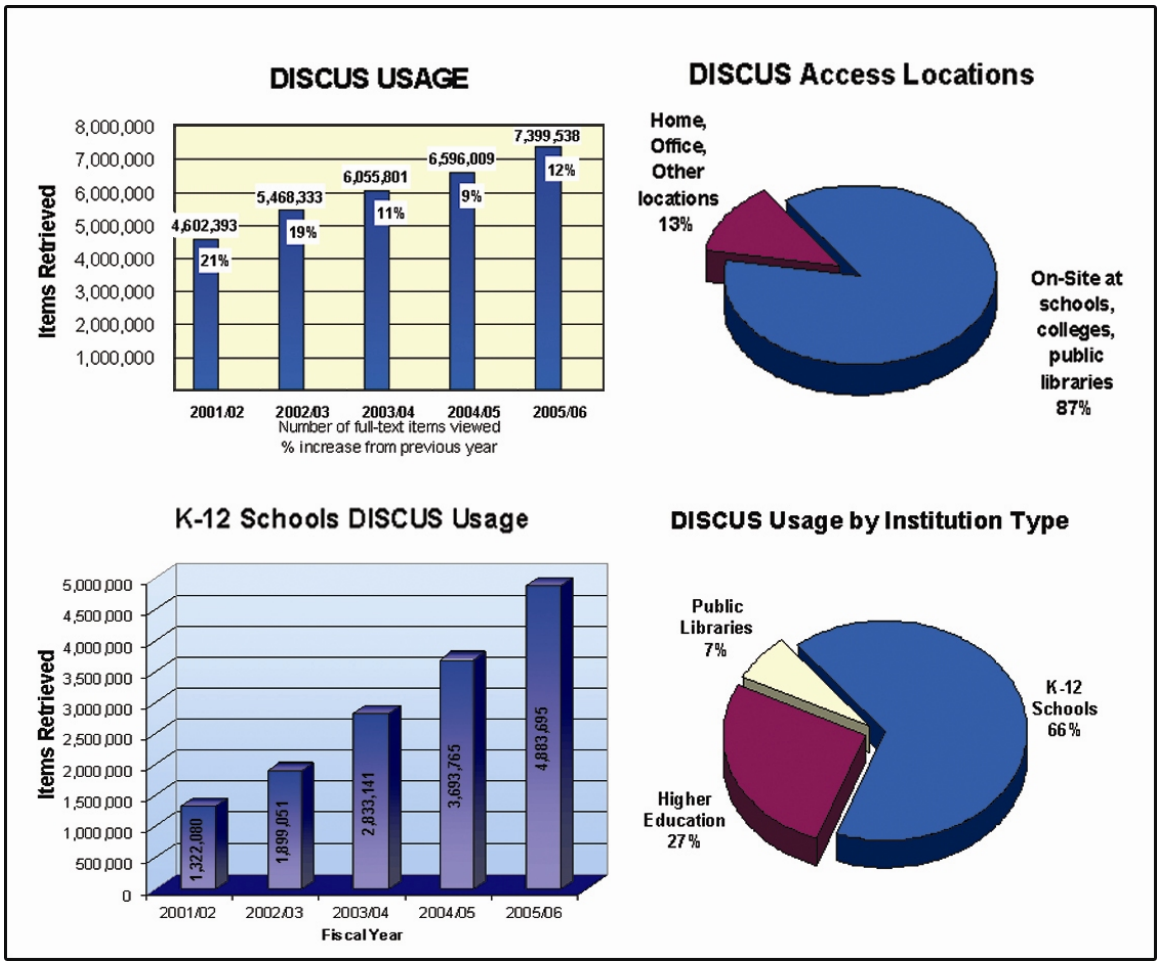
> ***"DISCUS is a fabulous tool. Whenever I show teachers and parents all that DISCUS can do for them, they are quite impressed and start using it immediately."***
>
> **PAULA A. SHAW, HILLCREST HIGH SCHOOL, SIMPSONVILLE, SC**

Additionally, DISCUS provides citizens served by resource constrained schools and libraries with the same high quality resources as those served by larger institutions. License renewal costs for the 2006 calendar year totaled $2,379,618. Were each library to purchase access to DISCUS databases separately, the total cost would be $31,188,020. The South Carolina State Library's administration of this valuable and popular statewide program provides a cost avoidance for South Carolina institutions of over $28 million dollars. DISCUS use by K–12 schools continues to far exceed that of academics—a trend that has been unabated for the last six years of DISCUS activity.

> ***"It is imperative that DISCUS be funded every year because it is a reputable resource for our students to use and it contains so much more information than print encyclopedias."***
>
> **MELISSA ADAIR, CHANDLER CREEK ELEMENTARY SCHOOL**

Items retrieved by DISCUS K–12 users increased by 32% in 2006. Through DISCUS, users statewide have 24/7 office/home access to 22 DISCUS databases and 24 reference eBooks. In 2006, residents obtained over 7 million items through DISCUS, a 12% increase over FY 05. Also, usage access patterns showed an 18% increase for schools. Current DISCUS state funding levels are not sufficient to cover annual contract increases.

The following charts demonstrate the increased 2006 usage numbers and millions of items accessed through the DISCUS program. Additionally, they show that DISCUS is being accessed through higher education, public schools, and from the home. The 24/7 availability of DISCUS enhances the learning environment for students both at school and at home.



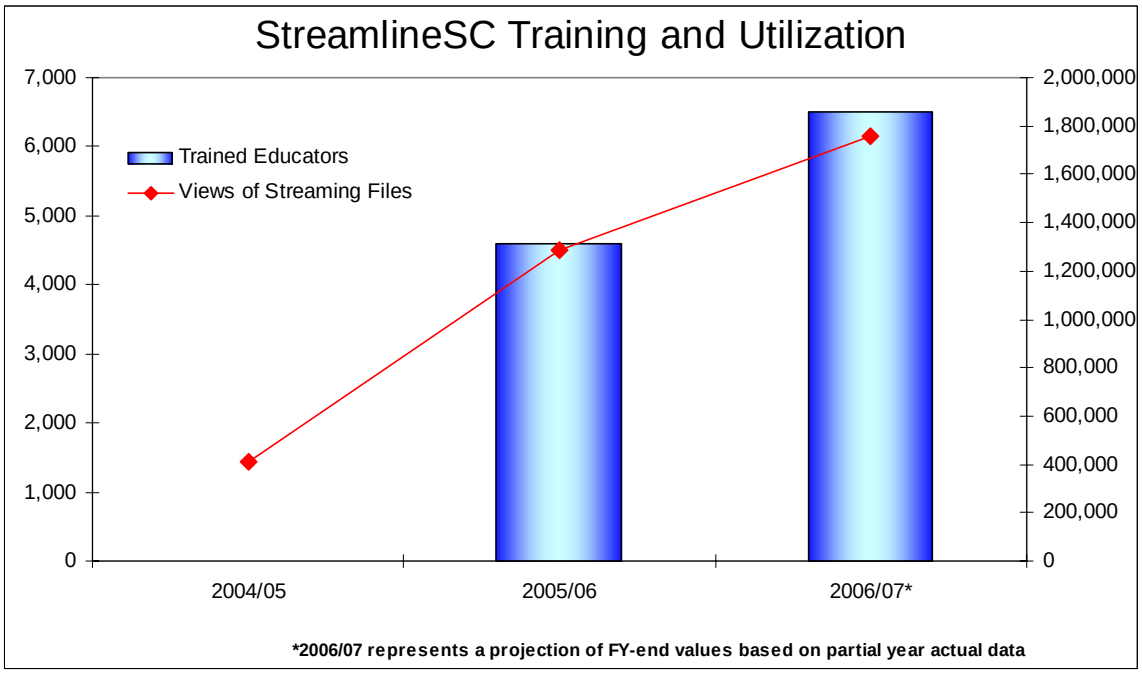
Keeping with the trend for high-quality digital resources, StreamlineSC is an immensely beneficial program for South Carolina educators and students. Resources provided with K–12 School Technology Initiative funds have provided this resource that directly enhances teaching and learning by using video-based content. ETV, partnering with the State Department of Education and the K–12 School Technology Initiative**,** implemented StreamlineSC to improve and manage learning resources in South Carolina schools.

"I love Streamline! I check it at least once a week depending on what I am teaching. I have found it most useful in SC history. I LOVE IT and so do the kids! Thanks!"

JESSIE J. THAXTON, SATCHEL FORD ELEMENTARY, RICHLAND ONE

StreamlineSC Training for Teachers

Video-based, standards aligned content is provided to South Carolina classrooms. StreamlineSC contains over 40 thousand standards-based video clips and a tremendous database of illustrations and pictures. Because of the funding, all schools in South Carolina can access this invaluable service for free thus increasing learning opportunities for students across the state.



The graph above illustrates the number of educators trained in StreamlineSC utilization along with the views of streaming files. Please note that 2006/07 figures are for the partial year. ETV is projecting 1.7 million views by the end of the 2007 school year and training over 6000 teachers and staff.

> ***"Thank you for bringing StreamlineSC to Greenwood County."***
> **SENATOR JOHN DRUMMOND**
>
> ***"The service you provide to our schools with video streaming enables our teachers to make learning come alive. Teachers in our district love it."***
> **KAREN C. WOODWARD, SUPERINTENDENT, LEXINGTON ONE**

Yet another invaluable electronic resource widely used in SC is ETV's Knowitall.org. This portal contains Web-based educational resources that have been viewed nearly 15 million times by students, parents, and teachers since it was developed. Of these users, 76% connect to Knowitall from South Carolina K–12 schools and districts. When at-home users are added, it is estimated that over 90% of Knowitall.org use comes from inside South Carolina. Knowitall.org resources actively engage students in curriculum standards-based content thus enhancing student learning. The K–12 School Technology Initiative has made possible the development of compelling interactive learning modules, simulations and virtual field trips that students use willingly at school and at home. Teachers find the standards-based sites complete with lesson plans, classroom activities and media-rich content easy to incorporate into their classroom teaching.

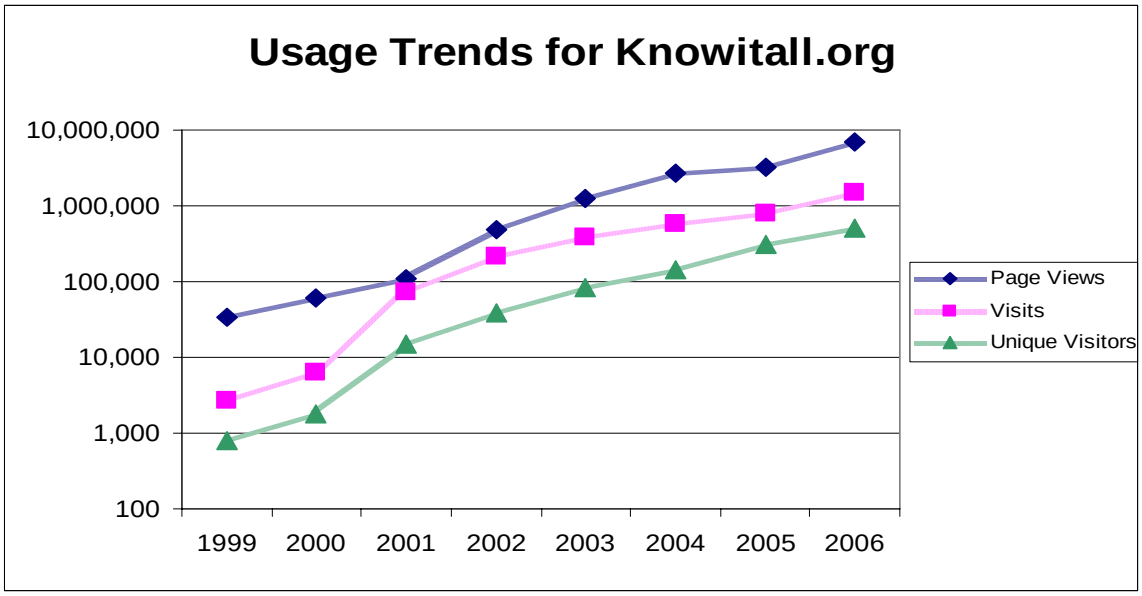
Knowitall.org was updated in 2006 to provide faster and more intuitive navigation. Several major new sites have been added to Knowitall in recent months. The *Online Hobby Shop* exposes students to critical math and science curriculum by allowing them to virtually launch model rockets, experiment with electricity, use a microscope or fire a catapult. *RiverVenture* teaches earth and life sciences by taking students on a virtual field trip to solve ecological mysteries in South Carolina's Saluda-Congaree-Santee Cooper watershed. *Artopia* allows students to create a sculpture, understand art or direct a symphony orchestra-all without leaving the classroom. *Knowitall Healthy!* is an innovative resource to aid the state's students, teachers and parents in learning how to practice better nutrition and fitness habits.

Knowitall.org Educator Workshop

Along with these and other new Knowitall sites, many of the portal's established educational sites continue to attract new users. Among these are *Let's Go!* with its virtual visits to the South Carolina State House, Charleston's Old Exchange and Historic Brattonsville, *GullahNet* with its distinctive Low Country stories and songs and *Instant Replay*, with its exciting NASA instructional modules for math and science. The graph below clearly demonstrates the robust growth in usage of Knowitall.org as a resource in South Carolina's K–12 schools. From 2005 to 2006, Knowitall page views increased by 114%, while the number of Unique Visitors (or users) increased by 65%.

"The free resources available through ITV, StreamlineSC and Knowitall.org are so valuable in supporting the curriculum. Through this powerful service, I can bring the world into my classroom and provide my students with real life examples of what I am teaching."

BUFFY MURPHY, IRMO ELEMENTARY SCHOOL,
2007 SC TEACHER OF THE YEAR



DID YOU KNOW?

That every classroom in South Carolina can access video resources from ETV's StreamlineSC project funded by the K–12 School Technology Initiative. 50,000+ standards-based video clips (or over 5,800 standards-based video programs) were available to South Carolina students and teachers this year. Because of the General Assembly's funding, all schools in S. C. can use this invaluable resource free.

DID YOU KNOW?

That ETV's Knowitall.org web-based resources have been used by almost 10 million students, parents, and teachers since it was developed. The K–12 School Technology Initiative has made possible the reuse of resources developed at ETV over the years and preserved valuable information about South Carolina and its history.

PROFESSIONAL CAPACITY

SC Technology Plan Goal:

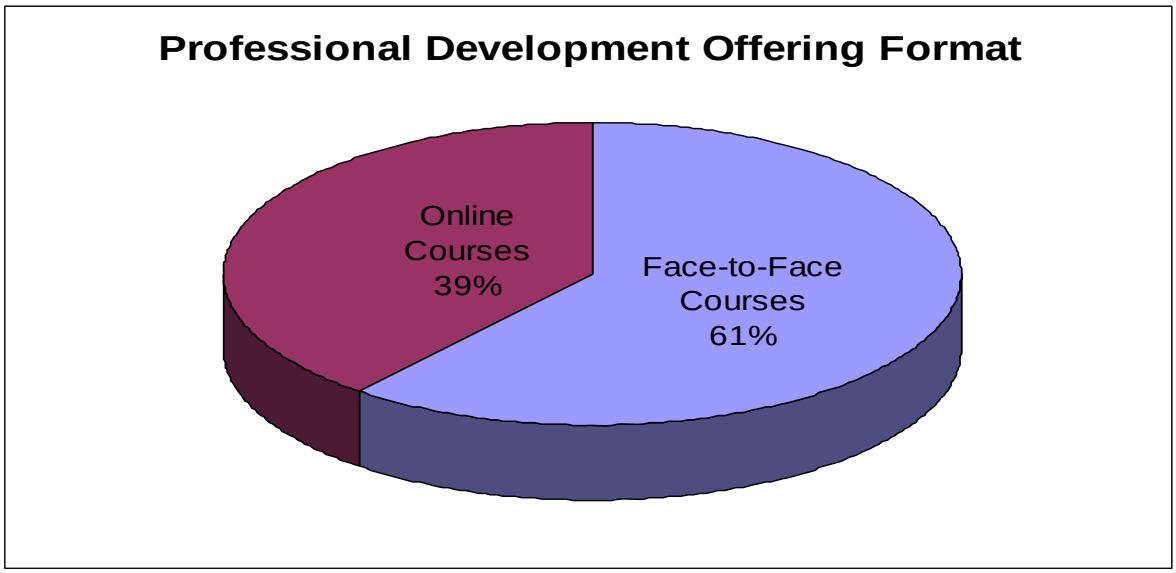
The SDE, the school districts, and the schools will provide curriculum development and professional development to increase the competency of all South Carolina educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

K–12 School Technology Initiative Efforts to Support the Goal:

K–12 School Technology Initiative efforts described in this section support legislative mandates that include the provision of teacher, administrator and counselor training as required by the NCLB Act, EEDA, the SC Education Oversight Committee goals, and the South Carolina Teacher Technology Proficiency Proviso. The Teacher Technology Proficiency Proviso mandates the following:

> Proviso 1.25 states that to ensure the effective and efficient use of the funding provided by the General Assembly in Part IA, Section 1 XI.A.1 for school technology in the classroom and internet access, the State Department of Education shall approve teacher technology competency standards and local school districts must require teachers to demonstrate proficiency in these standards as part of each teacher's Professional Development plan. Evidence that districts are meeting the requirement is a prerequisite to expenditure of a district's technology funds.

Bandwidth and adequate network infrastructure are needed in schools to provide high quality online training opportunities for educators. The pie graph below demonstrates the growing demand for online education in 2006:



Despite growing educator demand for online instruction, Education Week (2006) states that the vast majority of public schools in the United States still deliver instruction face-to-face. Only 35% of states provide professional development via online or distance learning. K–12 School Technology Initiative funding has helped South Carolina to emerge as a leader in the area of online professional development as evidenced by the State being highlighted in national publications such as SEEN and the Harvard Educational Press.

> ***"Greenwood 52 has used K–12 School Technology Initiative funding to roll out Intel Teach to the Future Training for all district teachers. According to Rhonda McDowell, "Teachers participating in Intel Teach to the Future courses receive extensive instruction and resources to promote effective technology use in the classroom. Feedback has been extremely positive and we are seeing a higher quality for technology implementation in classrooms versus just word processing or surfing the net."***
>
> **RHONDA MCDOWELL, GREENWOOD 52**

Guided by the Teacher Technology Proficiency Proviso, the K–12 School Technology Initiative funding is providing the opportunity for districts statewide to use an ePortfolio system for teacher technology proficiency assessment. The tool allows teachers to place themselves on an identified technology proficiency level and then receive recommendations for professional development that are aligned with the courses offered by the State Department of Education. These courses are also provided with K–12 School Technology Initiative funding. Data provided thus far through the ePortfolio project has demonstrated the positive impact of technology integration in SC schools.

Approximately 700 teachers were assessed with the ePortfolio system during the 2005-06 school year. Twenty-five percent of these teachers moved to the proficient level in the use of technology to enhance learning. As a result of this successful pilot project, South Carolina has registered over 10,000 teachers to be assessed in technology proficiency as a result of the statewide roll out during the 2006-07 school year.

South Carolina is one of 40 states whose standards for teachers include technology, and one of only 10 to require technology professional development for teachers. K–12 School Technology Initiative funding has enabled the creation of high quality technology training for teachers. The South Carolina Online Professional Development Program (SCOPD) has received accolades nationwide for its growth and making professional development a focus within the state, especially in high-poverty and high-minority schools. SCOPD offers

graduate and recertification credit courses for South Carolina teachers. The K–12 School Technology Initiative funding has completely supported the creation, development, and growth of SCOPD.

> ***"SCOPD courses not only lift the bar on competency, but attitudes as well. I would challenge educators who participate in live, face-to-face classes to come away with the experience we have had. We have more sharing in this class than any I have taken and the quality is outstanding."***
>
> **JAY BEASLEY, MEDIA SPECIALIST, BARNWELL 45**

In order to assist with embedded technology professional development, the K–12 School Technology Initiative funding supported the SDE Technology Coach pilot which placed 30 trained technology coaches in schools with the highest demonstrated need. Increases in teacher technology use in the classroom to enhance learning have been a visible result of the technology coaching project. Results from the 2005-06 Technology Coaching Initiative which at the onset included 641 teachers, showed a 134% increase in teachers who have reached the mentor level in technology meaning they can now assist their peers. Results also indicate that 83% of these pilot teachers moved past the beginning level to the productivity and proficient levels. These results are illustrated below:

Results from the 2005-2006 Technology Coach Initiative

Teacher Level	# of Teachers Pre-assessment	# of Teachers Post-Assessment	% of change
Working Toward Level I	288	48	Decrease of 83%
Working Toward Level II	161	148	Decrease of 8%
Working Toward Level III	97	121	Increase of 25%
Mastered Level III	95	223	Increase of 134%

K–12 School Technology Initiative funding has supported the creation of professional development by South Carolina Instructional Television (ITV) and South Carolina Educational Television (ETV). The Content Specialists at the South Carolina Department of Education work with ITV to develop and produce professional development programs/series, teleconferences and recertification courses for teachers, administrators and school staffs in our state. Examples of the professional development opportunities include:

- 1, 556 hours of professional development programming provided via satellite for school year 2004-05 and 1,061 hours were provided for school year 2005-06
- Professional development produced with State Department of Education content professionals in: Assessment, Career education, Curriculum Standards, Guidance, ESOL, Foreign Language, SC Reading First, School Health, Nutrition

& Physical Fitness, Special Education, Technology, African American Curriculum Resources, Visual and Performing Arts and Library Media Specialists areas.

- Other professional development such as the US Department of Education's Education News Parents Can Use series and programming for special education and food services are added the ITV schedule each month
- In Our Schools provides information on positive educational initiatives in our state. Programs on key topics such Teacher Quality, Palmetto Gold Award Schools, National Blue Ribbon Schools, and our SC Teachers of the Year keep educators and citizens informed as school share this programming with their school communities
- Special professional development series are produced on a variety of local education topics such as Assessing Standards in the Classroom and Research to Best Practices in Special Education.

Local production of professional development programs and series, which are produced by ITV with ETV include:

- *Research to Best Practices: Professional Development in Special Education* (14 one-hour modules)
- *Assessing Standards in the Classroom* (11 30-minute programs)
- *ADEPT Special Area Training* (3 one-hour programs)
- *PACT Alternative Assessment* (4 one-hour programs)
- *School Leadership (SLEI) Seminars* (18 one-hour programs)
- *High School Alternative Assessment* (2 one-hour programs)
- *SAT Coaches Training Orientation* (2 one-hour programs)
- *Responding to Needs of the Homeless* (20 one-hour programs)
- *The Trouble with Testing* (Assessment Literacy for Parents)(3 one-hour programs)
- *ESOL Principles and Strategies* (18 one-hour programs)
- *Aligning IEP's with Standards* (2 one-hour programs)
- *SC Blue Ribbon Award-winning Schools* (*In Our Schools* series) (3 one-hour programs)
- *Best Practice in Science Education* (6 20-minute programs)
- *SC Presidential Awardees in Mathematics* (6 20-minute programs)
- *Intergenerational Learning* (1 15-minute program)
- *Straight Talk about the SAT, Straight Talk about ACT* (2 one-hour programs)
- *Re-Engaging Parents in the Middle School* (12 30-minute programs)
- *Improving Reading Skills Across the Curriculum for the Middle Grades* (12 30-minute programs)

On-going Monthly or Quarterly Professional Development Teleconferences and Programs are as follows:

- *Assessment Informational Overview* (8 one-hour programs)
- *African American Curriculum Resources* (4 one-hour programs)

- *Carolina Careers Career Guidance Teleconferences* (8 one-hour, 15 min. programs)*
- *ARTiculation LIVE!* (5 one-hour programs)
- *SC Reading First* (2 one-hour programs)*
- *24/7 Technology- SC Instructional Technology Best Practices and Resources* (7 one-hour programs)
- *Library Media Specialists Town Meetings* (3 one-hour programs)*
- *Foreign Language Town Meetings* (5 one-hour programs)*
- *ESOL Information Updates* (5 one-hour programs)*
- *School Counseling Updates and Strategies* (4 one-hour, 15 min. programs)*
- *Special Education Updates* (9 one-hour programs)
- *Library Medial Specialists Start-up Meetings* (1 four-hour programs)*
- *SCASL Teleconferences* (2 one-hour programs)
- *JASON Teleconference for Teachers* (1 one-hour program)*
- *Red Carpet Schools Teleconference* (1 one-hour, 30 min. program)*

In 2006, K–12 School Technology Initiative funding supported the Professional Capacity dimension by providing critical technology leadership training to South Carolina superintendents and principals. Professional development included technology strategic planning, data driven decision making, legal issues with technology, supervision, and leadership.

ETV also provides professional development to educators through satellite, Distance Education Learning Centers (DELC), StreamlineSC and Knowitall.org.
In addition to the online service, K–12 School Technology Initiative funding helps ETV utilize satellite and DELCs for distribution of professional development. DELCs are educational TV centers whose cooperative mission includes ETV, the State Department of Education, and local school districts. These broadcast centers and satellites air instructional programs to all 85 school districts and the State Library centers.

The State Library offers technology integration professional development for teachers through DISCUS workshops, presentations to USC, School of Library and Information Sciences classes, exhibiting at school instructional fairs and technology forums, presentations to the SC Independent Schools Association, DISCUS orientations, and the Education Through Technology Summer Institute and more. In 2006, 857 participants (+74% over FY 05) attended 58 training sessions. Participants continue to rate training sessions as excellent or good.

The K–12 School Technology Initiative funding was used effectively by all partners to make great strides in South Carolina in providing technology professional development and supplying the vehicle to offer all types of online professional development to educators. Through training opportunities and electronic resources, teachers and administrators learned how to implement research-proven strategies to enable the effective integration of technology to support and enhance student achievement.

INSTRUCTIONAL CAPACITY

SC Technology Plan Goal:

The SDE, the school districts, and the schools will use current and emerging technologies to create learner-centered instructional environments that enhance academic achievement.

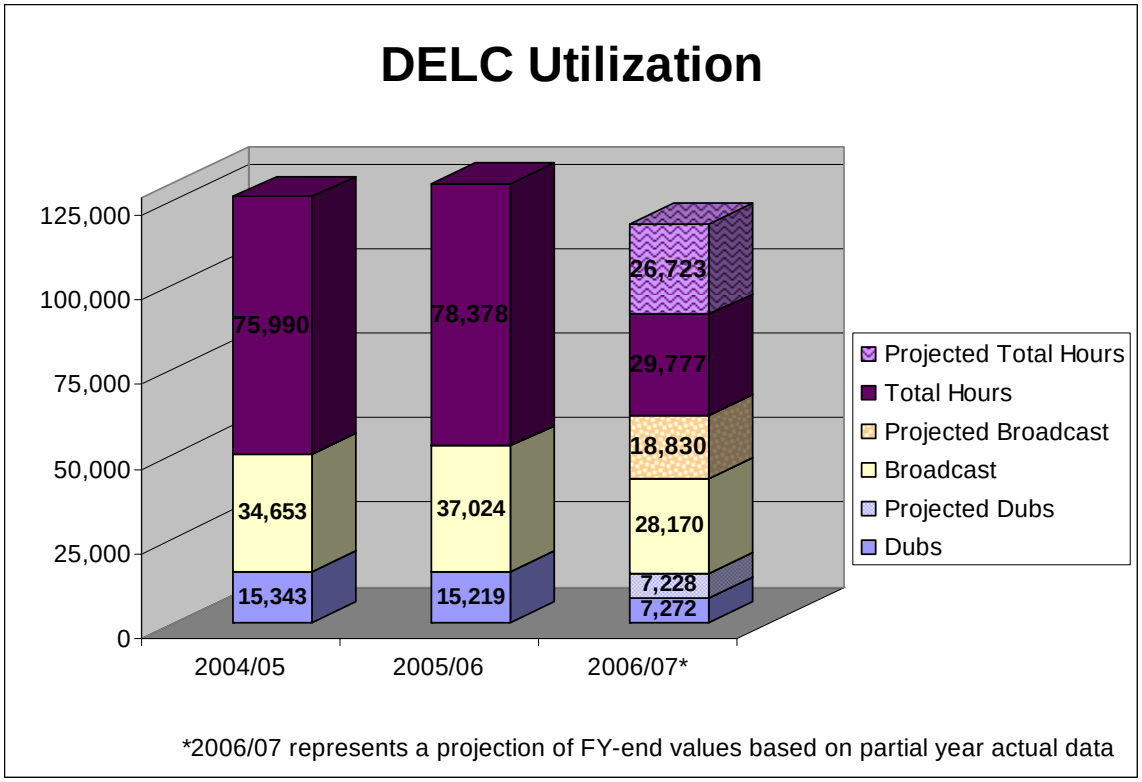
K–12 School Technology Initiative Efforts to Support the Goal:

Students must be provided with adequate technology tools and appropriate environments to learn effectively. The K–12 School Technology Initiative has actively supported and increased instructional capacity in South Carolina schools by allowing districts to meet state and federal legislative mandates addressed under this dimension. The provision of online learning, the supplying of data to school leadership and teachers along with tools for data analysis, and moving the state toward computer-based assessment are all important initiatives supported by partner activities and efforts.

K–12 School Technology Initiative funds also support current technology, including television through school cable systems, satellite, and the Distance Education Learning Centers (DELC). K–12 School Technology Initiative funding help build the largest closed-circuit TV system in the nation with 35 school-based facilities. Each DELC is equipped to broadcast a minimum of four TV channels simultaneously with educational resources that can support each schools instructional needs. Every DELC has access to an interactive TV studio, which allows a presenter to communicate with its viewers.

The K–12 School Technology Initiative funds helped build ETV's satellite, DELC infrastructure, and also funds ETV's Network Technical Support to maintain the systems:

- 35 - ITFS Distance Education Learning Centers
- 67 - Four Channel ITFS Systems
- 38 - ITFS Transmit Antenna Systems
- 40 - ITFS Transmit and STLTowers
- 679 - ITFS Receive Sites
- 528 - ITFS Receive Towers
- 1,235 - Satellite Downlinks at K–12 Schools and School Related Facilities
- More than 3,500 - Satellite Receivers at K–12 Schools and School Related Facilities
- More than 1,000 - Open Circuit Antennas at K–12 Schools and School Related Facilities



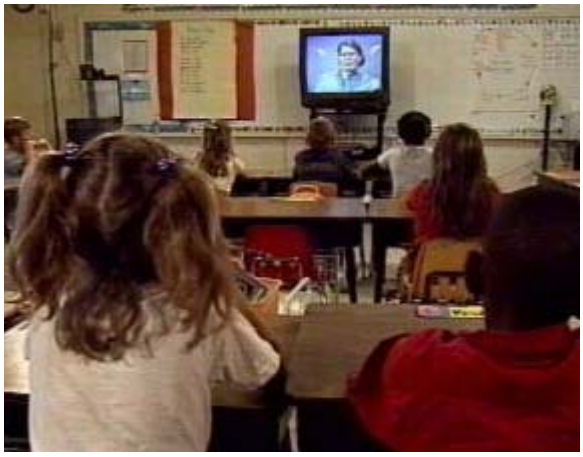
ETV is projecting over 14,000 tape dubs and 56,000 broadcasts totaling 60,000 hours of educational programming by the end of the 2007 school year.

> ***"We have found the ETV closed circuit satellite system that is in place is one of our most, if not the most, effective means of accomplishing our goals and objectives of communicating with our members."***
>
> **DR. PAUL KROHNE, SC SCHOOL BOARDS ASSOCIATION**

Emerging technologies and new Federal Communications Commission's (FCC) regulations are driving plans to transition the current technologies to meet the ongoing needs of the educational community. For example, new digital satellite data stream technologies need to replace present one-way transmissions, and the FCC is mandating the analog DELC infrastructure to become wireless digital 2-way services. These and other emerging technologies will require more effective interactive and accountable educational content. Additional K–12 School Technology Initiative funds will be needed in order to create and manage quality programming that results in measurable learning.

The Division of the Chief Information Officer (CIO) utilizes K–12 School Technology Initiative funding to provide the mission-critical telecommunications network and Internet Connectivity for K–12 schools and public libraries statewide so that appropriate instructional capacity can be achieved in South Carolina. Without this connectivity, schools and students would not benefit from key initiatives such as the South Carolina Virtual School and StreamlineSC that increase teacher, administrator, and student learning.

The K–12 School Technology Initiative funding played a critical role in ensuring that the Palmetto state was one of the first five states in the country with tele-communications connectivity including a statewide network and Internet access provided to all K–12 schools. In addition, South Carolina was one of the first states in the country with connectivity to all public libraries. 100 percent of the schools in South Carolina meet the CEO Forum's standard of "high-tech" schools for connectivity. The CEO Forum determines technology readiness through an assessment which ranks schools, districts, and states on four levels. The "high-tech" score is the highest an educational entity can receive.



Students enjoy an educational program broadcast by the DELCS

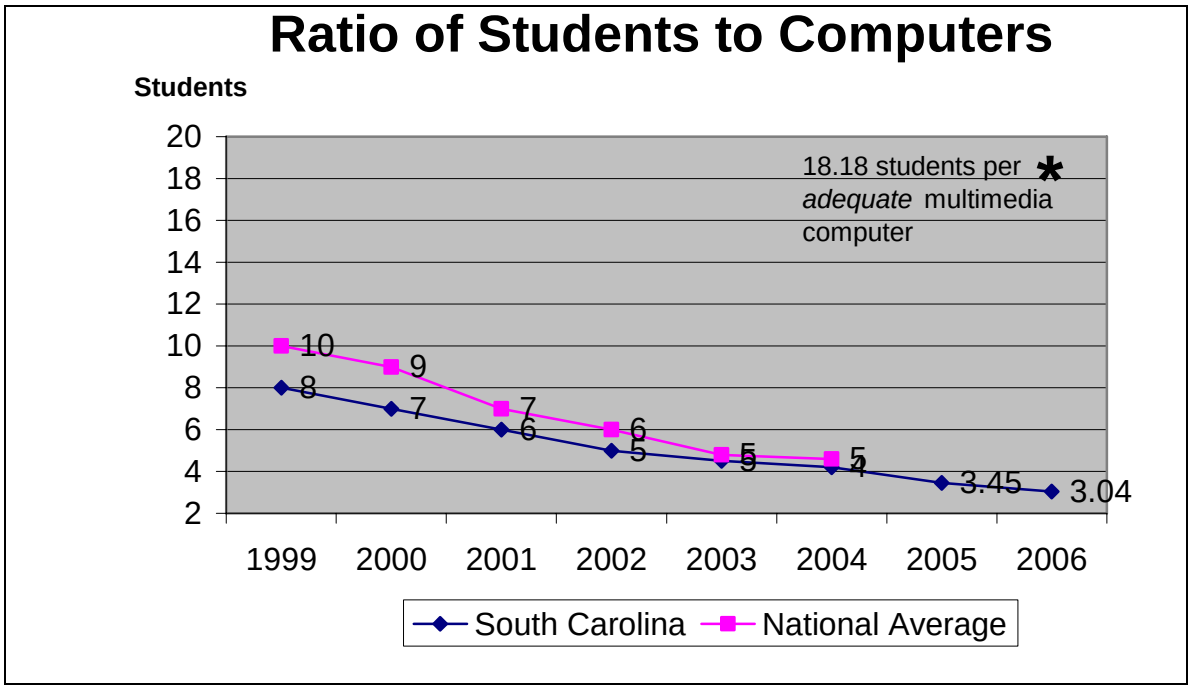
"The K–12 School Technology Initiative money has helped Greenville County Schools to provide the hardware and software necessary to take the classrooms into the 21st century."

JEFF MCCOY, GREENVILLE COUNTY SCHOOLS

K–12 School Technology Initiative funding has enabled South Carolina to surpass the national average for student per Internet-connected computer. Unfortunately, this status is declining each year. The 2005-06 South Carolina SDE Technology Counts survey indicated that South Carolina schools have 3.04 students per instructional computer compared to the nation's average of 3.8 students per computer (Education Week, 2005). However, when these numbers are dissected into adequate computers (less than 18 months old), moderate computers (more than 18 months old but less than 48), and low end computers (more than 49 months old) the ratio of students per adequate instructional multimedia computer is 18.18 students per adequate, multimedia computer in the classroom.

Essentially, while our students have access to computers, the capacity of these computers to run critical programs such as StreamlineSC, Virtual School courses and computer-based assessment is lacking. The need for multimedia rich computers to support today's curriculum with video, audio, and digital images is paramount. The legislature is moving SC in the right direction in the areas of virtual learning and online assessment, but adequate technology infrastructure must be provided to support these applications and initiatives.

The following chart illustrates the progress SC has made in providing computer access for South Carolina students.



Since 1999, a grand total of more than **$31 million dollars** has been appropriated to school districts to purchase needed hardware and software to effectively use the connectivity provided. The flow-through dollars as a part of this appropriation must increase to allow schools to purchase computers to handle the rich array of digital resources available.

Also included in this dimension is the ability of states to provide data to teachers and school leadership. Along with the data, tools should be in place to analyze and make data driven decisions regarding educational programs and initiatives. The K–12 School Technology Initiative funding has contributed to the first of a three year project to build a longitudinal data system for the state. This money, in conjunction with a Federal Government grant, will allow the Department of Education to generate data needed to comply with federal and state reporting requirements. In addition to facilitating research that improves student learning, the new system also will help to provide data linkages across states.

According to Education Week (2006), South Carolina is noted for providing educators with access to school performance data and analysis tools. South Carolina is only one of 13 states that has a unique student ID system that can be linked to basic and advanced data such as attendance, high school dropout rates, and transcript information. However, according to national statistics included in the report, work still needs to be done in the area of education access to student –level data and assessment results, performance data over time, as well as analysis and use of data. In order to progress to this standard, SC must implement integrated data systems and online assessments. More funding must be allocated to networks, hardware, connectivity and capacity to support virtual learning, online assessment, data collection, and data analysis.

DID YOU KNOW?

That South Carolina was one of the first states in the country with a high speed statewide network and Internet access for students and teachers to find crucial resources thanks to the General Assembly's funding of the K–12 School Technology Initiative.

COMMUNITY CONNECTIONS

SC Technology Plan Goal:

The SDE, the school districts, and the schools will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

Partnership Efforts to Support the Goal:

The K–12 School Technology Initiative partners have used funding to provide services that allow districts to meet state and federal legislative mandates addressed under Community Connections. Programs support legislation from the EEDA, provision of Web-based information for parents and guardians, providing data to community leaders along with tools for data analysis, and using virtual learning to positively impact all learners in South Carolina.

All communities in South Carolina should have access to educational information in order to support the schools, students, and learning. The DISCUS Initiative, made possible by a combination of K–12 School Technology Initiative and State Library funds, provides all South Carolinians with access to an electronic library of essential information sources. The goal is to ensure equity of access to information regardless of a citizen's local or economic status. DISCUS databases can be accessed via computers that are connected to the Internet at participating higher education institutions throughout the state, as well as from computers in all public libraries and K–12 schools. In 2006, South Carolina residents used DISCUS to obtain over 7 million resources online. Twelve percent of DISCUS usage originates from the home and seven percent from public libraries.

"DISCUS is very convenient, especially for students of working parents. With the comprehensive and varied databases available on DISCUS, students can complete library research on a variety of topics from the comfort and convenience of their homes."

CAROLE G. HARRIS, RIVERSIDE HIGH SCHOOL, GREER, SC

South Carolina's public libraries are successfully using the Internet to make a difference in people's lives. For example, REACH 2010 which is Charleston and Georgetown Diabetes Coalition's Library Partnership, received $20,000 and was nationally recognized as America's best library consumer health program More information can be found at the following URL: http://www.musc.edu/catalyst/archive/2006/co5-26reach.html. This is an excellent example of how libraries partner with academic centers in using the network supplied by the legislature to promote health and have a positive impact on South Carolina's students and communities.

Knowitall Healthy is an ETV initiative, supported by K–12 School Technology Initiative funding that addresses community connections for the enhancement of student health and education. Knowitall Healthy was created to provide resources that support the objectives of the Student Health and Fitness Act 2005, currently being implemented in South Carolina schools. This act established physical education, school health services, and nutritional standards in schools. Three state agencies - the SC Department of Education, the Department of Health and Environmental Control, and ETV- are collaborating to heighten public awareness of the initiative and to extend its reach to all South Carolinians thus enhancing community connections for the betterment of education. Newly completed research shows a significant relationship between academic achievement and physical fitness. In light of this knowledge, Knowitall Healthy was created to help schools and communities address and improve upon the following statistics:

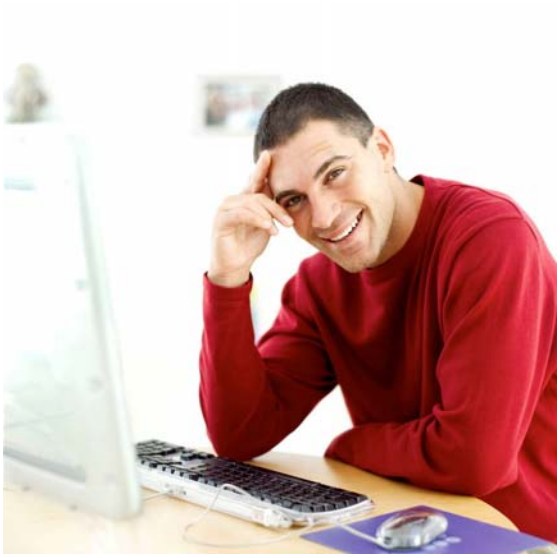
- South Carolina ranks tenth in the United States for the number of overweight and obese people.
- The number of overweight children in South Carolina has tripled since the 1960s.
- South Carolina ranks first in the number of strokes, third in heart disease, and tenth in diabetes.
- Twenty-five percent of children ages five to ten have high cholesterol, high blood pressure, or other early warning signs of heart disease.
- Regular physical activity helps to improve strength and endurance, prevents obesity and controls body weight, helps build healthy bones and muscles, and reduces stress.
- According to a national report, for the first time in one hundred years the current generation of people will have a shorter life span than the previous generation due to a sedentary lifestyle.

Another recent Knowitall.org success story is ***Road Trip! Through South Carolina Civil Rights History***. Primarily targeted for middle-school students, this technologically sophisticated Web site offers a fresh approach to teaching South Carolina Civil Rights history through virtual tours of historic locations, streaming video for classroom use, and archival images. Through this new series, Knowitall utilizes the K–12 School Technology Initiative funding to expand the public partnerships between the State Department of Education, the South Carolina State Museum, the South Carolina Department of Archives and History, Avery Research Center, the South Carolina Commission on Minority Affairs, USC Department of African American Studies, South Carolina middle school teachers and the newly formed South Carolina Council for African American Studies (SCCAAS).

DID YOU KNOW?

That South Carolina students, parents, and teachers have access to millions of magazine, newspaper and encyclopedia articles through DISCUS, South Carolina's Virtual Library. In 2004/05 alone, South Carolina residents used the DISCUS databases to obtain over 6.59 million items online. Funded in part by the K–12 School Technology Initiative, the DISCUS Program provides over 23 million dollars in "cost avoidance" should each institution purchase access individually. Students and their parents can use these databases from school, the public library, or at home.

SUPPORT CAPACITY



SC Technology Plan Goal:

The SDE, the school districts, and the schools will expand and support technology resources to assist educators and learners in meeting the state academic standards.

K–12 School Technology Initiative Efforts to Support the Goal:

Legislative mandates addressed under this dimension include the NCLB Act, the EEDA, SC Education Oversight Committee goals, the implementation of online learning, enabling computer-based assessment and providing data to school leadership and teachers along with tools for data analysis. The K–12 School Technology Initiative has a long history of helping districts acquire the hardware, software, connectivity and infrastructure to support educational applications, electronic resources, and instructional technologies.

> ***"One of the biggest impacts for students and teachers is having the connectivity and access to the Internet. We need the State to improve the Internet bandwidth being provided to the schools in order to sustain technology applications."***
>
> **DR. CARL LAM, LEXINGTON SCHOOL DISTRICT TWO**

K–12 School Technology Initiative funds provide support of ETV's Network Technical Services (NTS), and is primarily responsible for supporting the program delivery needs of South Carolina's K–12 school community. This support includes the planning, installation, and maintenance of all equipment necessary for the schools to receive television programming, regardless of the delivery method.

NTS also offers schools services that include reviewing and approving plans and specifications for new/renovated schools to ensure compliance with ETV established guidelines for the television building distribution system. NTS maintains school television building distribution systems including the repair and/or replacement of the amplifiers, filters, modulators, cable and connectors. In addition, they provide and install satellite downlink and receivers at new schools, relocate/remove satellite downlinks and receivers at renovated/closed schools, relocate/remove ITFS receive towers at new or renovated schools and assist with the installation of school provided VCR(s), DVD(s), cameras, etc.

The Division of the Chief Information Officer effectively utilizes K–12 School Technology Initiative funding to provide network connectivity to connect schools and public libraries with wide area networks. These networks meet local needs and connect each district and main library to the South Carolina backbone network, which links them to state resources

and provides connectivity to the Internet. This support is essential for the implementation of online learning, enabling computer-based assessment, and providing data and analysis tools to South Carolina schools.

According to Education Week (2005), more than two-thirds of state technology spending must be concentrated on hardware in order to maintain systems that support new educational resources.

In the area of student administration and data collection, South Carolina is one of only a handful of states to utilize a uniform student administrative system – SASIxp. The K–12 School Technology Initiative funding allows use of SASIxp and provides imperative funds for training districts in effective use and management of this data tool. South Carolina is on course to be one of the first states in the nation to implement systems that will enable local, state, and federal government to make data-driven decisions through unique student identification and longitudinal data tracking. The K–12 School Technology Initiative funding is critical in making the Student Unique Identifier Project and the Longitudinal Data System realities.

South Carolina compares favorably to other states in the number of public classrooms connected to the Internet. This connectivity allows teachers to deliver digital content to their students, thus opening a whole new realm of teaching and research possibilities. Presently, 100 percent of schools and libraries have T-1 or greater connectivity.

> ***"The K–12 School Technology Initiative funding is most important in the area of connectivity as this allows the district to support current activities."***
>
> **PERRY FORD, DILLON SCHOOL DISTRICT ONE**

K–12 School Technology Initiative funding also provides technical professional development courses in SASIxp which is needed to ensure accurate reporting from the districts in order to ascertain important federal reporting data requirements such as Adequate Yearly Progress. Because of K–12 School Technology Initiative funding, South Carolina was highlighted in Education Week's Technology Counts 2005 edition as having state funding specifically allocated for educational technology. South Carolina's two major priorities for technology spending were listed as Internet connectivity and data management which postures the state to meet NCLB mandates focusing on data analysis tools.

K–12 School Technology Initiative funds will play a vital role in sustaining and refreshing South Carolina's technology in order to maintain hardware, software, connectivity, and infrastructure. Alarmingly, in Education Week's 2005 report, South Carolina was listed as one of many states with no plan or mechanism to regularly update technology as the point was made that technology must be regularly updated or replaced in order to remain an effective tool for learning.

> ***Education experts point out that technology is just not a one time cost and that states should have a well-developed approach to technology planning and spending.*** **(EDUCATION WEEK, 2005)**

South Carolina was highlighted in 2005 (Education Week) as being one of only four states piloting computer-based assessment. In 2006, the legislature called for a study regarding the feasibility of a statewide computer based-assessment program. K–12 School Technology Initiative funding will be critical to ensuring the state network, infrastructure and hardware are adequate to sustain such an immense undertaking.

DID YOU KNOW?

The $16 million provided by the General Assembly is supplemented by $8 million of E-Rate funding from the federal level. Without both sources of funding schools would lose connectivity and some of these wonderful resources.

Conclusion

The General Assembly's continued support for the K–12 School Technology Initiative funding is needed now more than ever. The current trend of decreasing funds for technology access and implementation could hinder the South Carolina's impressive progress. It appears the federal government is considering the elimination or drastic reduction of all direct funding for technology in its budget. South Carolina's representatives must continue to take care of the State's citizens by providing funding to maintain the capacity to train teachers and students in technology which has now become a necessity for daily functionality, communication, and information access. South Carolina students must be technologically proficient in order to acquire 21st century jobs that will keep the state economically healthy. Unless there is a concerted effort to maintain technology funding, South Carolina's economy and communities will pay the price.

A disturbing trend in respect to funding technology in schools has emerged over the past few years in SC. Five years ago state lawmakers allotted $40 million for K–12 educational technology, however, that figure has steadily dropped to the current level of $15.7 million as of the 2005-06 school year.

Failure to adequately support technology in our schools will threaten the long-term health and vitality of the SC. The General Assembly's long-term support of the K–12 School Technology Initiative funding has been critical to the learning and success of the state's educators, students, and community members. If K–12 School Technology Initiative funding is decreased or eliminated, the state will be unable to route technology funds to the districts. The lack of "flow through" monies will significantly impair some districts in improving the use of technology in their schools and will diminish the tremendous gains that have made South Carolina a beacon for technology use in the nation.

References

Technology Counts 2006, The Information Edge – Using Data to Accelerate Achievement. (2006) *Education Week*. 25(35), 8-26.

Technology Counts 2005, The Information Edge – Using Data to Accelerate Achievement. (2005) *Education Week*. 24(35), 8-26.

The South Carolina State Technology Plan (2003-2008) Available at the following URL: http://www.myscschools.com/offices/tech/techplan/sctp2003_08/

Appendix A

K–12 School Technology Initiative Milestones

1996	• The General Assembly created the K–12 Initiative. • The K–12 School Technology Initiative began funding two-way video projects across SC
1997	• The K–12 School Technology Initiative distributed $12M+ to districts for local technology implementation. • ETV began digitizing it video resources for use in schools. • South Carolina was recognized by Educational Testing Service as one of five states to provide telecommunications access in all schools
1998	• South Carolina, received over $26M in E-Rate funding. • South Carolina strongly encouraged districts to adopt the International Society for Technology in Education's National Educational Technology Standards for Students (ISTE NETS-S) and National Educational Technology Standards for Teachers (ISTE NETS-T). • By 1998, South Carolina had invested more than $84 million in hardware, software, and professional development opportunities for schools/ districts. • The School Technology Initiative began distributing funding for professional development in technology as well as technology implementation to districts, sending over $16M in total funding to districts statewide. • 86% of SC's schools had satellite dishes to receive education programming, compared to a national average of 29%. • 67% of South Carolina classrooms were connected to local-area computer networks (LANs), compared to 53% nationwide. • *Technology Counts '98* reported that South Carolina was one of only five states where

	100 percent of schools have Internet access.
1999	• South Carolina, an E-Rate leader, received over $42M in funding. • DISCUS (Digital Information for South Carolina Users), became available throughout the state via the Internet • The new electronic student-information collection system, SASIxp, was provided free to all school districts. • 100% of all K–12 schools have digital satellite reception
2000	• South Carolina E-Rate funding continued to climb to over $52M. • State K–12 appropriations for educational technology funding increased to over $40M. • KPMG Consulting conducted an independent study of technology in education. Their findings included the average student-to-computer ratio in South Carolina was 5:1, 90% of South Carolina public school faculty and staff communicated with students' homes via electronic methods such as e-mail and Web sites, and 50% of South Carolina's teachers, 37% of the schools' technical staff, and 21% of administrative staff had received some type of technology training.
2001	• The South Carolina General Assembly passed the Teacher Technology Proficiency Proviso, requiring districts to verify that teachers demonstrate technology proficiency during each recertification cycle. • South Carolina received $44,280,175.16 in E-Rate funding. • The K12 Partnership provided funding $400K for technical training for districts technology support personnel. • SC ETV's Knowitall.Org Web portal was officially launched.

	• South Carolina's Distance Education Learning Centers (DELCs) were operational in all school districts. • The K12 Partnership provided over $18M in flow through funding to districts for local technology and training. $18M+ Flow-Through • The Education Oversight Committee issued its long-range planning document (EOC 2001), which cites technology use as necessary for South Carolina to reach its 2010 goal of being ranked in the top half of states nationwide with regard to student achievement. (EOC Cites Tech as Necessary)
2002	• The K–12 School Technology Initiative funding decreased from a high of $40 million in 2001 to a five-year low of $19 million. • South Carolina strongly encouraged its school districts to adopt the International Society for Technology in Education's National Educational Technology Standards for Administrators (ISTE NETS-A).
2003	• All districts are fully implemented and running SASIxp. (SASIxp Statewide) • The Office of Technology filed the calculations for all schools and districts for the E-Rate Discount Program. This resulted in $49,256,677.44 for the state and school districts in discount payments. • K–12 School Technology Initiative funding provided Intel Teach to the Future classes to educators across the state. • The new state technology plan, 2003-08, Realizing the Dream, was presented to all South Carolina stakeholders. • K–12 School Technology Initiative funding supported 30 Technology coaches. • The Office of Technology released the new SASIxp Template and the Data Collections Manual, initiated quarterly collections and began to rely on the new South Carolina Educational Data System (SCEDS) which integrates data from PACT, PCS, SASI and Teacher Certification for offices in the agency reducing demands on school districts.

	• South Carolina Online Professional Development (SCOPD) was launched • A new Training Teachers in Technology (T3) professional development CD ROM entitled "The Nature and Needs of Gifted and Talented Students" was offered to districts.
2004	• The ePortfolio project pilot was launch to assess teacher technology proficiency and to provide information on professional development offerings. • SC ETV's Internet Video-On-Demand StreamlineSC was officially launched.
2005	• The legislature called for a feasibility study to investigate computer-based assessment in South Carolina • StreamlineSC reaches 100% of K–12 schools and had 1.3 million views within it's first full year of service
2006	• South Carolina Virtual School pilot was launched • ETV's Knowitall.org celebrates is 10 millionth hit • Knowitall launched two new websites, *KnowitallHealthy*! to address student and community health issues, and *Road Trip! Through South Carolina Civil Rights History* for middle school students