



Committee on Access & Equity and Student Services
August 8, 2024, at 9AM
In-person and via Zoom

[Zoom Meeting](#)

Meeting ID: 840 1014 0745 Passcode: 091289

AGENDA

- | | |
|---|--|
| 1. Introductions and Approval of Minutes | Dr. Hugh Mobley, Chair |
| 2. College Transition Program FY2023-24 Scholarship Report <i>(For Approval)</i> | Ms. Kathryn Harris, Program Manager |
| 3. SC Institutes of Innovation & Information (SCIII) a. Quarter 4 Report <i>(For Approval)</i> b. FY2024-25 Budget Request <i>(For Approval)</i> | Dr. Gwynth Nelson, SCIII Director |
| 4. Center for Educator Recruitment, Retention, and Advancement (CERRA) FY2024-25 Budget Request <i>(For Approval)</i> | Dr. Lishu Yin, Program Manager Dr. Jenna Hallman, Executive Director, CERRA |
| 5. Education Improvement Act (EIA) Centers of Excellence a. FY2023-24 Annual Report <i>(For Approval)</i> b. FY2024-25 Budget Request <i>(For Approval)</i> | |
| 6. Tucker Hips Transparency Act FY2023-24 <i>(For Information)</i> | Ms. Tanya Weigold, Program Coordinator |
| 7. State Scholarship Emergency Regulations and Guidance <i>(For Information)</i> | Dr. Karen Woodfaulk, Director Dr. Gerrick Hampton, Program Manager |
| 8. Other Business | Dr. Hugh Mobley |
| 9. Adjournment | |

2024 Meeting Dates:
Thursday, November 7, 2024



803-737-2260

1122 Lady St, Ste 400
Columbia, SC 29201

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Minutes of the Committee on Access & Equity and Student Services Meeting

June 6, 2024
9:00 a.m.

Committee Members Attending

Commissioner Hugh Mobley, Chair
Commissioner Bettie Rose Horne
Commissioner Terrye Seckinger
Commissioner Paul Batson
Commissioner Oran Smith

Staff Members Present

Dr. Karen Woodfaulk
Ms. Laura Belcher
Dr. Gerrick Hampton
Ms. Kathryn Harris
Ms. Alfie Mincy
Ms. Crystal Sandifer
Ms. Christina Seale
Ms. Nia Simmons
Ms. Yarley Steedly
Mr. Mark Swart
Ms. Tanya Weigold

Guests

Ms. Madyson Barton, Erskine College
Mr. Ken Bernard, Central Carolina Technical College
Ms. Betty Boatwright, SC State University
Mr. Willie Bradley, SCII
Ms. Christine Brown, MUSC
Mr. Scott Callahan, HGTC
Dr. John Catalano, USC Palmetto College
Dr. Cheryl Caution-Parker, SCII
Mr. Kenneth Cole, University of South Carolina - Lancaster
Mr. Walter Collins – USC – Palmetto College
Ms. Danielle Consider, TCL
Mr. Joey Derrick, USC - Columbia
Mr. Jack Edwards, University of South Carolina - Aiken
Dr. Manicia Finch, SC State University
Mr. Hank Fuller, The Citadel
Mr. LeRoy Gibson, SC Technical College System
Ms. Pat Greene, USC – Beaufort
Ms. Donna Hanton, SC State University
Ms. Katie Harrison, SC Tuition Grants Commission
Ms. Ayana Hernandez, SCII
Dr. Samantha Hicks, Coastal Carolina University
Dr. Sam Hinton, Denmark Technical College

Ms. Michelle Lodato, Lander University
Ms. April Moore
Mr. Jerome Myers
Dr. Gwynth Nelson, SCII
Ms. Carrie Orning, Horry Georgetown Technical College
Ms. Ashley Owens – Francis Marion University
Ms. Carolyn Parker
Ms. Cindi Patterson, North Greenville University
Mr. Chris Paulson, Horry Georgetown Technical College
Ms. Latrice Petty, USC Sumter
Ms. Kizzy Rivers, Claflin University
Mr. John Rowan, Francis Marion University
Ms. Lillian Sims, USC, Palmetto College
Ms. Kimberly Smalls, SCII
Ms. Jernitha Smith, USC - Sumter
Ms. Carolyn Sparks, Wofford College
Ms. Monica Starr, FDTC
Dr. David Staten, SC State University
Ms. Reinell Thomas-Myers, SC State University
Ms. Cassandra Verardi – York Technical College
Ms. Angela Williams, Midlands Technical College
Ms. Tangar Young, SC State University



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1. Introductions and Approval of Minutes

Ms. Tanya Weigold introduced the guests in attendance and confirmed that the meeting was held in accordance with the Freedom of Information Act. Chairman Hugh Mobley provided greetings and reiterated the purpose of the meeting to all in attendance.

Chairman Mobley called for a motion to approve the minutes of the Committee on Access & Equity and Student Services' May 2, 2024, meeting. A **motion** was made (Horne), **seconded** (Batson), and carried to approve the minutes.

Chairman Mobley proposed a restructuring of future meetings to allow time for discussion among committee members. He encouraged committee members to review reports in advance and come prepared for discussions during meetings.

2. SC Program for the Recruitment and Retention of Minority Teachers (For Approval)

a. Quarterly Report (Quarter III)

Dr. Karen Woodfaulk provided a brief overview of the SC Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT). She explained that SC-PRRMT was providing the report for quarter three. Dr. Woodfaulk reported that there were 78 students currently in the program, and the program has expanded to 27 school districts around the state.

Ms. Reinell Thomas-Myers, Program Manager for the Recruitment of Minority Teachers, shared that the program has partnered with Center for Educator Recruitment, Retention, and Advancement (CERRA) and South Carolina Teach to help with practice/workshops for licensure exams (PLT and PRAXIS 2).

Commissioner Batson inquired about the timeline for obtaining data on the program's workshop initiatives aimed at assisting students in passing licensure exams. Ms. Thomas-Myers responded that by next August, the program anticipates having substantial data concerning the efficacy of their workshops.

Commissioner Horne **motioned** approval of the South Carolina Program for the Recruitment and Retention of Minority Teachers Quarter three report. Commissioner Batson **seconded**, and the motion **carried**.

b. SC Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) FY2025-26 EIA Allocation Request

Dr. Woodfaulk provided the recommendation to the Committee on Access & Equity and Student Services for the approval of the SC-PRRMT FY2025-26 Budget. She stated that SC-PRRMT requested \$339,482, which is the same amount as last year. Ms. Thomas-Myers stated that the program is utilizing the collections rollover to help fund the PRAXIS workshops and to hire two part-time recruiters.

Commissioner Horne **motioned** approval of the South Carolina Program for the Recruitment and Retention of Minority Teachers FY2025-26 budget request. Commissioner Batson **seconded**, and the motion **carried**.

3. South Carolina Institutes of Innovation and Information Overview (For Information)

Dr. Gwynth Nelson, Program Director of SCIII, shared that the SCIII headquarters was established in December 2021, with the first annual progress report completed in March 2022 and the initial quarterly report submitted in March 2023. Dr. Nelson stated that these dates underscore the program's progression and commitment to transparent reporting.

Dr. Nelson stated that significant achievements of the headquarters include securing a \$450,000 grant for Morris College's cybersecurity institute through strategic partnerships and launching The Green Book initiative with Mr. Bernard Jackson to provide internships for HBCU students in New York. Additionally, educational advancements such as civility courses at Allen University and nursing scholarships at Claflin University demonstrate impactful outcomes.

Dr. Nelson shared that programs at Clinton College and Morris College have notably expanded mental health awareness and cybersecurity education, respectively, benefiting their communities. South Carolina State University's collaboration with government agencies underscores successful industry engagement. Lastly, Dr. Nelson shared that Voorhees University's efforts in HIV/AIDS education exemplify their commitment to equity and community outreach.

4. Scholarship Appeals Cycle 2023-24 (For Information)

Ms. Tanya Weigold explained that students are able to appeal the loss of their state scholarship through the SC Commission on Higher Education if they experienced extenuating circumstances that prevented them from meeting the scholarship continued requirements. Ms. Weigold presented detailed information on the 2023-24 scholarship appeals cycle, highlighting that 172 appeals were received last year, which is a decline from previous years.

5. College Application Month 2023-24 (For Information)

Dr. Gerrick Hampton provided an overview of College Application Month (CAM), part of the American College Application Campaign aimed at assisting high school seniors with completing college applications. Initially focused on first-generation students, CAM now supports all seniors. Dr. Hampton stated that in the 14th cycle of CAM, 249 schools participated, including several new entries. Special support was provided to these new programs to ensure successful events, particularly for independent high schools like Lexington Technology Center.

Dr. Hampton indicated that despite a slight decrease in end-of-event reports received (195 in total), CAM still engaged 17,465 students and involved 2,257 volunteers, mainly college representatives and parents. Among surveyed students (2,500 respondents), 592 were first in their family to apply to college. Dr. Hampton shared that students collectively completed 4,500 applications, averaging more than one per participant. Demographically, 40% of respondents were white, 36% African American, and 32% were first-generation college applicants. The majority received guidance from school counselors (54%) and college representatives (27%). Dr. Hampton stated that despite challenges with some schools not submitting reports, efforts continue to expand and improve CAM's reach and effectiveness each year.

6. Merit-Based Scholarship Taskforce Update (For Information)

Dr. Hampton stated that at the previous CAESS meeting, it was reported that a merit-based scholarship task force had been convened to review state merit-based scholarship programs and assess best practices in other states. Dr. Hampton shared that the task force was tasked with simplifying regulatory and statutory interpretations of these programs and explore avenues to increase student participation. Dr. Hampton explained that the task force comprised of seven members, including representatives from the scholarship team and all divisions of CHE. Dr. Hampton shared that since its inception in late May, the task force held seven meetings, with the final meeting taking place on June 5. Dr. Hampton expressed that during these sessions, the task force developed a comprehensive list of 32 recommendations aimed at enhancing program accessibility and impact. The next step involves finalizing the recommendations and presenting them to Dr. Little by June 11th for further review by senior staff.

7. S. 125 Update – Teacher Education Enhancement (For Information)

Dr. Hampton presented an update on S-125, a bill recently approved by the General Assembly. This legislation introduces enhancements to existing scholarships, offering additional funding of \$2,500 for students pursuing disciplines such as math, science, accounting, and education. Over the past six weeks, Dr. Hampton shared that meetings were held with education deans and financial aid directors to discuss implementation. Eligible students pursuing education and accounting majors will be notified of these enhancements by July 8th. Dr. Hampton highlighted a service requirement for education majors receiving stipends, which will begin Fall 2024, mandating service in public schools for each year the stipend is received, up to three years. These changes, resembling aspects of the teacher loan program, will necessitate adjustments to program regulations, to be communicated in future updates.

8. Other Business

There was no other business presented at the meeting.

9. Adjournment

There being no additional items before the Committee, Chairman Mobley adjourned the meeting a 10:47 a.m.



COLLEGE TRANSITION SCHOLARSHIP PROGRAM

Fiscal Year 2023-24 Summary Report

College Transition Program (CTP) Background

Some higher education institutions provide comprehensive transition and postsecondary programs for students with intellectual disabilities. Eligible students may receive financial aid to participate in these programs if the higher education institution also participates in the federal student aid program. As of June 18, 2024, the U.S. Department of Education has approved 172 programs throughout the nation. There historically have been five institutions approved in South Carolina: Clemson University, Coastal Carolina University, the College of Charleston, the University of South Carolina Columbia, and Winthrop University. The University of South Carolina – Aiken enrolled its inaugural class of students in the Pacer LIFE College Transition Program for the Fall 2023 term. With the addition of this program, there are now six CTP programs in South Carolina.

Initially, the College Transition Connection (CTC) directed efforts to assist intellectually disabled students. During FY 2013-14, CTC worked with select colleges and universities in South Carolina to design, create, and fund transition and post-secondary opportunities for young adults with intellectual disabilities. These are known now as College Transition Programs (CTP). The CTP serves students with intellectual disabilities who demonstrate financial need. These programs allow students to attend a South Carolina institution and engage in academics, independent living environments, employment/career opportunities, and socialization.

CTP programs are non-degree seeking and successful completion allows for students to receive a certificate of postsecondary education. Since FY 2013-14, the South Carolina General Assembly has directed a portion of need-based grant funds to students enrolled in CTP at South Carolina institutions.

For FY 2023-24, per Proviso 11.12, the CHE was authorized to allocate up to \$700,000 of need-based grant funds for CTP.



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South Carolina CTP Programs

| Clemson University LIFE Program | |
|--|--|
| Cost of program | On-campus is \$44,008/year and off-campus costs start at \$30,404/year (cost varies for meal options). Out-of-state is \$46,008 (program costs decrease to \$35,008 and \$37,008 for years 3 and 4). |
| Total Number of Participants during the 2023-24 academic year | 53 participants. |
| Total Number of Participants that were SC residents during the 2023-24 academic year | 22 South Carolina residents. |

The Clemson LIFE Program offers a two-year Basic Program that incorporates functional academics, independent living, employment, social/leisure skills, and health/wellness skills in a public university setting with the goal of producing self-sufficient young adults. Additionally, the Clemson LIFE Program offers a two-year Advanced Program for students who have demonstrated the ability to safely live independently, sustain employment, and socially integrate during the Basic Program. According to Clemson, the Advanced Program emphasizes workplace experience, community integration, and independent living with a reduction in supports as the students' progress. Students who successfully complete the Basic or Advanced Program will receive a corresponding certificate of postsecondary education.

| Coastal Carolina University LIFE Program | |
|--|---|
| Cost of program | On-campus is \$28,028. Coastal waives the out-of-state tuition surcharge. |
| Total Number of Participants during the 2023-24 academic year | 35 participants. |
| Total Number of Participants that were SC residents during the 2023-24 academic year | 22 South Carolina residents. |

The Coastal Carolina University LIFE program is a four-year, inclusive, comprehensive, postsecondary education and transition program for young adults with mild to moderate intellectual and/or developmental disabilities. According to Coastal Carolina, the program is a cohort-structured program enrolling eight to ten students each academic year. The LIFE program prepares students with the life skills needed to complete their postsecondary education, gain, and maintain meaningful employment, and live independent and productive adult lives. Alumni can utilize the LIFE Alumni Career Service program for employment workshops, assistance with job searches and resumes as well as utilizing the support of job coaches.

| College of Charleston LIFE Program | |
|--|---|
| Cost of program | In-state: On-campus is \$31,182 and off-campus is \$21,322. Out-of-state: on-campus is \$43,122 and off-campus is \$33,262. |
| Total Number of Participants during the 2023-24 academic year | 33 participants. |
| Total Number of Participants that were SC residents during the 2023-24 academic year | 8 South Carolina residents. |

The CharlestonLIFE Program at the College of Charleston is a four-year, fully inclusive certificate program for students with mild intellectual and/or developmental disabilities (IDD). CharlestonLIFE focuses on academics, social development, independent living, and career development to help participants grow and thrive. Their mission is to empower students to become as self-determined and independent as possible while learning valuable skills in a supportive, inclusive environment.

| The University of South Carolina – Aiken Pacer LIFE | |
|--|--|
| Cost of program | On-campus is \$38,680. Out-of-state is \$40,422 per year. Non-residential programing is not offered. |
| Total Number of Participants during the 2023-24 academic year | 16 participants (2 were dismissed mid-year). |
| Total Number of Participants that were SC residents during the 2023-24 academic year | 13 South Carolina residents. |

Pacer LIFE offers a two-year individualized, residential certificate program for students with intellectual disabilities. The program supports the development of independent living and employment skills by providing experiences living on campus and participating in internships. A curriculum of functional coursework will meet the needs of the individual learners.

| The University of South Carolina – Columbia Carolina LIFE | |
|---|---|
| Cost of program | On-campus is \$43,528. Off-campus is \$19,032. All students receive in-state tuition rates. |

| | |
|--|------------------------------|
| Total Number of Participants during the 2023-24 academic year | 27 participants. |
| Total Number of Participants that were SC residents during the 2023-24 academic year | 13 South Carolina residents. |

Carolina LIFE is a four-year, non-degree program for students with documented, diverse learning needs (e.g., intellectual disability). Students are provided support in working towards and achieving their academic, social, personal, career, and independent living goals. Upon graduation, students are awarded a Carolina LIFE certificate of completion and have access to and support in pursuing industry-based credentials specific to their desired career path.

| Winthrop University LIFE Program | |
|--|--|
| Cost of program | On-campus ranges from \$27,774-\$29,812. Off-campus is \$18,000. Program costs depend on housing and meal plan choice. |
| Total Number of Participants during the 2023-24 academic year | 13 participants. |
| Total Number of Participants that were SC residents during the 2023-24 academic year | 6 South Carolina residents. |

Winthrop University's LIFE Program is a fully inclusive postsecondary certificate education program for students with intellectual disabilities, seeking to continue academic, career, technical, and independent living instruction to prepare for gainful employment. For the 2023-24 academic year, Winthrop transitioned to a four-year model where it invites qualified students to remain for up to two additional years (years three and four) to continue to gain additional academic knowledge, independent living instruction, and further career skills for more specialized/advanced career paths/gainful employment. Participants in the advanced program will take coursework through York Technical College to gain skills in one of the specializations/learning skills available by YTC.

Overview of the South Carolina CTP Programs and Disbursements

Table 1 illustrates an overall steady growth in CTP students since the initiation of the program. Table 2 illustrates the CTP Need-based Grant disbursements at each participating institution. In FY 2013-14 and 2014-15, the maximum award could not exceed \$7,000 per student. As the number of program participants increased, the funding available to each student decreased. Tuition costs and program fees also increased, and participating institutions anticipated growth in the number of program participants. For FY 2016-17, the General Assembly increased CTP funding by \$170,833, resulting in a total of

\$350,000 for FY 2016-17. To encourage increased recruitment efforts, the General Assembly limited the individual award amount for FY 2016-17 to \$10,000. For the following five fiscal years, FY 2017-18 through FY 2021-22, the General Assembly decreased the award amount to a maximum of \$7,500 per student. For FY 2022-23, due to the increased funding, the CTP grant award amount was increased up to \$10,000 per year. For FY 2023-24, the CTP grant award amount remained at \$10,000 per year.

Table 1. Summary of CTP Need-based Grant Recipients FY 2014-15 to FY 2023-24

| Institution | Length of Program (All programs offer on & off campus housing) | Certificate on Awarded | Total CTP Need-based Grant Participants | | | | | | | | | |
|---------------------------------|--|----------------------------|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | | | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| Clemson University | 2 Years An optional 3 rd year is available for select students | 2-Year Program Certificate | 2 | 3 | 5 | 8 | 4 | 5 | 5 | 6 | 6 | 8 |
| Coastal Carolina University | 4 Years | University Certificate | 9 | 8 | 7 | 7 | 14 | 16 | 17 | 13 | 14 | 11 |
| College of Charleston | 4 Years | Certificate | 0 | 0 | 0 | 2 | 3 | 4 | 5 | 5 | 3 | 4 |
| USC – Aiken** | 2 Years | Certificate | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 13 |
| USC - Columbia | Students have the option to enroll in a 2, 3, or 4-Year program | Certificate | 7 | 7 | 7 | 8 | 7 | 9 | 9 | 11 | 6 | 9 |
| Winthrop University* | 4 Years | Letter of Completion | 8 | 11 | 11 | 9 | 8 | 9 | 8 | 5 | 4 | 2 |
| Total CTP eligible Participants | | | 26 | 29 | 30 | 34 | 36 | 43 | 45 | 40 | 35 | 47 |

Note: *Winthrop University's LIFE program transitioned to a 4-year model beginning with the 2023-24 academic year.

**USC-Aiken's Pacer LIFE program's first term of enrollment was the Fall 2023 term.

Table 2. Summary of CTP Need-based Grant Disbursement by Institution FY 2014-15 to FY 2023-24

| Institution | CTP Need-based Grant Disbursement | | | | | | | | | |
|-----------------------------|-----------------------------------|----------|----------|----------|----------|-----------|-----------|----------|----------|-----------|
| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| Clemson University | \$19,913 | \$13,952 | \$42,533 | \$60,000 | \$30,000 | \$37,500 | \$37,446 | \$45,000 | \$54,926 | \$66,991 |
| Coastal Carolina University | \$58,465 | \$50,550 | \$76,195 | \$50,751 | \$96,876 | \$117,406 | \$131,250 | \$93,750 | \$94,339 | \$84,080 |
| College of Charleston | \$0 | \$0 | \$0 | \$15,000 | \$22,500 | \$30,000 | \$37,500 | \$37,500 | \$30,000 | \$36,237 |
| USC – Aiken* | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | \$111,012 |

| | | | | | | | | | | |
|-----------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| USC - Columbia | \$63,220 | \$43,755 | \$70,000 | \$60,000 | \$52,500 | \$67,500 | \$67,500 | \$82,500 | \$80,000 | \$87,769 |
| Winthrop University** | \$37,259* | \$68,079 | \$85,000 | \$67,500 | \$52,500 | \$63,750 | \$62,864 | \$37,418 | \$30,681 | \$19,636 |
| Totals | \$178,857 | \$176,336 | \$273,728 | \$253,251 | \$254,376 | \$316,156 | \$336,560 | \$296,168 | \$289,946 | \$405,725 |

Note: ** Effective Spring 2015, Winthrop University's CTP program received the final federal approval required for its program implementation.

* USC-Aiken's Pacer LIFE program began its enrollment for the Fall 2023 term.

College Transition Program Scholarship

During the 2021 state legislative session, the General Assembly established a scholarship program for state residents enrolled in a CTP. Proviso 3.5 appropriated \$750,000 of lottery funds to the newly created CTP scholarship program. FY 2022-23 saw an increase in funding in Proviso 3.6 to \$4,105,597. For FY 2023-24, the General Assembly maintained the proviso (see below) funding level of \$4,105,597. As allowed by the proviso, CHE transferred \$250,000 to the University of South Carolina for the South Carolina Inclusive Post-Secondary Education Consortium (Consortium). The CHE met with the CTP institutions and established temporary guidelines for eligibility consistent with eligibility for other state-funded scholarship and grant programs. The temporary guidelines set up minimal requirements for the scholarship. The eligibility requirements require students to meet the established South Carolina residency requirements and be enrolled in a CTP at a public institution to receive a scholarship. Once the Consortium hires a coordinator, the CHE plans to work with that individual to publish final guidelines. This collaborative effort aims to establish comprehensive and effective guidelines that will facilitate the fair distribution of scholarships and ensure students receive the financial support they need to attend a CTP program.

Because the CTP scholarship program was created by a one-year budget proviso, considerations for the program in subsequent years will be subject to any statutory or regulatory changes that may occur during the upcoming session of the General Assembly or renewal of the budget proviso. The General Appropriations Bill for FY 2022-23 increased the CTP scholarship award amount to \$10,000 per year. This was a much-appreciated change for the CTP institutions, as they reported the number one recruitment hurdle for their students is financial limitations. For FY 2023-24, the CTP scholarship award amount remained at \$10,000 per year.

Excerpt from Proviso 3.6 "CHE–Transition Program Scholarships" in the FY 2023-2024 General Appropriations Act

*(11) Commission on Higher Education - College Transition Program Scholarships
\$4,105,597;*

Of the funds appropriated to the Commission on Higher Education for College Transition

Scholarships, the commission shall provide scholarships to South Carolina resident students enrolled at a public institution of higher education in an established College Transition Program (CTP) that serves students with intellectual disabilities. The commission, in consultation with the CTPs, shall develop guidelines establishing scholarship eligibility, retention, and/or renewal requirements in accordance with this paragraph. Scholarships shall be awarded to each South Carolina resident student enrolled in an established public CTP in an amount of at least \$2,500 per semester, not to exceed \$10,000 per academic year (including summer semester), and no student may receive a scholarship for more than eight semesters in total. In addition, the limitations of Proviso 11.12 notwithstanding, individual CTPs shall have the discretion to allocate a portion of their aggregate funding provided under this provision for need-based grants to eligible students. This discretion is allowable only to the extent that the funding for need-based grants for eligible CTP students provided according to Proviso 11.12 has first been fully exhausted. The commission, in cooperation with the CTPs, shall collect and report the number of scholarship recipients and other information determined necessary to evaluate the effectiveness of these scholarships in assisting students with intellectual disabilities in college transition programs. The commission shall provide this report to the Governor, the Chairman of the House Education and Public Works Committee, the Chairman of the Senate Education Committee, the Chairman of the House Ways and Means Committee, and the Chairman of the Senate Finance Committee no later than September 30. Unexpended funds may be carried forward and used for the same purpose, except that up to \$250,000 may be used by the CTP consortium (known as The South Carolina Inclusive Post-Secondary Education Consortium) to be used collaboratively by the consortium to promote better awareness of CTP programs statewide as an option for youth with intellectual disabilities after high school through dedicated support for activities such as, but not necessarily limited to, student recruitment, development and maintenance of a consortium website and associated materials, and the provision of strategic informational events for prospective students and families across the State. Additionally, unexpended or carried forward funds may be used by individual college transition programs in partnership with third-party providers for technology resources for students participating in these programs. Not more than \$1,000,000 of total unexpended funds may be used for this purpose among all CTPs. The commission shall establish the criteria for which these funds will be allocated.

2023-24 CTP Scholarship Disbursements

For the 2023-24 academic year, institutions reported that 59 percent of their 81 recipients are male, and 41 percent are female. While five of the South Carolina institutions offer a non-residential program, the institutions reported that 84 percent of students participate in their residential programs. The ethnicity breakdown for recipients shows that 53 percent are

White/Non-Hispanic, 20 percent are Unknown, 17 percent are Black/African American, five percent are Asian/Pacific Islander, and two percent are Two or More Races. Table 3 below shows Coastal Carolina has awarded approximately 30 percent of the total number of recipients and has the largest total award disbursement. Clemson is the next highest awarding institution with 23 percent of the total number of recipients and the second-largest total award disbursement.

Table 3. CTP Scholarship Disbursements by Institutions from FYs 2021-22 - 2023-24

| Institution | CTP Scholarship Disbursements | | | | | | Total Award Disbursement |
|-----------------------------|-------------------------------|------------------|--------------------|------------------|--------------------|------------------|--------------------------|
| | 2021-22 Recipients | 2021-22 Awards | 2022-23 Recipients | 2022-23 Awards | 2023-24 Recipients | 2023-24 Awards | |
| Clemson University | 12 | \$60,000 | 14 | \$140,000 | 19 | \$190,000 | \$390,000 |
| Coastal Carolina University | 20 | \$97,500 | 20 | \$195,000 | 21 | \$185,499 | \$477,999 |
| College of Charleston | 9 | \$45,000 | 9 | \$90,000 | 8 | \$75,000 | \$210,000 |
| USC – Aiken | N/A | N/A | N/A | N/A | 15 | \$145,000 | \$145,000 |
| USC – Columbia | 11 | \$55,000 | 10 | \$100,000 | 13 | \$130,000 | \$285,000 |
| Winthrop University | 8 | \$37,500 | 6 | \$50,000 | 5 | \$50,000 | \$137,500 |
| Totals | 60 | \$295,000 | 59 | \$575,000 | 81 | \$775,499 | \$1,645,499 |

Note: Effective for 2022-23, the maximum scholarship award amount increased to \$10,000 per year. For the 2021-22 academic year, the maximum scholarship award amount was \$5,000 per year.

National Data

National Core Indicators – Aging and Disabilities (NCI-AD) is a collaborative effort between the National Association of State Directors of Developmental Disabilities Services (NASDDDS) and the Human Services Research Institute (HSRI). The program began in 1997, and the purpose was to support NASDDDS member agencies in gathering a standard set of performance and outcome measures that can be used to track their performance over time, compare results across states, and establish national benchmarks. The NCI-AD program serves as a valuable resource for information about individuals with developmental disabilities receiving services across a large sample of states. Currently, 18 states reported data for the 2022-23 national report, but a state's participation can vary from year to year. Unfortunately, South Carolina is now a past participant and is no longer actively contributing data to NCI-AD.

Using the www.nationalcoreindicators.org website, users of the data can generate charts for

national benchmarks on employment rate, independent living, as well as the averages for the state of South Carolina.

The most recent NCI-AD data is from the 2022-23 year; however, South Carolina's last data contribution was 2021-22. Table 4 below highlights three measures from the survey, whether an individual takes an action for employment opportunities, whether an individual has a paid community job, and whether an individual lives independently.

Table 4. Comparison of 2022-23 National Data to 2021-22 SC Data for Individuals with Disabilities

| NCI Survey Measures | National Average | South Carolina Average |
|--|------------------|------------------------|
| Individual takes classes, training, or other action to get a job or a better job | 20% | 50% |
| Individual has paid community job | 16% | 25% |
| Individual has their own home or apartment | 15% | 12% |

For two of the selected measures, South Carolina outcomes outperform the national average. For the third, whether an individual has their own home or apartment, South Carolina trails the national average by three percentage points.

It should be noted that the COVID-19 pandemic greatly affected this population of individuals. NCI-AD created a 2020-2021 COVID-19 Family Supplement survey to collect data on changes experienced due to the pandemic. Twenty-eight percent of respondents reported they experienced disruptions in their lives including losing a job and 15 percent reported having trouble feeding their families.

South Carolina's College Transition Programs' Completion Data

South Carolina's five CTP programs provided the CHE with completion data for the six previous academic years, 2018-19 through 2023-24. Over the past six years, the data shows mixed results. The employment rate initially increased by 11 percentage points from 80 percent to 91 percent but has now dropped to 77 percent which could be from changes in data collection by the CTPs. The COVID-19 pandemic severely impacted this population of students and that is reflected in both the program completion rate and independent living outcomes data.

While the program completion rate data shows that it is close to reaching pre-COVID levels, the independent living outcomes are still struggling to reach their pre-COVID levels, hovering around 43 percent.

Table 5. CTP Completion Data by Institution from AYs 2018-19 – 2023-24

| Program Completion Rate | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|------------------------------------|------------|------------|------------|------------|------------|------------|
| Carolina LIFE - USC | 80% | 80% | 80% | 80% | 100% | 100% |
| Clemson LIFE | 100% | 92% | 96% | 96% | 100% | 100% |
| College of Charleston LIFE | *N/A | *N/A | *N/A | 73% | 91% | 67% |
| Coastal Carolina LIFE | 100% | 71% | 90% | 90% | *N/A | 90% |
| USC – Aiken Pacer LIFE | *N/A | *N/A | *N/A | *N/A | *N/A | *N/A |
| Winthrop LIFE | 100% | 100% | 85.71% | 88% | *N/A | *N/A |
| CTP Average Completion Rate | 95% | 86% | 88% | 85% | 97% | 92% |

Notes: *Data points not provided. USC – Aiken's Pacer LIFE program's first term of enrollment was Fall 2023. Winthrop LIFE transitioned to a 4-year model for 2023-24.

Table 6. CTP Independent Living Outcome Data by Institution from AYs 2018-19 – 2023-24

| Independent Living Outcome | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|--|------------|------------|------------|------------|------------|------------|
| Carolina LIFE - USC | 70% | 50% | 25% | 25% | 50% | 67% |
| Clemson LIFE | 43% | 43% | 55% | 55% | 62% | 80% |
| College of Charleston LIFE | 53% | *N/A | 78% | 78% | 64% | 67% |
| Coastal Carolina LIFE | 75% | 25% | 33% | 16% | 27% | 0%**** |
| USC – Aiken Pacer LIFE | **N/A | **N/A | **N/A | **N/A | **N/A | **N/A |
| Winthrop LIFE | 33% | *N/A | 41% | 41% | 16% | ***N/A |
| CTP Average Independent Living Rate | 55% | 39% | 46% | 43% | 43% | 43% |

Notes: * Data point not provided due to COVID. **USC-Aiken began in 2023-24 and will not have outcome data until 2026-27. ***Winthrop transitioned to a 4-year program for 2023-24. ****Coastal Carolina collects this data point 9 months post-graduation.

Table 7. CTP Employment Rate Data by Institution from AYs 2018-19 – 2023-24

| Employment Rate | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|----------------------------|------------|------------|------------|------------|------------|------------|
| Carolina LIFE | 85% | 100% | 100% | 100% | 100% | 75% |
| Clemson LIFE | 90% | 90% | 100% | 100% | 100% | 100% |
| College of Charleston LIFE | 85% | *N/A | 91% | 91% | 91% | 83% |
| Coastal Carolina LIFE | 75% | 85% | 83% | 83% | 100% | 50%**** |
| USC – Aiken Pacer LIFE | **N/A | **N/A | **N/A | **N/A | **N/A | **N/A |
| Winthrop LIFE | 67% | 80% | 75% | 75% | 66% | ***N/A |
| Total SC Programs | 80% | 89% | 90% | 90% | 91% | 77% |

Notes: * Data point not provided due to COVID. **USC-Aiken began in 2023-24 and will not have outcome data until 2026-27. ***Winthrop transitioned to a 4-year program for 2023-24. ****Coastal Carolina collects this data point 9 months post-graduation.

Persistence Data

To assess the impact and effectiveness of the CTP scholarship program, the CTP programs have recently started tracking persistence and retention data. This initiative began in the 2021-22 academic year, coinciding with the launch of the scholarship program. By collecting and expanding this data, the CHE aims to analyze the persistence rates and determine if the scholarship program contributes to improved student outcomes.

To provide an initial overview of the program's impact, Table 9 highlights that a total of 332 students have graduated from CTP programs as of the end of the 2023-24 academic year.

Table 9. Summary of CTP Program Graduates

| Institution | Certification Awarded | CTP Graduates | | | | |
|-----------------------------|---------------------------|---------------|---------|---------|---------|-------|
| | | 2013-21 | 2021-22 | 2022-23 | 2023-24 | Total |
| Clemson University | Certificate of Completion | 81 | 14 | 8 | 20 | 123 |
| Coastal Carolina University | Certificate of Completion | 38 | 4 | 12 | 5 | 59 |

| | | | | | | |
|----------------------------|---------------------------|------------|-----------|-----------|-----------|------------|
| College of Charleston | Certificate of Completion | 42 | 11 | 7 | 6 | 66 |
| USC - Columbia | Certificate of Completion | 41 | 6 | 5 | 4 | 56 |
| USC – Aiken | Certificate of Completion | N/A | N/A | N/A | N/A | N/A |
| Winthrop University | Certificate of Completion | 17* | 5 | 6 | N/A | 28 |
| Total CTP Graduates | | 219 | 40 | 38 | 35 | 332 |

Note: *Winthrop University reported CTP graduates from 2019-2021.

Recognizing the importance of assessing student retention, the institutions involved in the program focused on tracking the retention rates from year one to year two and then from year two to year three. These calculations encompass data starting from the 2020-21 academic year.

Table 10 shows the average retention rates observed during this analysis. It indicates a 96 percent retention rate from year one to year two, which demonstrates a strong level of persistence among CTP students. However, the retention rate decreases to 92 percent from year two to year three, as reflected in Table 11. These figures provide a preliminary understanding of the program's effectiveness in terms of student retention, and they highlight areas where further improvements may be needed.

Table 10. Summary of CTP Retention Data from Year 1 to Year 2 from 2020-21 to 2022-23

| Student Retention Data: Year 1 to Year 2 | 2020-21 | 2021-22 | 2022-23 |
|---|----------------|----------------|----------------|
| USC Carolina LIFE | 100% | 90% | 100% |
| Clemson LIFE | 100% | 100% | 100% |
| College of Charleston LIFE | 80% | 100% | 90% |
| Coastal Carolina LIFE | 64% | 100% | 91% |
| USC – Aiken Pacer LIFE | N/A | N/A | N/A |
| Winthrop Think College | 84% | 100% | 100% |
| Year 1 to Year 2 Retention Rate | 86% | 98% | 96% |

Table 11. Summary of CTP Retention Data from Year 2 to Year 3 from 2020-21 to 2022-23

| Student Retention Data: Year 2 to Year 3 | 2020-21 | 2021-22 | 2022-23 |
|---|----------------|----------------|----------------|
| USC Carolina LIFE | 83% | 100% | 80% |
| Clemson LIFE | 100% | 100% | 100% |
| College of Charleston LIFE | 80% | 90% | 90% |
| Coastal Carolina LIFE | 100% | 50% | 89% |
| USC – Aiken Pacer LIFE | N/A* | N/A* | N/A* |
| Winthrop LIFE | N/A** | N/A** | 100% |
| Year 2 to Year 3 Retention Rate | 86% | 85% | 92% |

*Note: *USC-Aiken's Pacer LIFE is a two-year program. **Winthrop University transitioned to a 4-year model beginning with the 2023-24 academic year.*

Technology Funding from Unexpended Funds Under Proviso 3.6

Proviso 3.6 provides that unexpended or carried forward funds may be utilized by individual CTPs in partnership with third-party providers for technology resources for students participating in these programs. Not more than \$1,000,000 of total unexpended funds may be used for this purpose among all CTPs. The CHE is tasked with establishing the criteria for the allocation of these funds.

In November 2023, the CHE established criteria for the CTPs' technology proposals. By January 2024, a panel of reviewers, including members from Disability Rights SC, the South Carolina Department of Education Special Services, Able SC, ARC SC, and Family Connections SC, reviewed the proposals. All six proposals were fully funded, amounting to \$955,718.

Funded Technology Projects

Below is a summary of the technology projects implemented by each program with the technology funding:

Clemson University, Coastal Carolina University, and USC Aiken:

- Partnership with Apple: These three CTPs collaborated with Apple to implement devices aimed at better preparing students for employment and independent living.
- Purchases:

- **Clemson University:** 46 iPads, 46 iPad keyboards, 46 Apple Pencils, 3 iMacs, 78 Apple Watches, 95 power adapters, 35 HomePod minis, 120 AirTags, 21 AirPods, 7 MacBook Air laptops, and 14 iPhones.
- **Coastal Carolina University:** 56 Apple Watches, 55 iPads, 70 HomePod minis, 2 MacBook Pro laptops, 4 Apple TVs, 4 AirTags, 55 Apple Pencils, 55 iPad keyboards, 10 AirPods, and power adapters.
- **USC Aiken:** 40 iPads, 40 Apple Pencils, 32 iPad keyboards, 30 Beats Headphones, 10 HomePod minis, 2 iMacs, 3 Apple TVs, 50 AirTags, 40 Apple Watches, 5 MacBook laptops, 10 iPhones, and 15 power adapters.
- Training: All three programs will receive customized training from Apple on the devices and assistive technology functioning.

College of Charleston:

- Universal Design for Learning (UDL): The College is implementing a university wide UDL training for all professors and staff. This project includes a 3-year license for the institution, UDL certification, and ongoing training for faculty and staff.

USC Columbia:

- 'Project Technology to Enhance Careers': This project focuses on creating a career development model that is technology-focused, incorporating Natably's dynamic digital platform to enhance participants' self-advocacy and performance.

Winthrop University:

- Job Training: The project includes hiring a technology coach to teach two technology courses, purchasing a point-of-sale system for retail training, 30 iPads, assistive technology apps (Proloquo2Go, Proloquo4Text, Pictello, and Keedogo), 25 licenses to SIMmersion software, 30 laptops, 2 charging stations, and 30 pairs of headphones.

These projects exemplify the innovative use of technology to enhance learning and career readiness for students in CTPs across South Carolina.

Unexpended (Carryforward) Funds Under Proviso 3.6

In accordance with Proviso 3.6 of the FY 2023-2024 General Appropriations Act, the Commission on Higher Education (CHE) was allocated \$4,105,597 for College Transition Program (CTP) Scholarships. Unexpended funds from these appropriations can be carried forward and used for the same purpose. Specifically, up to \$250,000 of these unexpended funds has been distributed to the South Carolina Inclusive Post-Secondary Education Consortium (SCIPSEC) to enhance awareness of CTP programs across the state. The SCIPSEC's projected budget for 2023-24 is attachment 1.

Table 12. Summary of CTP Scholarship Funding 2021-22 – 2023-24

CTP Scholarship

Proviso 3.6

| | 2021-22 | 2022-23 | 2023-24 |
|-------------------------------|-------------------|---------------------|---------------------|
| 2021-22 Appropriations | \$ 750,000 | | |
| Scholarship Payments | \$ (295,000) | | |
| Total | <u>\$ 455,000</u> | | |
| 2021-22 Carryforward Balance | | \$ 455,000 | |
| 2022-23 Appropriations | | \$ 4,105,597 | |
| Scholarship Payments | | \$ (575,000) | |
| SCIPSEC Funding | | \$ (250,000) | |
| Total | | <u>\$ 3,735,597</u> | |
| 2022-23 Carryforward Balance | | | \$ 3,735,597 |
| 2023-24 Appropriations | | | \$ 4,105,597 |
| Scholarship Payments | | | \$ (775,499) |
| SCIPSEC Funding | | | \$ (250,000) |
| Technology Funding | | | \$ (955,718) |
| Total | | | <u>\$ 5,859,977</u> |

Table 12 illustrates the appropriations and expenditures from FY2021-22 through FY2023-24. At the end of FY2023-24, there is a carryforward balance of \$5,859,977. The current provisions of Proviso 3.6 do not permit the CHE to utilize these funds for purposes beyond those explicitly stated, restricting the use of funds to specific allocations as mandated by the Proviso.

At the request of the House Legislative Oversight Committee, CHE staff are currently developing a comprehensive plan to manage and spend down the carryforward balance. This plan will ensure that all expenditures comply with the specific allocations mandated by Proviso 3.6 while maximizing the benefits for students with intellectual disabilities enrolled in CTPs across South Carolina.

The CHE remains committed to adhering to these guidelines to support the educational endeavors of students with intellectual disabilities, ensuring that the allocated funds are utilized effectively and transparently.

| South Carolina Inclusive Post-Secondary Education Consortium | | | |
|--|-------------------------|----------------------------|---------------|
| Funding Source | FY 2022-23 Actual | FY 2023-24 Projected | FY 2024-25 |
| Proviso 3.6 | \$ 250,000.00 | \$ 250,000.00 | \$ - |
| Other Sources | \$ - | \$ - | \$ - |
| Grant | \$ - | \$ - | \$ - |
| Contributions, Foundation | \$ - | \$ - | \$ - |
| Other: (Specify) | \$ - | \$ - | \$ - |
| Carry Forward from Prior Yr. | \$ - | \$ 132,964.67 | \$ - |
| TOTAL | \$ 250,000.00 | \$ 382,964.67 | \$ - |
| Expenditures | FY 2022-23 Actual | FY 2023-24 Projected | FY 2024-25 |
| Expenditures: Personnel | | | |
| Personnel Service (from worksheet) | \$ 16,756.00 | \$ 148,649.86 | \$ - |
| Expenditures: Contractual Services | | | |
| Contractual Services - Technical Assistance | \$ - | \$ 5,000.00 | \$ - |
| Contractual Services - Website | \$ 5,400.00 | \$ 2,000.00 | \$ - |
| Expenditures: Other | | | |
| Shared Supplies and Materials for SCIPSE and each program | \$ 30,000.00 | \$ 36,000.00 | \$ - |
| Travel (Employee) | \$ 7,097.40 | \$ 10,000.00 | \$ - |
| Travel (Non employee) | \$ 14,800.93 | \$ 30,000.00 | \$ - |
| Event Costs (Leadership summit) | \$ - | \$ 20,000.00 | \$ - |
| Equipment | \$ 1,245.30 | \$ 2,500.00 | \$ - |
| Informational Events | \$ 6,735.70 | \$ 20,000.00 | \$ - |
| Other: (Specify) Research Incentives | \$ - | \$ 5,000.00 | \$ - |
| Other: SCIPSE director stipends for data collection/analysis | \$ 35,000.00 | \$ 42,000.00 | \$ - |
| TOTAL | \$ 117,035.33 | \$ 321,149.86 | \$ - |
| TOTAL Revenue Carried Forward | \$ - | \$ - | \$ - |
| TOTAL Appropriations Received Carried Forward | \$ 132,964.67 | \$ 61,814.81 | \$ - |

| |
|---|
| Explanation of Expenditures: |
| Please provide Personnel Services explanation on Personnel Service Worksheet. |
| Please explain expenditures of Contractual Services: The consortium contracts with website developers and necessary TA providers based on needs of SC and consortium |
| Please explain expenditures of Other Expenditure Costs: We provide two incentives: (1) 7k for a IPSE representative from each program to adhere to data collection and analysis requests of consortium as this is time intensive, and (2) research incentives to stakeholders to maximize the likelihood of a robust sample (e.g., families, employers) for state-wide data collection efforts. |

Rationale for large carry forward of year 1: We did not receive the money until December of 2022 (several months after the fiscal year began). We then spent several months hiring a coordinator and strategic planning.

Revised: 10/2/2023

Personnel Service

Final Budget 2022-23

[illegible]

39130.5 16671.21

Personnel Service

Projected Budget 2023-24

[illegible]



TO: Commissioner Dr. Hugh Mobley
Committee on Access & Equity and Student Success, Chair

FROM: Dr. Cheryl Caution Parker
South Carolina Institutes of Innovation and Information (SCIII) Board Chair

CC: Dr. Karen Woodfaulk
Dr. Gwynth Nelson

DATE: July 18, 2024

RE: SCIII Headquarters FY 24-25 Budget and SCIII Headquarters & Institutes Quarter 4 Reports Approved

This memo serves as notification the South Carolina Institutes of Innovation and Information (SCIII) Board meet virtually on July 18, 2024, to review the Quarter 4 reports of the SCIII Headquarters and Institutes of SCIII.

The board reviewed, discussed, voted and approved the SCIII Quarter 4 report which consisted of pertinent information from the following:

- South Carolina Institutes of Innovation and Information Headquarters
- Allen University
- Benedict College
- Claflin University
- Clinton College
- Morris College
- South Carolina State University
- Voorhees University

The Board also reviewed, discussed, voted and approved the FY 2024-25 Proposed SCIII Headquarters budget.

If you have any questions, please do not hesitate to contact me at 803-419-1609. Thank you.

Cheryl A. Caution-Parker, E.D.D.



South Carolina Institutes of Innovation and Information Headquarters and Institutes Quarter 4 Report

*South Carolina Institutes of Innovation and Information (SCIII)
300 College Street
Orangeburg, SC 29117*

*Dr. Gwynth Nelson
SCIII Executive Director
803.707.0649
gnelson@che.sc.gov*

Submitted July 22, 2024

South Carolina Institutes of Innovation and Information Budget Reporting
APPROPRIATIONS REQUEST AND ACTUAL BUDGETS (SCIII Headquarters)
Budget for 2022-23, Budget for FY 2023-24 and Projected Budget for FY 2024-25

| | FY 2021-22 July 1, 2021, to June 30, 2022 SC State Actual | FY 2022-23 From July 1, 2022, to March/May 2023* SC State Actual | FY 2022-23 From March 2023 to June 2023 CHE Actual | FY 2023-24 Proposed Budget Request (for approval) | FY 2023-24 Quarter 1 Expenses (July, August, September) | FY 2023-24 Quarter 2 Expenses (October, November, December) | FY 2023-24 Quarter 3 Expenses (January, February, March) | FY 2023-24 Quarter 4 Expenses (April, May, June) | FY2024-25 Proposed Budget Request (for approval) |
|--|---|---|---|--|--|--|---|---|---|
| PERSONNEL EXPENSES | | | | | | | | | |
| 1) Executive Director a. Salary b. Fringes/Insurance | a. 97,826.10 b. 33,372.72 | a. 117,391.32 b. 40,907.18 | a. 31,818.18 b. 11,419.09 | a. 162,000.00 b. 59,940.00 | a. 37,500.00 b. 13,619.10 | a. 37,500.00 b. 13,378.68 | a. \$40,000.00 b. \$14,396.31 | a. \$40,500.00 b. \$14,609.92 | a. \$166,860.00 b. \$61,738.20 |
| 2) Assistant Executive Director a. Salary b. Fringes/Insurance | | | | a. 75,000.00 b. 27,750.00 | a. b. | a. b. | a. b. | a. b. | a. \$75,000.00 b. \$27,750.00 |
| 3) Executive Assistant a. Salary b. Fringes/Insurance | a. 23,478.24 b. 2,148.28 | a. 49,499.99 b. 9,498.18 | a. 2,708.33 b. 1,332.23 | a. 59,400.00 b. 21,978.00 | a. 9,166.54 b. 5,917.57 | a. 18,333.38 b. 5,812.57 | a. \$14,666.66 b. \$6,335.60 | a. \$14,850.00 b. \$6,344.48 | a. \$61,182.00 b. \$22,637.34 |
| 4) PR Specialist a. Salary b. Fringes/Insurance | | | | | | | | | a. \$62,400.00 b. 0.00 |
| TOTAL | \$156,825.34 | \$217,296.67 | \$47,277.83 | \$406,068.00 | \$66,203.21 | \$75,024.63 | \$75,398.57 | \$76,304.40 | \$477,567.54 |
| | | | | | | | | | |
| ADMINISTRATIVE | | | | | | | | | |
| Administrative Costs a. SC Commission on Higher Education | | | | a. \$24,000.00 | a. 857.80 | a. 6,166.06 | a. \$2,577.27 | a. \$5,988.87 | a. 24,000.00 |

| | | | | | | | | | |
|---|---|---|--|--|----------------------------------|--|--|---|--|
| TOTAL | | | | \$24,000.00 | \$857.80 | \$6,166.06 | \$2,577.27 | \$5,988.87 | \$24,000.00 |
| | | | | | | | | | |
| CONTRACTUAL SERVICES (Consultants) | | | | | | | | | |
| a) Executive Consultant b) PR/Marketing Consultant c) Program Specialist d) Other | a. 56,485.89 b. 48,803.31 c. d. 43,196.42 | a. 54,986.39 b. 65,950.00 c. d. 1,200.00 | a. 26,800.00 b. 32,587.44 c. d. | a. 78,000.00 b. 78,000.00 c. d. 5,000.00 | a. 2,500.00 b. c. d. | a. 7,490.00 b. c. d. 6,774.58 | a. \$11,000.00 b. \$8,333.00 c. d. \$433.09 | a. \$13,489.99 b. \$22,489.50 c. d. \$9,600.00 | a. \$62,400.00 b. c. \$62,400.00 d. \$62,400.00 |
| TOTAL | \$148,485.62 | \$122,136.39 | \$59,387.44 | \$161,000.00 | \$2,500.00 | \$14,264.58 | \$19,766.09 | \$45,579.49 | \$187,200.00 |
| | | | | | | | | | |
| CONTRACTUAL SERVICES (Other) | | | | | | | | | |
| a. Photographic/AV Services b. Promotional Services c. Telephone & Telegraph d. Other Professional Service e. Educ. & Training Services f. Catered Meals | a. 856.00 b. 2,000.00 c. 1,946.84 d. 2,000.00 e. f. 202.24 | a. 12,407.50 b. 1,800.00 c. 1,818.28 d. 1,736.63 e. 5,189.30 f. 256.64 | a. 1,399.91 b. c. d. e. f. 5,117.18 | a. 5,000.00 b. 5,000.00 c. 3,000.00 d. 4,000.00 e. 5,000.00 f. 3,000.00 | a. b. c. d. e. f. | a. b. c. d. e. f. | a. b. c. d. e. f. | a. b. \$350.00 c. d. e. f. | |
| TOTAL | \$7,005.08 | \$23,208.35 | \$6,517.09 | \$25,000.00 | \$0.00 | \$0.00 | \$0.00 | \$350.00 | \$5,000.00 |
| | | | | | | | | | |
| GENERAL OPERATING | | | | | | | | | |
| EQUIPMENT/OFFICE EQUIPMENT | | | | | | | | | |
| a. Furniture, etc.. b. Technology | a. 16,361.86 b. 5,832.67 | a. 4,953.03 b. 10,834.82 | | a. 2,000.00 b. 2,000.00 | a. b. | a. b. | a. b. | a. b. | |
| TOTAL | \$22,194.53 | \$15,787.85 | | \$4,000.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$4,000.00 |
| | | | | | | | | | |
| MATERIALS & SUPPLIES | | | | | | | | | |
| a. Office Supplies b. Promotional Supplies c. Equipment < \$1000 | a. 763.42 b. 90.94 c. | a. 1,135.98 b. 5,880.96 c. | | a. 1,000.00 b. 2,000.00 c. 1,000.00 | a. b. c. | a. b. c. | a. \$316.09 b. c. \$684.78 | a. \$510.44 b. \$2,359.41 c. | |

| | | | | | | | | | |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|--------------------|
| d. Other Supplies | d. 2,483.32 | d. 299.94 | | d. 1,000.00 | d. | d. | d. \$469.76 | d. 878.21 | |
| TOTAL | \$3,337.68 | \$7,316.88 | | \$5,000.00 | \$0.00 | \$0.00 | \$1,470.63 | \$3,748.06 | \$10,000.00 |
| | | | | | | | | | |
| COMMUNICATION/MARKETING | | | | | | | | | |
| Communications & Marketing | | | | | | | | | |
| a. Website & Maintenance | a. | a. | a. 1,000.00 | a. 2,000.00 | a. | a. | a. | a. | |
| b. National/International Press Releases | b. | b. | b. | b. 40,000.00 | b. | b. | b. | b. | |
| c. Print Publications | c. | c. | c. | c. 10,000.00 | c. | c. | c. \$523.50 | c. \$573.10 | |
| d. Impact Report | d. | d. | d. | d. 10,000.00 | d. 6,830.58 | d. 3,169.42 | d. | d. | |
| e. Miscellaneous Marketing | e. 2,500.00 | e. 778.96 | e. 2,000.00 | e. 3,000.00 | e. | e. | e. | e. \$2,500.00 | |
| f. IT Software/Licensing | f. | f. | f. | f. | f. | f. | f. | f. \$706.76 | |
| TOTAL | \$2,500.00 | \$778.96 | \$3,000.00 | \$65,000.00 | \$6,830.58 | \$3,169.42 | \$523.50 | \$3,073.10 | \$25,000.00 |
| | | | | | | | | | |
| TRAVEL/TRANSPORTATION | | | | | | | | | |
| <u>Instate:</u> | <u>In-State</u> | <u>In-State</u> | <u>In-State</u> | <u>In-State</u> | <u>In-State</u> | <u>In-State</u> | <u>In-State</u> | <u>In-State</u> | |
| a. Mileage Costs/Rental Fees | a. 2,107.88 | a. 3,714.17 | a. | a. 5,000.00 | a. 625.44 | a. 1,115.61 | a. \$194.04 | a. \$943.11 | |
| b. Lodging | b. 150.84 | b. 1,211.52 | b. 740.16 | b. 2,000.00 | b. 399.67 | b. | b. | b. | |
| c. Meals | c. | c. | c. | c. 1,000.00 | c. | c. | c. | c. | |
| d. In-State Other Transportation | d. 366.12 | d. 25.92 | d. | d. 1,000.00 | d. | d. | d. | d. | |
| <u>Out of State:</u> | <u>Out of State</u> | <u>Out of State</u> | <u>Out of State</u> | <u>Out of State</u> | <u>Out-of-State</u> | <u>Out-of-State</u> | <u>Out-of-State</u> | <u>Out-of-State</u> | |
| a. Mileage Costs/Rental Fees | a. | a. 1,653.70 | a. | a. 3,000.00 | a. | a. 275.52 | a. 282.24 | a. \$1,159.20 | |
| b. Flight(s) | b. | b. | b. | b. 1,500.00 | b. | b. | b. | b. \$745.08 | |
| c. Lodging | c. | c. 3,912.69 | c. | c. 3,500.00 | c. | c. 210.63 | c. 259.91 | c. \$1,555.33 | |
| d. Meals | d. | d. 344.29 | d. | d. 1,000.00 | d. | d. | d. | d. | |
| e. Out-of-State Other Transportation | e. | e. 1,151.27 | e. | e. 1,500.00 | e. | e. | e. 55.00 | e. | |
| f. Conferences/Work Sessions/Outreach | f. | f. | f. | f. 5,500.00 | f. | f. 50.00 | f. | f. | |

| | | | | | | | | | |
|---|---------------------|---------------------|---------------------------|----------------------------|-------------------------|-------------------------|---------------------------|--|---|
| | | | | | | | | | |
| TOTAL | \$2,624.84 | \$12,013.56 | \$740.16 | \$25,000.00 | \$1,025.11 | \$1,651.76 | \$791.19 | \$4,402.72 | \$15,000.00 |
| | | | | | | | | | |
| OTHER EXPENDITURES | | | | | | | | | |
| 1) Registration Fees a. In-State Registration Fees b. Out-of-State Registration Fees 2) Sponsorships, Memberships, etc.... 3) Staff Development | a. b. | a. b. 2,000.00 | | a. 2,000.00 b. 8,000.00 | a. b. 2) 1,500.00 | a. b. 2) 6,500.00 | a. b. 2) \$8,072.54 | a. \$25.00 b. \$1,500.00 2) \$6,419.02 | 1) a. b. 2) 5,000.00 3) 10,000.00 |
| TOTAL | | \$2,000.00 | \$116,922.52 | \$10,000.00 | \$1,500.00 | \$6,500.00 | \$8,072.54 | \$7,944.02 | \$15,000.00 |
| TOTAL PROPOSED BUDGET | | | | \$725,068.00 | | | | | \$762,767.54 |
| TOTAL APPROPRIATIONS | \$750,000.00 | | \$700,000.00 | \$700,000.00 | | | | | |
| TOTAL CARRIED FORWARD | | \$407,026.91 | \$583,077.48 ** | | | | | | |
| TOTAL EXPENDITURES | \$342,973.09 | \$400,538.66 | \$116,922.52 | | \$78,916.70 | \$106,776.45 | \$108,599.79 | \$147,390.66 | |
| TOTAL REMAINING AMOUNT | | \$6,488.25 | | | | | | | \$841,393.88 |

Budget Explanation for Quarters 1, 2, 3 and 4 of 2023 - 24 (Headquarters)

Budget FY 2023-24

For FY 2023-2024, the General Assembly awarded the SCIII Headquarters an allocation of \$700,000 and required Commission of Higher Education to be the fiscal agent for the SCIII Headquarters. The employees of SCIII Headquarters are currently employees of Commission of Higher Education.

Budget Explanation for FY 2023-24 (Quarters 1, 2,3 and 4)

Executive Director Salary: The total approved salary for the Executive Director for FY 2023-2024 was \$162,000, which included an 8% pay raise (3% for 2021-2022 and 5% for 2022-2023) by the SCIII Board in July 2023. However, the increase was approved by CHE Board December 2023 and received by the Executive Director on the pay date January 16, 2024.

The total amount for salary for Quarter 1 was \$37,500, Quarter 2 was \$37,500, Quarter 3 was \$40,000, and Quarter 4 was \$40,500 (as of July 9, 2024, which included the total 8% approved pay raise. 3% from 2021-2022 and 5% from 2022-2023). The fringes for Quarter 1 were \$13,619.10, fringes for Quarter 2 were \$13,378.68, fringes for Quarter 3 were \$14,396.31 and the fringes for Quarter 4 are \$14,609.92 (as of July 9, 2024).

Assistant Executive Director: This position has not been approved yet.

Executive Assistant: The total approved salary for the Executive Assistant for FY 2023-2024 was \$59,400, which included an 8% pay raise (3% for 2021-2022 and 5% for 2022-2023) by the SCIII Board in July 2023. However, the increase was approved by CHE Board December 2023 and was received by the Executive Assistant on the pay date of January 16, 2024.

The total amount of salary for Quarter 1 was \$9,166.54, Quarter 2 was \$18,333.38. (Please note there was an administrative timing glitch with payroll, which caused the significant difference in pay from Quarter 1 to Quarter 2.) For Quarter 3, the total amount of salary as of March 21, 2024, was \$14,666.66 (Please note there was an administrative timing glitch with payroll, which caused the significant difference in pay from Quarter 2 to Quarter 3). For Quarter 4, total amount of salary as of July 9, 2024, is \$14,850. The fringes for Quarter 1 were \$5,917.57, Quarter 2 were \$5,812.57, Quarter 3 were \$6,335.60 and Quarter 4 are \$6,344.48 (as of July 9, 2024).

Administrative: The administrative cost charged by Commission on Higher Education for Quarter 1 was \$857.80, Quarter 2 was \$6,166.06, Quarter 3 was \$2,577.27, and Quarter 4 was \$5,988.87 (as of July 9, 2024). The total cost for the FY 2023-2024 will be \$24,000.

Contractual Services: The total cost for the Executive Consultant for Quarter 1 was \$2,500, Quarter 2 was \$7,490.00, Quarter 3 was \$11,000.00 and Quarter 4 is \$13,489.99. The actual expenditures total is \$34,479.99 (as of July 9, 2024).

The total cost for the PR Consultant (new hire started January 2024) for Quarter 3 was \$8,333.00, and for Quarter 4 the cost is \$12,499.50. The actual expenditures total is \$20,832.50 (as of July 9, 2024).

The total cost of contractual services listed under '*other*' for Quarter 2 were \$6,774.58, Quarter 3 were \$433.09 for services rendered by Jennings and Associates. The total cost for Quarter 4 is \$19,500 for services rendered by Raymond Corley & Associates. The actual expenditures total is \$26,707.67 (as of July 9, 2024).

Contractual Services (other): There were no expenditures for Contractual Services (other) for Quarter 1, Quarter 2, and Quarter 3. However, for Quarter 4, there was a total cost of \$350 to Crenshaw & Associates for graphic design of the SCIII brochure.

Equipment and Office Equipment: There were no expenditures for Equipment and Office Equipment for Quarter 1, Quarter 2, Quarter 3 and Quarter 4.

Materials and Supplies: There were no expenditures for Materials and Supplies for Quarter 1, Quarter 2; however, for Quarter 3, the total cost for materials and supplies was \$1,470.63. This includes office supplies from Walmart for \$316.09, a cost of \$644.78 for the purchase of a camera from Amazon and a cost of \$469.76 at the UPS Store for a mass mailing of documents. The expenditures for Quarter 4 as of July 9, 2024, were \$510.44 for Office Supplies (Walmart), \$2,359.41 for the Presidents' Forum promotional supplies (4imprint), and \$878.21 for The UPS Store, postage and freight and delivery (as of July 9, 2024).

Communications/Marketing: The total for the impact report for Quarter 1 was \$6,830.58, Quarter 2 was \$3,169.42 and Quarter 3 was \$523.50 for printing of documents (brochures and trifold) from Williamson Printing, Quarter 4 is \$573.10 for Williamson Printing for additional printing of documents (brochures, newsletters). There was a Miscellaneous Marketing expenditure of \$2,500 (Motivated Woman) for a magazine ad. In addition, for Quarter 4, \$706.76 was paid for a subscription to Dropbox, Web Domain and READ Assistant (note-taking assistant).

Travel/Transportation: The total cost for Quarter 1 was \$1,025.11 which included in-state and out-of-state travel for mileage, rental vehicles, and lodging. The total cost for Quarter 2 was \$1,651.76 which included in-state and out-of-state travel for mileage, rental vehicles, and lodging. The total cost for Quarter 3 was \$791.19 which included in-state travel and out-of-state travel for mileage, rental vehicles, and lodging. The total cost for Quarter 4 was \$4,402.72 which included in-state travel and out-of-state travel for mileage, rental vehicles, and lodging (as of July 9, 2024).

Other Expenditures: The total for Quarter 1 was \$1,500, Quarter 2 was \$6,5000, Quarter 3 was \$8,072.54 (publication fees and sponsorships for the institute's events) and Quarter 4 is \$7,944.02 (as of July 9, 2024) for In State and Out-of-State Conferences, conference center rental (Presidents' Forum, sponsorships).

TOTAL EXPENDITURES for FY 2023-24 (from July 1, 2023 – July 9, 2024)

Quarter 1 - \$78,916.70

Quarter 2 – \$106,776.45

Quarter 3 - \$108,599.79

Quarter 4 - \$147,390.66

Total Expenditures - \$441,683.60

South Carolina Institutes of Innovation and Information Budget Reporting
APPROPRIATIONS REQUEST AND ACTUAL BUDGETS FOR (BIC INSTITUTE @ ALLEN UNIVERSITY)
Budget for FY 2022-23, and FY 2023-24 and Proposed Budget Request for FY 2024-2025

| | FY 2022-23 End-of-Year Actual | FY 2023-24 Quarter 1 Expenses (July, August, September) | FY 2023-24 Quarter 2 Expenses (October, November, December) | FY 2023-24 Quarter 3 Expenses (January, February, March) | FY 2023-24 Quarter 4 Expenses (April, May, June) | FY 2023-24 End of Year Actual | FY 2024-25 Proposed Budget Request |
|---------------------------------------|----------------------------------|--|--|---|---|-------------------------------------|---------------------------------------|
| PERSONNEL EXPENSES | | | | | | | |
| 5) Institute Director | | | | | | | |
| c. Salary | | | | | | | |
| d. Fringes/Insurance | | | | | | | |
| 6) Additional SCIII Employee | | | | | | | |
| a. Salary | | | | | | | |
| b. Fringes/Insurance | | | | | | | |
| 7) Additional SCIII Employees | | | | | | | |
| a. Salary | | | | | | | |
| b. Fringes/Insurance | | | | | | | |
| TOTAL (PERSONNEL EXPENSES) | | \$48,970 | \$48,970 | \$48,970 | \$18,578.93 | \$165,488.93 | |
| | | | | | | | |
| GENERAL OPERATING | | | | | | | |
| EQUIPMENT/OFFICE EQUIPMENT | | | | | | | |
| a. Furniture, etc... | | | | | | | |
| b. Technology | | | | | | | |
| TOTAL (EQUIPMENT/OFFICE EQUIPMENT) | | \$647.99 | | \$1,259.91 | -0- | \$1,907.90 | |
| | | | | | | | |
| MATERIALS & SUPPLIES | | | | | | | |
| a. Office Supplies | | | | | | | |
| b. Promotional Supplies | | | | | | | |
| c. Equipment | | | | | | | |
| d. Other Supplies | | | | | | | |
| TOTAL (MATERIALS & SUPPLIES) | | \$24,357.19 | | | \$39,162.17 | \$63,519.36 | |
| | | | | | | | |

| | | | | | | | |
|---|--|-------------|--------------------|-----------------|-------------|-------------------|--|
| COMMUNICATIONS/MARKETING | | | | | | | |
| Communications & Marketing a. Website and/or Maintenance b. Press Releases (Local/National), etc. c. Printed Publications/Materials d. Miscellaneous Marketing | | | | | | | |
| TOTAL (COMMUNICATIONS/MARKETING) | | | \$ 5,005.00 | \$250.00 | -0- | \$5,255.00 | |
| | | | | | | | |
| TRAVEL/TRANSPORTATION | | | | | | | |
| <u>Instate:</u> a. Mileage Costs/Rental Fees b. Lodging c. Meals d. In-State Other Transportation <u>Out of State:</u> a. Mileage Costs/Rental Fees b. Flight(s) c. Lodging d. Meals e. Out-of-State Other Transportation f. Conferences/Work Sessions/Outreach | | | | | | | |
| TOTAL (TRAVEL/TRANSPORTATION) | | | | | | | |
| | | | | | | | |
| OTHER EXPENDITURES | | | | | | | |
| 1) Registration Fees a. In-State Registration Fees b. Out-of-State Registration Fees 2) Sponsorships, Memberships, etc.... | | | | | | | |
| TOTAL (OTHER EXPENDITURES) | | | | \$138,247.02 | | \$138,247.02 | |
| TOTAL APPROPRIATIONS | | | | | | | |
| TOTAL EXPENDITURES | | \$73,975.18 | \$53,975.00 | \$188,726.93 | \$57,741.10 | \$374,418.21 | |
| TOTAL REMAINING AMOUNT | | | | | | | |

[SCIII Boeing Institute on Civility Budget Narrative](#)

Budget Explanation for FY 2022-23 End of Year Actual

N/A

- The new director of the Boeing Institute on Civility began work on July 3, 2023.

Budget Explanation for Quarter 1

- Personnel expenses are combined for the Institute Director and Project Manager.
- One small piece of furniture and one technology item was purchased.
- Materials such as portrait frames, glass, placards and their printing, photo production, and sculpturing (phase 1) were purchased.

Budget Explanation for Quarter 2

- Personnel expenses are combined for the Institute Director and Project Manager.
- The printing of signage for the Wall Museum, Welcome Center, Hall of Fame Room, and other spaces in the building is shown.

Budget Explanation for Quarter 3

- Personnel expenses are combined for the Institute Director and Project Manager
- Technology equipment for the Podcast initiative purchased in February
- Printed publication materials
- Other expenditures included symposium speakers, moderator, and related expenses

Budget Explanation for Quarter 4

- Personnel expenses are combined for the Institute Director and Project Manager

Budget Explanation for FY 2023-24 End of Year Actual

With the BIOC operational, personnel costs will extend into Quarters 3 and 4. Additionally, Quarter 4 will see anticipated expenses for travel, transportation, conference registration, as well as increased communications/marketing expenditures and other necessary supplies.

Budget Explanation for FY 2024-25 Proposed Budget Request

The BIOC plans to launch a podcast on civility in the upcoming fall semester. Additionally, we will host an unveiling event for the Emanuel Nine and organize our third symposium.

South Carolina Institutes of Innovation and Information Budget Reporting

APPROPRIATIONS REQUEST AND ACTUAL BUDGETS FOR (BEST INSTITUTE @ BENEDICT COLLEGE)

Budget for FY 2022-23, and FY 2023-24 and Proposed Budget Request for FY 2024-2025

| | FY 2022-23 End-of-Year Actual | FY 2023-24 Quarter 1 Expenses (July, August, September) | FY 2023-24 Quarter 2 Expenses (October, November, December) | FY 2023-24 Quarter 3 Expenses (January, February, March) | FY 2023-24 Quarter 4 Expenses (April, May, June) | FY 2023-24 End of Year Actual | FY 2024-25 Proposed Budget Request |
|--|----------------------------------|--|--|--|---|----------------------------------|---------------------------------------|
| PERSONNEL EXPENSES | | | | | | | |
| 1) Institute Director a. Salary b. Fringes/Insurance | | | | | | | |
| 2) Additional SCIII Employee a. Salary b. Fringes/Insurance | \$ 148,694.00 \$ 35,060.00 | \$48,140.00 \$10,455.00 | \$61,890.00 \$12,333.00 | \$61,890.00 \$12,386.00 | \$54,550.00 \$12,344.00 | \$244,373.00 \$ 50,012.00 | \$259,700.00 \$ 65,000.00 |
| 3) Additional SCIII Employees a. Salary b. Fringes/Insurance | | | | | | | |
| TOTAL (PERSONNEL EXPENSES) | \$183,754.00 | \$58,595.00 | \$74,223.00 | \$74,276.00 | \$65,774 | \$294,385.00 | \$324,700.00 |
| | | | | | | | |
| GENERAL OPERATING | | | | | | | |
| EQUIPMENT/OFFICE EQUIPMENT a. Furniture, etc... b. Technology | \$215,833.00 | | | | | | \$75,000.00 |
| TOTAL (EQUIPMENT/OFFICE EQUIPMENT) | \$215,833.00 | | | | | | \$75,000.00 |
| | | | | | | | |
| MATERIALS & SUPPLIES | | | | | | | |
| a. Office Supplies b. Promotional Supplies c. Equipment d. Other Supplies | \$44,550.00 \$ 192.00 | | | | | | \$ 5,687.00 \$10,000.00 |
| TOTAL (MATERIALS & SUPPLIES) | \$44,742.00 | | | | | | \$15,687.00 |

SCIII (BENEDICT COLLEGE: BEST) Budget Narrative

Budget Explanation for Quarter 4

The BEST Institute Information Technology

During the 4th reporting quarter, we continued to support personnel cost for the IT staff to include the CIO, Systems Administration, and the Helpdesk Administrator to assist the BEST Institute Technology program. The IT department continue to provide ongoing maintenance of the current network infrastructure, cybersecurity, enterprise applications technology, and focused on improving the overall technological efficiency of Benedict College.

The number remains the same for Quarter 4. 1750 students and 153 faculty members were impacted via the services provided by the BEST Institute Information Technology Program.

Cumulative expenditures through June 30, 2024, total \$617,706. Total funds expended during Quarter 4 reporting period are \$52,274. Total funds awarded were \$480,325. Eighty-seven (87%) of the award was expended by year end 2023. Additional funding needs will be assessed and applied to the 2024 award budget.

Office of Professional Development and Lifelong Learning/CPI and Service Learning

The Office of Career Development Services utilizes SCIII funding to provide professional development training to our students which undergirds their experiential success and career readiness. It supports many endeavors in multiple impactful ways, large and small.

The funds were/are used to support our experiential student development programs, and learning events designed to enrich their education. Some of the opportunities offered include sessions and immersion experiences to fulfill academic and applied learning outcomes, networking, knowledge expansion, skill development, and other NACE (National Association of Colleges and Employers) competencies.

Funds are also used to support student development opportunities for all majors to include the Summer Student Internship Housing Assistance, Student Travel Workshops: App Design Challenge, an HBCU C2 Coding and Creativity initiative with Tennessee State University and Apple; and the Atlanta Sports Career Fair.

Funding was also used to cover the cost of admission to participate in many local, state, and regional conferences, events, seminars, and networking opportunities. For example, we sponsored the B.E.S.T Career Exploration Program which promotes diverse and equitable student participation through vocational reflections framed by experiences. The program also promotes student involvement as mentees; faculty mentor and student mentee findings, informs academic program curriculum and co-curricular activities; identifies challenges and opportunities to engage pipeline pathways and helps disseminate knowledge with workforce industry to promote awareness and influence policy, practice, and DEI program development.

SCIII funds were also used to provide summer housing or down payments for students who have obtained summer internships that are either unpaid or nominally paid or to provide

the “bridge: down payment, or initial required expenses until the student’s paychecks begin, to allow students to accept important experiential learning opportunities.

Total funds expended during Quarter 4 (April 1, 2024 – June 30, 2024) were \$3,848. Total funds awarded for this initiative are \$48,000. Cumulative expenditures from year-end 2023 through June 30, 2024, total \$35,306. The remaining balance as of June 30, 2024, totals \$12,794.

BEST Institute Scholars Program

The Financial Aid Office identified eligible students to receive BEST Institute scholarship awards during the Spring 2024 semester. The criteria for eligibility consisted of SC Juniors with a GPA of 2.7 and above with related majors and disciplines required for the BEST Institute program. The scholarships will be awarded during the Fall 2024 semester. Funds remaining as of June 30, 2024, are \$239,164.

The BEST Institute Business Innovation Center

Focus of BEST Institute Business Innovation Center:

This project is designed to establish an entrepreneurial community on campus while sparking innovation among faculty and generating economic and social value for the college. This mission is divided in three parts.

1. Through student and faculty led entrepreneurship, encourage entrepreneurial applications in course curriculum, improve student career readiness and competitiveness, and create an on-campus community where student businesses and startups are born and nurtured.
2. Through service and collaboration with external strategic partners, make Benedict College an essential element in the SC Innovative Ecosystem and driver of the SC minority economy.
3. Strive to make Benedict College a leader and example in Entrepreneurship and Innovation to Colleges and Universities nationwide.

Goals for FY 23-24:

1. Solidify entrepreneurial pathways for students for long-term entrepreneurial activity.
2. Support student innovation by providing equipment and technology that students can use as resources for their entrepreneurial and innovative activities.
3. Catalyze infrastructure capacity building by implementing initiatives that support faculty retention and translational research.

Achievements Made FY 23 -24:

1. Added a fourth entrepreneurial pathway for students, Innovation Lab Ambassador.
2. Successfully implemented the first StudentMade program iteration.
3. Awarded \$78,500.00 to assist in the revitalization of the Science Department’s core lab. Successfully purchased missing equipment for the Science Dept. core lab.
4. ACEEU America’s Most Impactful Initiative Finalist
5. Invited to speak at State SCRA Innovation Summit because of progress with SCRA partnership.

The Innovation Lab enjoys a leadership position in the state ecosystem and recognition among college entrepreneurial programs for its approach. Fundraising and potential grant opportunities are actively being explored and some are pending.

There were 350 students, 15 faculty members and 32 community businesses Impacted by the BEST Innovation Lab. As of June 30, 2024, cumulative funds expended for this initiative total \$58,837. SCIII funds awarded are \$75,312. During the 4th quarter’s reporting period, \$9,339 was expended to support personnel cost for the Director of the BEST Institute

Business Innovation HUB. The remaining balance as of June 30, 2024, totals \$16 ,475.

Student Development – Counseling and Self Development Services and Student Health Initiative.

The Goals for the Student Development Counseling and Self Development Services and the Student Health Initiative For FY 23-24 consist of the following:

1. Provide a healthy campus community
2. Shorten the wait prior to being triage
3. Increase the number of educations forums
4. Meeting deadlines on administrative projects and improving the daily operations of the Student Health Center.

Achievements Made to Date:

There was a decrease in the number of COVID 19 cases on campus. The Student Health Center made sure that all symptoms tested negative and were symptom free prior to going back into population. The wait time for testing and treatment was shortened by half due to an increase in staffing provided by Nurses R Us. The Student Health Center was able to provide additional outreach on campus to educate students. During the quarter 4 reporting period, the Student Health Center did not have to close to educate students, faculty, or staff. The Health Center’s policies and procedures were enhanced thus improving daily operations. There were 300 enrolled students impacted during the 4th quarter’s reporting period.

During the reporting period (April 1, 2024 – June 30, 2024) \$28,785 was spent to support personnel cost for the Mental Health Counselor at 100% effort that provided specialized services in depression, anxiety, trauma and substance abuse. Funds were also spent on contractual services to support the contracted nurses provided by Nurses R US.

Total funds awarded for this initiative are \$134,250. Cumulative expenditures through June 30, 2024, are \$159,736. The remaining balance as of June 30, 2024, equals (\$25,486). Please note that the carryover balance from 2022-2023 assisted with the overage for this program.

Budget Explanation for FY 2023-24 End of Year Actual

Benedict College was awarded \$1,312,500 during the 2023-2024 fiscal year. Of this amount, \$984,409 supported the BEST Institute initiatives. To date, 40% of those funds were

expended totaling \$393,950 as of June 30, 2024. The remaining 60% will be expended to continue the BEST Institute Program initiatives.

BEST Institute Innovation Program. 2023-2024 budget expenditures include the following:

Personnel Cost: \$244,373.00

Supported salaries and wages for the BEST Institute Center’s Coordinator (100%), the BEST Information Technology IT Staff to include the CIO (58%), IT Help Desk and Systems Administrators at 100%, the Mental Health Counselor (100%), and the Mental Health Counselor (100%).

Fringe Benefits: \$50,012.00

Fringe Benefits are calculated at 25% of direct cost to include FICA, Health Insurance, Retirement, Workman’s Compensation/Unemployment.

Contractual Services: \$57,727.00

Funds were used to support administrative funds management and the acquisition, equipment and technology to include purchasing technology equipment and Services, maintenance contracts, network security, various licenses, and the college’s fiscal and academic operating system (Jenzabar EX).

Funds were also used to support contracted nurses for the campus health center who assist with testing for Covid 19, triage and participated in health awareness events, and responded to campus emergency calls.

Travel: \$17,989.00

Funds supported transportation cost for experiential student development programs, and learning events designed to enrich their education and transportation for Benedict College student internship assignments. Students attended an App Design Challenge Conference, an HBCU C2 Coding and Creativity initiative with Tennessee State University and Apple, and the Atlanta Sports Career Fair. Travel funds were also used for faculty and staff to attend trainings and workshops where expenditures included hotel accommodations, meals, airfare and registration fees.

Student Support Services: \$23,849.00

Funds were used to support additional student development opportunities to include summer student internships, housing assistance and student stipends.

Total 2023-2024 Expenditures: \$393,950.0

South Carolina Institutes of Innovation and Information Budget Reporting
APPROPRIATIONS REQUEST AND ACTUAL BUDGETS FOR (TITAN @ CLAFLIN UNIVERSITY)
Budget for FY 2022-23, and FY 2023-24 and Proposed Budget Request for FY 2024-2025

| | FY 2022-23 End-of-Year Actual | FY 2023-24 Quarter 1 Expenses (July, August, September) | FY 2023-24 Quarter 2 Expenses (October, November, December) | FY 2023-24 Quarter 3 Expenses (January, February, March) | FY 2023-24 Quarter 4 Expenses (April, May, June) | FY 2023-24 End of Year Actual | FY 2024-25 Proposed Budget Request |
|--|----------------------------------|---|--|---|---|-------------------------------------|--|
| PERSONNEL EXPENSES | | | | | | | |
| Institute Director | | | | | | | 75,000 |
| a. Salary | | | | | | | 26,000 |
| b. Fringes/Insurance | | | | | | | |
| Additional SCIII Employee | | | | | | | 50,000 |
| a. Salary | | \$1,489.28 | \$715.86 | | | | 17,500 |
| b. Fringes/Insurance | | \$ 111.70 | \$53.69 | | | | |
| Additional SCIII Employees | | | | | | | |
| a. Salary | \$87,550.10 | \$14,591.67 | \$21,887.50 | \$18,239.58 | \$14,591.67 | | 90,176 |
| b. Fringes/Insurance | \$7,858.31 | \$ 1,903.46 | \$3,289.03 | \$2,685.45 | \$2,192.31 | | 31,561.60 |
| TOTAL (PERSONNEL EXPENSES) | 95,408.41 | 18096.11 | 25,946.08 | | | | 290,487.60 |
| | | | | | | | |
| GENERAL OPERATING | | | | | | | |
| EQUIPMENT/OFFICE EQUIPMENT | 155,322.49 | | 49,387.92 | | | | 65,000 |
| a. Furniture, etc... | | | | | | | |
| b. Technology | | | | | | | |
| TOTAL (EQUIPMENT/OFFICE EQUIPMENT) | | | | | | | 65,000 |
| | | | | | | | |
| MATERIALS & SUPPLIES | | | | | | | |
| a. Office Supplies | \$5,928.23 | | | 7,051.30 | 2,138.93 | | 10,000 |
| b. Promotional Supplies | | | | | | | |
| c. Equipment | | | | | | | |
| d. Other Supplies | | | | | | | |
| TOTAL (MATERIALS & SUPPLIES) | | | | | | | 10,000 |
| | | | | | | | |
| COMMUNICATIONS/MARKETING | | | | | | | |
| Communications & Marketing | | | | | | | 10,000 |
| a. Website and/or Maintenance | | | | | | | |
| b. Press Releases (Local/National), etc. | | | | | | | |
| c. Printed Publications/Materials | | | | | | | |
| d. Miscellaneous Marketing | | | | | | | |
| TOTAL (COMMUNICATIONS/MARKETING) | | | | | | | 10,000 |
| | | | | | | | |

| | | | | | | | |
|---|--------------|--------------|--------------|--------------|-------------|--|----------------|
| TRAVEL/TRANSPORTATION | | | | | | | |
| <u>Instate:</u> a. Mileage Costs/Rental Fees b. Lodging c. Meals d. In-State Other Transportation | | | \$4,294.08 | | \$1,719.78 | | 10,000 |
| <u>Out of State:</u> a. Mileage Costs/Rental Fees b. Flight(s) c. Lodging d. Meals e. Out-of-State Other Transportation f. Conferences/Work Sessions/Outreach | | | | | | | 113,000 |
| TOTAL (TRAVEL/TRANSPORTATION) | | | | | | | 123,000 |
| | | | | | | | |
| OTHER EXPENDITURES | | | | | | | |
| 1) Registration Fees a. In-State Registration Fees b. Out-of-State Registration Fees 2) Sponsorships, Memberships, etc.... | | | | | \$18,360.50 | | 3,000 5,600 |
| TOTAL (OTHER EXPENDITURES) | | | | \$58,522.00 | | | 8,600 |
| TOTAL APPROPRIATIONS | 648,325.00 | \$391,665.87 | \$373,569.76 | \$286,890.38 | 200,592.05 | | 512,088 |
| TOTAL EXPENDITURES | \$256,659.13 | \$18,096.11 | 86679.38 | 86,298.33 | 53,360.50 | | |
| TOTAL REMAINING AMOUNT | \$391,665.87 | \$373,569.76 | 286,890.38 | \$200,592.05 | 147,231.55 | | |

*Encumbered

Background of Institute

Claflin University, the first HBCU in the state of South Carolina, is proud to host TITAN, The Institute for Teaching and Nursing, on its campus. Leveraging our current rankings among the TOP 10 HBCUs, Claflin University is poised to assist with reversing teacher and nurse shortages in the state of SC and abroad. Moreover, utilizing current MOUs with the 16 SC Technical Colleges System, as well as our strong relationships with our peer HBCUs, TITAN's identity is being further developed by a commitment to increasing the percentages of students who are aiming to become nurses and educators in SC.

Focus of Institute

TITAN is a unique partnership, affording multiple opportunities for the divisions of nursing and teaching, two of the most critical professions in the world, to collaborate. It is no secret that two of the most prestigious professions are also the most endangered. That is to say the critical shortages of teachers in schools (both public and private) and the dearth of nurses in a variety of health-related fields are problems that Claflin's TITAN programs are committed to helping to resolve. Centering high admissions standards with strategic and intentional recruitment, our aim is to put a dent in both of these shortage areas.

Goals of FY 2023-2024

- Cutting Edge Academic Enterprise
- Continual Improvement in Student Engagement, Student Success, & Technology Infrastructure
- Collaborative Economic & Workforce Development
- Creative Global Strategies
- Consistent Friend & Fundraising

Achievements Made to Date

- Preliminary conversations engaged with a variety of nursing and teaching agencies in the state of SC and abroad to ascertain possibilities for the establishment of MOUs to recruit and to retain nurses and teacher educators.
- Expanded Partnerships: Family Health Center (Nursing) Collective Impact (Teaching)
- Provided scholarships to aid nursing students in completion of their program. We admitted a record number of students in Fall 2023 (37).
- Purchased simulation equipment to enhance on campus clinical immersion experiences for nursing students.
- Improved recruitment of new students by integrating iPads for onsite visualization of learning platform and Claflin University website.
- Attended and participated in the SCIII President's Forum
- Attended and participated in the Launch of the Honorable James Clyburn Transportation Center at SCSU
- Additional personnel have been integral in carrying out the objectives of CU TITAN
- Graduated 210 Bachelor of Science in Nursing students to date.
- Eleven Family Nurse Practitioner completed the Master of Science in Nursing program in August and completed national board certification examination with a 100% pass rate.
- Seven MSN Nursing Leadership students graduated in 2023.

- Current nursing enrollment of 77 students in BSN (47) and MSN (30) programs.
- Attained initial CCNE accreditation (5 years) for the Master of Science in Nursing program.
- Over \$1 million in funding for nursing scholarships.
- Completed reaffirmation of nursing accreditation for 10 years with the Commission on Collegiate Nursing Education (CCNE) for the Bachelor of Science in Nursing program.
- 150 students across the spectrum of teacher education majors are benefiting by TITAN.
- From early childhood education, up through secondary education, funds are used to support test preparation.
- During our annual ceremony, 25 education candidates were inducted into Claflin’s Teacher Education program. This was the largest class in the history of the institution.
- Between TITAN and CUBE (Claflin University’s Bridges to Education) program, facilitated the travels of 12 students majoring in teacher education to Washington, DC. and the Honorable James Clyburn and the Honorable Senator Tim Scott.
- This Spring 2024, 10 students will travel to London Metropolitan University for study abroad with the goal is to spawn international travel interests.
- In Summer 2024, 10 students in the Human Performance Recreation and Sport Management Department will travel to Johannesburg, South Africa to research sporting events.

Projected Goals for FY 2024-2025

- To Facilitate Travel for Faculty/Staff/Students to Professional Conferences & Meetings
- To Facilitate Academic Success for Students via Test Preparation for Teaching (Praxis Test Battery) and Nursing Licensure (Advanced Practice Educational Associates)
- To Facilitate 3 International Study Abroad Experiences (Fall, Spring, Summer) for Nursing and Teaching, including Students, Faculty & Staff
- Both Teaching and Nursing Divisions will visit each of the 16 SC Technical Colleges for recruitment purposes
- To Engage Creative Global Strategies on the Continents of Africa and Asia for the Recruitment Purposes
- To Facilitate a Fall 2024 Conference on Claflin University’s campus for Educators and Nurses

Budget Explanation for FY 2022-23 End of Year Actual

Applicable Accounts

Budget Explanation for Quarter 1

- Personnel Expenses – funds used to support salaries of institute director and administrative support.

Budget Explanation for Quarter 2

- Personnel Expenses – funds used to support salaries of institute director and administrative support.
- Equipment/Office Equipment – purchased simulation baby to support on-campus clinical immersion learning experiences for nursing students.
- Materials & Supplies – Purchased iPads for nursing recruitment events. Used to provide visualization university campus and program offerings.
- Travel – Study abroad experiences to enhance teaching and nursing learning opportunities for students.

Budget Explanation for Quarter 3

- Personnel Expenses – funds used to support salaries of institute director and administrative support.

Budget Explanation for Quarter 4

- In addition to supporting salaries of institute director and administrative support, funds were used to support scholarships for students in both Nursing and Teacher Education. Office supplies were purchased, faculty and staff were reimbursed for travel to local clinical sites, and registration fees were paid for conferences, meetings, and the like.

Budget Explanation for FY 2024-25 Proposed Budget Request**Personnel Expenses (with fringe) - \$290,487.60**

- Program administration and facilitate a Fall 2024 Conference on Claflin University's campus for Educators and Nurses

General Operating – 60,000**Equipment**

- Enhance simulation for on-campus learning experiences of nursing students.
- Computers

Materials and Supplies - \$10,000

- Interactive test simulations
- Student passports for international travel

Communications and Marketing

- Social Media advertising – \$10,000

Travel/Transportation - \$123,000

- Both Teaching and Nursing Divisions will visit each of the 16 SC Technical Colleges for recruitment purposes
- Facilitate 3 International Study Abroad Experiences (Fall, Spring, Summer) for Nursing and Teaching, including Students, Faculty & Staff

Other Expenditures - \$18,600

- Travel for Faculty/Staff/Students to Professional Conferences & Meetings
- Facilitate Academic Success for Students via Test Preparation for Teaching (Praxis Test Battery) and Nursing Licensure (Advanced Practice Educational Associates)

South Carolina Institutes of Innovation and Information Budget Reporting
 APPROPRIATIONS REQUEST AND ACTUAL BUDGETS FOR (WACH INSTITUTE @ CLINTON)
 Budget for FY 2022-23, and FY 2023-24 and Proposed Budget Request for FY 2024-2025

| | FY 2022-23 | FY 2023-24 | FY 2023-24 | FY 2023-24 | FY 2023-24 |
|--|-----------------------|---------------------------------------|---|--|--------------------------------|
| | End-of-Year Actual | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
| | | Expenses (July, August, September) | Expenses (October, November, December) | Expenses (January, February, March) | Expenses (April, May, June) |
| | | | | | |
| PERSONNEL EXPENSES | | | | | |
| 1) Institute Director-Lafarah Frazier | | | | | |
| a. Salary | | \$ 19,999.98 | \$ 19,999.98 | \$ 19,999.98 | \$ 19,998.98 |
| b. Fringes/Insurance (24%) | | \$ 3,400.00 | \$ 3,400.00 | \$ 3,400.00 | \$ 3,400.00 |
| 2) Additional SCIII Employee-Shameka Wright, Admin | | | | | |
| a. Salary | | \$ 12,499.98 | \$ 12,499.98 | \$ 12,499.98 | \$ 12,499.98 |
| b. Fringes/Insurance | | \$ 2,125.00 | \$ 2,125.00 | \$ 2,125.00 | \$ 2,125.00 |
| 3) Additional SCIII Employees-Cameron Knox, Takeria Barber, Ronika Middleton, Community Health Coordinator | | | | | |
| a. Salary | | \$ 33,750.00 | \$ 33,750.00 | \$ 22,500.00 | \$ 11,250.00 |
| b. Fringes/Insurance | | \$ 5,737.50 | \$ 5,737.50 | \$ 4,037.49 | \$ 2,700.00 |
| TOTAL (PERSONNEL EXPENSES) | \$ - | \$ 77,512.46 | \$ 77,512.46 | \$ 64,562.45 | \$ 51,973.96 |
| | | | | | |
| GENERAL OPERATING | | | | | |
| EQUIPMENT/OFFICE EQUIPMENT/RENT | | | | | |

| | | | | | |
|--|------|-------------|-----------|--------------|--------------|
| a. Furniture, etc...Cost associated with move to Fountain Park | | | | \$ - | |
| b. Technology-Ex, staff received laptops | | | | \$ | \$ |
| c. Rent | | | | 35,610.27 | 33,750.00 |
| TOTAL (EQUIPMENT/OFFICE EQUIPMENT/RENT) | \$ - | \$ - | \$ - | \$ 35,610.27 | \$ 33,750.00 |
| | | | | | |
| MATERIALS & SUPPLIES | | | | | |
| a. Office Supplies- Ex-Office Depot, Amazon list, | | \$ 518.52 | \$ 26.44 | | \$ 613.00 |
| b. Promotional Supplies-Swag | | \$ 4,222.96 | \$ - | | \$ - |
| c. Equipment | | | | | |
| d. Other Supplies | | \$ 3,171.94 | \$ 796.58 | | \$ 5,670.51 |
| TOTAL (MATERIALS & SUPPLIES) | \$ - | \$ 7,913.42 | \$ 823.02 | \$ 383.41 | \$ 6,283.51 |
| | | | | | |
| COMMUNICATIONS/MARKETING | | | | | |
| Communications & Marketing | | | | | |
| a. Website and/or Maintenance Ex. subscriptions | | | | | |
| b. Press Releases (Local/National), etc. | | | | | |
| c. Printed Publications/Materials | | | | | |
| d. Miscellaneous Marketing | | | | | |
| TOTAL (COMMUNICATIONS/MARKETING) | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | | | | |
| TRAVEL/TRANSPORTATION | | | | | |
| <u>Instate:</u> | | | | | |
| a. Mileage Costs/Rental Fees--SCIII Conference attendance | | | | | |
| b. Lodging-SCIII Conference attendance | | | | | |
| c. Meals | | | | | |
| d. In-State Other Transportation | | | | | |
| <u>Out of State:</u> | | | | | |

| | | | | | |
|---------------------------------------|---------|-------------------|-------------------|--------------------|-------------------|
| a. Mileage Costs/Rental Fees | | | | | |
| b. Flight(s) | | | | | |
| c. Lodging | | | | | |
| d. Meals | | | | | |
| e. Out-of-State Other Transportation | | | | | |
| f. Conferences/Work | | | | | |
| Sessions/Outreach | | | | | |
| TOTAL (TRAVEL/TRANSPORTATION) | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | | | | |
| OTHER EXPENDITURES | | | | | |
| 1) Registration Fees | | | | | |
| a. In-State Registration Fees | | | | | |
| b. Out-of-State Registration Fees | | | | | |
| 2) Sponsorships, Memberships, etc.... | | | | | \$ 180.00 |
| 3) Consultation Fee | | \$ 13,500.00 | | | |
| 4) | | | | | |
| | | | | | |
| TOTAL (OTHER EXPENDITURES) | \$ - | \$ 13,500.00 | \$ - | \$ - | \$ 180.00 |
| | | | | | |
| TOTAL APPROPRIATIONS | | | | | |
| TOTAL EXPENDITURES | \$ - | \$ 98,925.88 | \$ 78,335.48 | \$ 100,556.13 | \$ 92,187.47 |
| TOTAL REMAINING AMOUNT | \$ - | \$ (98,925.88) | \$ (78,335.48) | \$ (100,556.13) | \$ (92,187.47) |

South Carolina Institutes of Innovation and Information Budget Reporting

APPROPRIATIONS REQUEST AND ACTUAL BUDGETS FOR (NITS @ MORRIS COLLEGE)

Budget for FY 2022-23, and FY 2023-24 and Proposed Budget Request for FY 2024-2025

| | FY 2022-23 End-of-Year Actual | FY 2023-24 Quarter 1 Expenses (July, August, September) | FY 2023-24 Quarter 2 Expenses (October, November, December) | FY 2023-24 Quarter 3 Expenses (January, February, March) | FY 2023-24 Quarter 4 Expenses (April, May, June) | FY 2023-24 End of Year Actual | FY 2024-25 Proposed Budget Request |
|------------------------------------|----------------------------------|---|--|---|--|-------------------------------------|---------------------------------------|
| PERSONNEL EXPENSES | | | | | | | |
| 1) Institute Director | | | | | | | |
| a. Salary | a. 25,563 | a. 6,437 | a. 6,641 | a. 6,641 | a. 6,641 | a. 26,360 | a. 30,600 |
| b. Fringes/Insurance | b. 7,076 | b.1,625 | b.1,902 | b.2,005 | b.2,203 | b.7,735 | b.8,262 |
| 2) Additional SCIII Employee | | | | | | | |
| a. Salary | a. 60,000 | a.24,000 | a. 36,000 | a. 36,000 | a. 24,000 | a. 120,000 | a. 122,400 |
| b. Fringes/Insurance | b. 16,786 | b. 5,434 | b. 10,309 | b.10,869 | b.8,117 | b.34,729 | b.33,048 |
| 3) Additional SCIII Employees | | | | | | | |
| a. Salary | a. 15,171 | | | | | | |
| b. Fringes/Insurance | b. 7,242 | | | | | | |
| TOTAL (PERSONNEL EXPENSES) | 131,838 | 37,496 | 54,852 | 55,515 | 40,961 | 188,824 | 194,310 |
| | | | | | | | |
| GENERAL OPERATING | | | | | | | |
| EQUIPMENT/OFFICE EQUIPMENT | | | | | | | |
| a. Furniture, etc... | | | | | | 1,473 | |
| b. Technology | | | b.1,473 | | | | |
| TOTAL (EQUIPMENT/OFFICE EQUIPMENT) | | | 1,473 | | | 1,473 | 8,000 |
| | | | | | | | |
| MATERIALS & SUPPLIES | | | | | | | |
| a. Office Supplies | a. 1,281 | | | | | | a. 5,000 |
| b. Promotional Supplies | b. 400 | | | b.725 | | 725 | b. 2,000 |
| c. Equipment | c. | | | | | | c. 2,000 |
| d. Other Supplies | d. | | | | | | d. 1,000 |
| TOTAL (MATERIALS & SUPPLIES) | 1,681 | | | | | 725 | 10,000 |

SC III (MORRIS COLLEGE: NITS) Budget Narrative

Budget Explanation for Quarter 3

1. Institute Director

- a. The Institute Director's salary of \$6,641 represents the Institute Director salary of 3 months (January-March 2024) based on the annual salary of \$25, 563 (\$25,000 + 3% increase/year).
- b. The Fringe benefit of \$2,005 is based on the rate of 30.19%.

2. Additional SC III Employee

- a. The 3-month salary of \$36,000 is based on the annual salary of \$120,000 of the Cybersecurity professor.
- b. The Fringe benefit is based on the rate of 30.19%.

3. Additional SC III Employee

-No additional employee was hired during this period.

Total Personnel Expenses: \$55, 515 represents the total 3-month salary and fringe of the two SC III employee listed above.

Equipment and Office Equipment

-No equipment was purchased during the third quarter.

Materials and Supplies

-Promotional Esports Teams' shirts and jerseys were purchased in the amount of \$720.00 to promote team spirit and cohesion.

Travel and Transportation

-The amount of \$50.00 was used for travel of the local Institute Director between Sumter and Columbia.

Total Quarter 3 Expenditure

-The total amount of Quarter 3 expenditures is \$56,290, based on the items listed above.

Budget Explanation for Quarter 4

1. Institute Director

The Institute's Director's 3-month salary is \$6,641 and Fringe Benefit of \$2,203 at 33.17% Fringe Benefit those changes from month to month and quarter to quarter.

2. Additional SC III Employee

Salary of Cybersecurity professor for two months covers April and May 2024 since his 9-month contract ends on May 8, 2024 (\$24,000) and Fringe Benefit of \$8,117 is based on the rate of 33.82%.
Total Personnel Expenses= \$40, 961

3. No additional SC III Employee

Equipment/Office Equipment

No expenses were incurred during Quarter 4.

Materials and Supplies

No expenses were incurred during Quarter 4.

Communication/Marketing

No expenses were incurred during Quarter 4.

Travel/Transportation

No travel expenses have been posted by the Business Office

Other Expenditures

No expenses were incurred during Quarter 4.

Total Expenditures

Total expenditures during Quarter 4 is \$41, 222.

Budget Explanation for FY 2023-24 End of Year Actual

Personnel expenses

1. Institute Director

Annual salary of Institute Director amounted to \$26,360 and Fringe Benefits (various @ each quarter)-\$7,735.

2. Additional SC III Employee

The amount of \$120,000 was charged and Fringe Benefits (various from one quarter to the next) of \$34,729.

3. Additional SC III Employee

No additional employee was hired.

Total year personnel expenses and Fringe=\$188,824.

Equipment/Office Equipment

Total amount for 2023-24=\$1,473.

Materials and Supplies

The amount of \$725 was used for SCIII promotional supplies.

Travel/Transportation

The amount of \$311 was used for both in-state travel and \$3,428 for students attending conferences and Ideathon.

Total Expenditures

Total expenditures for the year=\$194,880.

Budget Explanation for FY 2024-25 Proposed Budget Request

Personnel expenses

1. Institute Director

Institute Director's annual salary= \$30,600 and Fringe Benefits of \$8,262 based on 27% rate.

2. Additional SC III Employee

Salary of \$122, 400 is based on \$120,000/9 mas. +2% annual increase and Fringe Benefits of \$33,048 based on 27% rate.

3. Additional SC III Employee

No additional employee will be hired from appropriation. Two or three will be hired under the \$450K Commission on Higher Education. Appropriation and will appear in the addendum of this report.

Total of Personnel expenses= \$194,310

Equipment/Office Equipment

It is projected that total amount of their request will be \$8,000, which will include office equipment and technology.

Materials and Supplies

The total amount of the 4 categories listed under this rubric will be \$10,000.

Communication/Marketing

This item is significant for promoting SC III’s program in Cybersecurity and Esports. The total amount of \$50,000 is requested.

Travel/Transportation

Since the faculty will be increased by 2-3 professors the amount of travel and transportation is estimated at \$8,000/year.

Other Expenditures

The amount of \$4,5000 will be used to join professional organizations, attending their conferences and utilizing their products. Four-five professors and students will be involved in this activity.

Total Expenditures

The total amount of all the above expenditures will be \$304, 810.

Note: Absent in the above projected expenses and the 2023-2024 total is the cost of student scholarships (10) and summer internships.

Add to the projected expenses:

10 student scholarships @ \$15,000 each=\$150,000

5 summer internships @ \$10,000 each= \$50,000

The estimated Grand Total of requested appropriation for 2024-2025 academic year will be = \$504,810.

South Carolina Institutes of Innovation and Information Budget Reporting

APPROPRIATIONS REQUEST AND ACTUAL BUDGETS FOR (BECT INSTITUTE @ SOUTH CAROLINA STATE UNIVERSITY)

Budget for FY 2022-23, and FY 2023-24 and Proposed Budget Request for FY 2024-2025

| | FY 2022-23 End-of-Year Actual | FY 2023-24 Quarter 1 Expenses | FY 2023-24 Quarter 2 Expenses | FY 2023-24 Quarter 3 Expenses | FY 2023-24 Quarter 4 Expenses | FY 2023-24 End of Year Actual | FY 2024-25 Proposed Budget Request |
|--|----------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|----------------------------------|---------------------------------------|
| PERSONNEL EXPENSES | | | | | | | |
| 1) Institute Director a. Salary | \$147,000 | \$ 36,750 | \$ 36,750 | \$36,750 | 36,750 | 147,000 | \$150,000 |
| 2) Additional SCII Employee a. Salary (Administrative Coordinator, Program Director, Team Leader, Program Specialist) | 57,000 | 10,000 | 24,500 | 26,000 | 33,000 | 60,713 | 150,000 |
| 3) Consultants | 22,000 | 20,000 | 10,280 | 27,000 | 17,485 | 74,765 | 47,500 |
| 4) Fringes/Insurance | 54,173 | 17,031 | 19,512 | 20,408 | 19,405 | 76,376 | 95,000 |
| TOTAL (PERSONNEL EXPENSES) | 280,173 | 83,781 | 91,042 | 110,158 | 156,547 | 439,560 | 442,500 |
| | | | | | | | |
| GENERAL OPERATING | | | | | | | |
| EQUIPMENT/OFFICE EQUIPMENT a. Furniture, etc.. b. Technology | | | 7,644 | 895 | 0 | 8,539 | |
| TOTAL (EQUIPMENT/OFFICE EQUIPMENT) | 0 | 0 | 7,644 | 895 | 0 | 8,539 | 35,000 |
| MATERIALS & SUPPLIES | | | | | | | |
| a. Office Supplies b. Promotional Supplies c. Equipment d. Other Supplies | 451 4,898 9,685 | 5,139 | 2,507 | 5,246 | 1,391 | 14,283 | |
| TOTAL (MATERIALS & SUPPLIES) | 15,034 | 5,139 | 2,507 | 5,246 | 1,391 | 14,283 | 22,500 |

| | | | | | | | |
|---|----------------|-----------------|------------------------|--------------------------------|----------------|------------------------------------|------------------|
| COMMUNICATIONS/MARKETING | | | | | | | |
| Communications & Marketing a. Cvent b. Press Releases (Local/National), etc. c. Printed Publications/Materials d. Academic Journal Publication | 1,500 | 13,028 1,925 | | 661 | | | |
| TOTAL (COMMUNICATIONS/MARKETING) | 1,500 | 14,953 | | 661 | 0 | 15,614 | 60,000 |
| TRAVEL/TRANSPORTATION | | | | | | | |
| <u>Instate:</u> a. Mileage Costs/Rental Fees b. Lodging c. Meals d. In-State Other Transportation <u>Out of State:</u> a. Mileage Costs/Rental Fees b. Flight(s) c. Lodging d. Meals e. Out-of-State Other Transportation f. Conferences/Work Sessions/Outreach (Summit) | | | 1,213 899 1,500 | | 2,852 3,666 | 0 | |
| TOTAL (TRAVEL/TRANSPORTATION) | | | 3,612 | 0 | 6,518 | 10,130 | 15,000 |
| OTHER EXPENDITURES | | | | | | | |
| 1. Registration Fees a. In-State Registration Fees b. Out-of-State Registration Fees c. Sponsorships, Memberships, etc. d. Student stipends... e. Food Service (Summit)/Symposium f..Photography g. Research Awards | 2,500 5,000 | | 12,000 6,105 500 | 3,700 3,663 750 2,500 | 7,000 | 22,700 9,768 1,250 12,500 | 10,000 35,000 |
| TOTAL (OTHER EXPENDITURES) | 7,500 | 00 | 18,605 | 10,613 | 27,000 | 46,218 | 45,000 |
| TOTAL APPROPRIATIONS | \$400,000 | \$512,500 | | \$ 512,500 | \$512,500 | 608,810 | |
| TOTAL EXPENDITURES | 304,207 | 91,378 | 123,410 | 127,573 | 191,456 | 534,344 | |
| TOTAL REMAINING AMOUNT | 95,793 | 516,915 | 393,505 | 265,932 | 74,476 | 74,476 | 600,000 |

SCIII (BECT Institute) Budget Narrative

Budget Explanation for Quarter 4

PERSONNEL (Salary & Fringe Benefits) for primary staff to include:

Executive Director, Administrative Assistants, BECT Team Leaders
Consultants

Small Business Accelerator – The Small business Research and Entrepreneurial Accelerator is a community development project that is designed to:

- Provide socially disadvantaged and/or limited resource business owners with tools needed to enhance profitability and promote sustainability of their business.
- Identify, analyze, and implement factors that impact and contribute to the business.
- Identify and provide strategies for leadership development for small business owners.
- Identify and implement best practices to strengthen leadership and management skills of entrepreneurs.

Ten new cohorts below started the program at beginning of 2024 and graduated from the program at end of June. Participants attended a weekly training session to include topics such as digital marketing, understanding cashflow, employee relations, risk analysis, financial literacy, intellectual property right, and financial reporting. They were also assisted in developing a marketing and 3-year strategy plan.

- Mintz logistics LLC
- Share The Dream Production LLC
- Ling's Bartending & Co., LLC
- Sister Sister Cleaning, LLC
- Young's Performance LLC
- Coiffure Collection, LLC
- Onelove Worldwide LLC
- BM3 Transport, LLC
- Mary's Little Farm, LLC
- Megas Produce and Herbal Farm, LL

Awards between \$2,500 and \$10,000 were given to assist in implementing the marketing plan. An additional \$40,000 was awarded to the first cohort. This program was also supported by an SBA Community Development grant.

- **BECT Scholars Program** - In addition to the small businesses in the Accelerator Program, students with an interest in entrepreneurship Ten students were awarded a \$5,000 scholarship and paired with each of the small businesses participating in the accelerator to learn more about how they conduct the business. They also attended all of the training sessions.

Collaborations

- The John Scott Memorial Scholarship Fund - Collaborated with South Carolina Independent Consumer Finance Association (SCICFA)/Dan Walters to establish the John Scott Memorial Scholarship Fund in memory of the late Senator John L. Scott. BECT will award 5 students \$2,000 each year over the next 10 years. (\$100,000)
- MoneySkills (financial literacy program) implemented in Introduction to Business course in College of Business
- 1st Franklin Financial Internship Program - Established a 12-weeks summer Student Internship Program for a SC State Student
- A James Global Services/Dino James - donated \$10,000 to BECT

Submitted two (2) Grants

\$100,000 Funded Grant from National Science Foundation - Conference: Cultivating Geoscience Careers Pathways at HBCUs and Women-Only Colleges in South Carolina and Georgia, \$100,000. South Carolina State University (SCSU), in collaboration with over seventeen other academic institutions in South Carolina and Georgia, will organize a 1.5 days-long conference in Savannah, GA that will bring together a diverse constellation of academic, public, and private sector representatives to build leadership, enhance partnerships, and improve the capacity of historically black colleges and universities (HBCUs), and women-only colleges in South Carolina and Georgia to diversify, strengthen, and expand a rapidly evolving geoscience workforce.

Pending - Submitted Grant Proposal to Federal Motor Carrier Safety Association (FMCSA) – A Smart Virtual Reality Awareness Program to Reduce CMV Crashes,” \$1.9M This proposal is designed to implement an innovative SMART program using virtual reality to educate, raise awareness, and reinforce the need for safety in operating commercial motor vehicles in South Carolina. The SMART Awareness Program will focus on three primary behaviors that cause commercial crashes: speeding, which is a problem that impacts the trucking community; driver fatigue, which NHTSA estimates causes more than 100,000 incidents each year; and distracted driving, which according to a study by FMCSA, 71% of large-truck crashes occurred when the truck driver was doing something other than driving the truck.

South Carolina Institutes of Innovation and Information

APPROPRIATIONS REQUEST AND ACTUAL BUDGETS FOR (RCD @ VOORHEES UNIVERSITY)

Budget for FY 2022-23, and FY 2023-24 and Proposed Budget Request for FY 2024-2025

| | FY 2022-23 | FY 2023-24 | FY 2023-24 | FY 2023-24 | FY 2023-24 | FY 2023-24 | FY 2024-25 Proposed Budget Request |
|------------------------------------|--------------------|---------------------------------------|---|--|--------------------------------|-------------|--|
| | End-of-Year Actual | Quarter 1 (2023) | Quarter 2 (2023) | Quarter 3 (2024) | Quarter 4 (2024) | End of Year | |
| | | Expenses (July, August, September) | Expenses (October, November, December) | Expenses (January, February, March) | Expenses (April, May, June) | Actual | |
| | | | | | | | |
| PERSONNEL EXPENSES | | | | | | | |
| 1) Institute Director | | | | | | | |
| a. Salary | | | | | | | |
| b. Fringes/Insurance (24%) | | | | | | | |
| 2) Additional SCIII Employee | | | | | | | |
| a. Salary | | | | \$15,000.00 | \$15,000.00 | \$30,000.00 | \$60,000.00 |
| b. Fringes/Insurance | | | | \$3,600.00 | \$3,600.00 | \$7,200.00 | \$14,400.00 |
| 3) Additional SCIII Employees | | | | | | | |
| a. Salary | | | | \$15,000.00 | \$15,000.00 | \$30,000.00 | \$60,000.00 |
| b. Fringes/Insurance | | | | \$3,600.00 | \$3,600.00 | \$7,200.00 | \$14,400.00 |
| TOTAL (PERSONNEL EXPENSES) | | | | \$37,200.00 | \$37,200.00 | \$74,400.00 | \$148,800.00 |
| | | | | | | | |
| GENERAL OPERATING | | | | | | | |
| EQUIPMENT/OFFICE EQUIPMENT | | | | | | | |
| a. Furniture, etc... | | | | | | | |
| b. Technology | | | | | | | \$20,000.00 |
| TOTAL (EQUIPMENT/OFFICE EQUIPMENT) | | | | \$0.00 | \$0.00 | \$0.00 | \$20,000.00 |
| | | | | | | | |
| MATERIALS & SUPPLIES | | | | | | | |
| a. Office Supplies | | | | | | | \$5,000.00 |
| b. Promotional Supplies | | | | | | | |
| c. Equipment | | | | | | | |
| d. Other Supplies | | | | | | | |
| TOTAL (MATERIALS & SUPPLIES) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$159.77 | \$159.77 | \$5,000.00 |

| | | | | | | | |
|---|--------|--------|--------|-------------|------------|-------------|--------------------|
| | | | | | | | |
| COMMUNICATIONS/MARKETING | | | | | | | |
| Communications & Marketing | | | | | | | \$10,000.00 |
| a. Website and/or Maintenance | | | | | | | \$30,000.00 |
| b. Press Releases (Local/National), etc. | | | | | | | |
| c. Printed Publications/Materials | | | | | | | \$3,000.00 |
| d. Miscellaneous Marketing | | | | | | | \$2,000.00 |
| TOTAL (COMMUNICATIONS/MARKETING) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$45,000.00 |
| | | | | | | | |
| TRAVEL/TRANSPORTATION | | | | | | | |
| <u>Instate:</u> | | | | | | | |
| a. Mileage Costs/Rental Fees | | | | | | | |
| b. Lodging | | | | | | | |
| c. Meals | | | | | | | |
| d. In-State Other Transportation | | | | | | | |
| <u>Out of State:</u> | | | | | | | |
| a. Mileage Costs/Rental Fees | | | | | | | |
| b. Flight(s) | | | | | | | |
| c. Lodging | | | | | | | |
| d. Meals | | | | | | | |
| e. Out-of-State Other Transportation | | | | | | | |
| f. Conferences/Work | | | | | | | |
| Sessions/Outreach | | | | | | | |
| TOTAL (TRAVEL/TRANSPORTATION) | \$0.00 | \$0.00 | \$0.00 | \$35,012.16 | \$5,941.20 | \$40,953.36 | \$25,000.00 |
| | | | | | | | |
| OTHER EXPENDITURES | | | | | | | |
| 1) Registration Fees | | | | | | | |
| a. In-State Registration Fees | | | | | | | |
| b. Out-of-State Registration Fees | | | | | | | |
| 2) Sponsorships, Memberships, etc.... | | | | | \$4,000.00 | \$4,000.00 | \$4,000.00 |
| 3) Student Development/Summer CHW program housing/board at VU | | | | | | | \$5,000.00 |
| 4)Community surveys/assessments | | | | | | | \$10,000.00 |

| | | | | | | | |
|----------------------------|--------|--------|--------|--------------|--------------|--------------|--------------|
| 5)Consultants | | | | \$7,500.00 | | | \$30,000.00 |
| TOTAL (OTHER EXPENDITURES) | \$0.00 | \$0.00 | \$0.00 | \$7,500.00 | \$4,000.00 | \$11,500.00 | \$19,000.00 |
| | | | | | | | \$64,000.00 |
| TOTAL APPROPRIATIONS | | | | \$323,000.00 | \$243,287.84 | | \$307,800.00 |
| TOTAL EXPENDITURES | \$0.00 | \$0.00 | \$0.00 | \$79,712.16 | \$47,300.97 | \$127,013.13 | |
| TOTAL REMAINING AMOUNT | | | | \$243,287.84 | \$195,986.87 | \$127,013.13 | |
| | | | | | | | |

SCIII (RCD Institute) Budget Narrative

Budget Explanation for Quarter 4

Personnel Expenses: Quarter 4 expenditures for 2 additional SCIII employees' salary at \$15,000 each and fringes/insurance at \$3,600, with a total personnel expenditure of \$37,200.

Materials/Supplies: Quarter 4 expenditures for office supplies totaling \$159.77.

Travel/Transportation: Quarter 4 expenditures of \$5,941.20 for travel to Selma, Alabama for a Diversity, Equity and Inclusion Retreat, which consisted of 3 staff and 12 students. This cost included cost of a charter bus, hotel and a per diem for everyone.

Other Expenditures: Quarter 4 other expenditures consisted of sponsorships/memberships totaling \$4,000 for the City of Denmark and Bamberg County.

Total Expenditures: A total of \$47,300.97 was spent for quarter 4 for the RCD Institute.

**SOUTH CAROLINA INSTITUTES OF INNOVATION & INFORMATION
(SCII)**

Proposed Budget for FY 24-25

Please note: Total remaining amount as of July 9, 2024 is: \$841,393.65
Reported by CHE as of July 9, 2024.

PERSONNEL

| | |
|--|---------------------|
| Executive Director (12 months @ \$13,905 per month w/3% COL) | \$166,860.00 |
| Fringes @ 37% | \$ 61,738.20 |
| Assistant Executive Director (12 months @ \$6250 per month) | \$ 75,000.00 |
| Fringes @ 37% | \$ 27,750.00 |
| Administrative Assistant (12 months @ \$5,098.50 per month w/3% COL) | \$ 61,182.00 |
| Fringes @ 37% | \$ 22,637.34 |
| PR/Marketing Specialist (12 months @ \$5,200 per month) | \$ 62,400.00 |
| Sub-Total of Salaries for Personnel | \$477,567.54 |

CONSULTANTS

| | |
|---|---------------------|
| Executive Consultant (12 months @ \$5,200 per month) | \$ 62,400.00 |
| PR/Marketing Consultant (12 months @ \$5,200 per month) | \$ 62,400.00 |
| Program Specialist | \$ 62,400.00 |
| Sub-Total for Consultants | \$187,200.00 |

CONTRACTUAL SERVICES

\$ 5,000.00

EQUIPMENT

| | |
|----------------|-------------|
| Furniture/Etc. | \$ 4,000.00 |
|----------------|-------------|

MATERIALS AND SUPPLIES

| | |
|-----------------------------|--------------|
| Office Use-Stationery, Etc. | \$ 10,000.00 |
|-----------------------------|--------------|

COMMUNICATIONS/MARKETING

| | |
|---|--------------|
| Brochures, Posters, Advertisements, Website, Etc. | \$ 25,000.00 |
|---|--------------|

TRAVEL/TRANSPORTATION

| | |
|------------------------------------|--------------|
| Conferences/Work Sessions/Outreach | \$ 15,000.00 |
|------------------------------------|--------------|

OTHER

| | |
|--|--------------|
| Sponsorships, Memberships, Etc. | \$ 5,000.00 |
| Staff Development | \$ 10,000.00 |
| SC Higher Education CHE Administrative Support Staff | \$ 24,000.00 |

OVERALL TOTAL

\$762,767.54

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President & Executive Director



August 8, 2024

MEMORANDUM

To: Chair Hugh Mobley, and Members, Committee on Access & Equity and Student Services

From: Dr. Karen Woodfaulk, Director, Office of Student Affairs

FY2025-26 Appropriation Request and FY2023-24 Annual Report for the EIA Funded Teacher Recruitment Project, Center for Educator Recruitment, Retention, and Advancement (CERRA)

Background

During the 1986 legislative session, the General Assembly authorized the SC Commission on Higher Education (CHE) to award grants to the public and/or private colleges and universities to improve the recruitment of teacher education candidates, allocating \$236,000 in Education Improvement Act (EIA) funds for this purpose. A consortium consisting of teacher training institutions in the State submitted one combined proposal to establish the SC Teacher Recruitment Center. The proposed Center was approved by CHE and has been funded annually since FY1986-87. Beginning in FY1990-91, appropriations for the SC Teacher Recruitment Center were made solely through EIA.

Beginning in FY1988-89, the General Assembly required CHE to “monitor the use” of these funds and to report on the “effectiveness of the programs” to certain legislative committees. The FY1990-91 Appropriations Act included a more comprehensive proviso, which instructed the CHE to “ensure that all funds are used to promote teacher recruitment on a statewide basis ... ensure the continued coordination of efforts among the ... teacher recruitment projects ... review the use of funds and ... have prior program and budget approval.”

Center for Educator Recruitment, Retention and Advancement (CERRA)

A Board of Directors provides governance over CERRA, including its budget and operations. The Board of Directors consists of representatives from colleges and universities, school districts, state education agencies, professional education associations, the General Assembly and private businesses and industry. CERRA reports annually to the CHE, through which the Center’s EIA-based appropriations flow. The CHE is responsible for monitoring the effectiveness of CERRA and is authorized to review its budget. Budget review authority is also given to the Education Oversight Committee.

During FY2022-23, CERRA established a new strategic plan, containing an updated mission, vision, and goals. To successfully advance the education profession in South Carolina, CERRA plans to implement appropriate strategies to achieve its defined goals and ultimately create an environment where recruitment and retention needs of public-school districts are met. CERRA’s four specific goals are:



803-737-2260

1122 Lady St, Ste 400
Columbia, SC 29201

www.che.sc.gov



1. Respond innovatively to existing/emerging teacher recruitment needs
2. Seek to diversity its funding streams
3. Develop and implement a comprehensive marketing plan
4. Work to eliminate existing barriers that prevent access to critical data

To execute its strategic plan, CERRA is using a variety of pre-collegiate and college programs to attract middle school, high school, and college students (Pro Team, Teacher Cadets, College Partners, Teaching Fellows, Minority Recruitment programs) as well as mid-life career changers, such as military retirees and downsized workers, to education careers. Along with its recruiting efforts, CERRA is focusing on retaining and advancing the careers of experienced teachers already in South Carolina's schools. In addition, CERRA provides program support for the State's teacher leaders through work with the district teachers of the year, mentor training for experienced teachers, as well as National Board candidates and National Board-Certified Teachers (see the FY2023-24 CERRA Program Report in Attachment 1).

Each September, after receiving CHE approval, the agency submits CERRA's annual reports to the Senate and House Education Committees and Education Oversight Committee, which are enclosed for reference. In addition to the annual reports, staff have provided historical and cumulative data (Attachment 1).

Budget

In FY2024-25, Proviso 1A.6, (SDE-EIA: CHE/Teacher Recruitment) of the General Appropriations Act: directs that of the \$4,243,527 appropriated for teacher recruitment programs:

The South Carolina Commission on Higher Education shall distribute a total of ninety-two percent (\$3,904,045)¹ to the Center For Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) for a state teacher recruitment program, of which at least seventy-eight percent must be used for the Teaching Fellows Program specifically to provide scholarships for future teachers, and of which twenty-two percent must be used for other aspects of the state teacher recruitment program including the Teacher Cadet Program and \$166,302 which must be used for specific programs to recruit minority teachers: and shall distribute eight percent (\$339,482)¹ to South Carolina State University to be used for the operation of a minority teacher recruitment program and therefore shall not be used for the operation of their established general education programs.

¹Amount inserted for reference.

In FY2023-24, CERRA received a \$500,000 recurring budget increase for the Teaching Fellows program and operation expenses. According to the CERRA's communication, CERRA used the funds to offset indirect fees (including increase) paid to Winthrop University, offset fringe increases and employer contributions, and increase funding for Teaching Fellows Awards (Attachment 2).

Last year, the CHE approved CERRA's one-time, non-recurring budget request for \$200,000 specifically designated to build an online job portal in FY2024-25. The General Assembly appropriated \$200,000 on a recurring basis in FY2024-25. According to the letter from Dr. Hallman, the CERRA Executive Director, dated July 15, 2024, CERRA plans to start the project in August 2024 and launch the new portal in Fall 2024. There will be an annual subscription starting from FY 2025-26, determined by the vendor. Therefore, from FY2025-26 and beyond, the funds will cover the subscription fee and support district plug-ins for the system (Attachment 2).

In addition, CERRA will return Rural Recruitment Initiative (RRI) funds totaling \$845,270 as requested by the Governor's Office. CERRA will retain \$350,000 for the RRI undergraduate loan forgiveness program. Moreover, CERRA also transferred \$130,338 in FY2023-24 carryover funds to the Teaching Fellows Collection Fund and plans to make additional Teaching Fellows awards from this fund in FY2024-25 (Attachment 2).

In FY2025-26, CERRA requests \$13,734,117, maintaining the same funding level as FY2024-25 (Attachment 3):

- \$2,231,680 for the Center for Educator Recruitment, Retention and Advancement (CERRA)
- \$3,904,045 for the Teacher Recruitment Program
- \$7,598,392 for Rural Teacher Recruitment

Recommendation

Staff commend to the Committee on Access & Equity and Student Services (CAESS) approval of the FY2025-26 budget in the amount of \$13,724,117 for CERRA, the Teacher Recruitment Program, and Rural Teacher Recruitment.

Enclosures:

- Attachment 1: FY2023-2024 Program Reports
 - ProTeam
 - Teacher Cadet
 - Teaching Fellows
 - Induction & Mentoring
 - Rural Recruitment Initiative
 - Additional Services
 - Teaching Fellows Program Data from 2000-2019 (April 2024)
 - Updated: Retaining SC Teachers through National Board Certification
 - Key Teacher Data
- Attachment 2: CERRA's Letter about Program Report
CERRA Responses to CHE Staff Questions
- Attachment 3: FY2025-26 CERRA Budget

CERRA's Program Report Fiscal Year 2024

ProTeam

Teacher Cadet

Teaching Fellows

Induction & Mentoring

Rural Recruitment Initiative

Additional Services

ProTeam

| | FY20 | FY21 | FY22 | FY23 | FY24 |
|--------------------|-----------|-----------|-----------|-----------|-----------|
| Sites ¹ | 45 | 30 | 40 | 38 | 34 |
| Students served | 1,571 | 1,044 | 1,416 | 1,048 | 915 |
| Male students | 646 | 491 | 624 | 461 | 366 |
| Non-white students | 581 | 526 | 674 | 424 | 378 |
| Funds expended | \$108,076 | \$105,300 | \$118,516 | \$128,584 | \$114,102 |

¹Some sites offer more than one ProTeam class. There were 59 classes in FY24.

Teacher Cadet¹

| | FY20 | FY21 | FY22 | FY23 | FY24 |
|--|-------------|-------------|-------------|-------------|-------------|
| Sites ² | 191 | 169 | 171 | 175 | 167 |
| Students served – Experiencing Education | 2,998 | 2,309 | 2,398 | 2,528 | 2,488 |
| Students served – Educational Psychology | 182 | 161 | 230 | 307 | 438 |
| Male students | 668 | 490 | 552 | 597 | 565 |
| Non-white students | 1,003 | 711 | 783 | 885 | 817 |
| College Partner institutions ³ | 22 | 22 | 24 | 25 | 25 |
| Funds expended | \$488,290 | \$475,571 | \$526,778 | \$596,606 | \$510,911 |

¹The Teacher Cadet Program consists of two courses – Teacher Cadet Experiencing Education and Teacher Cadet Educational Psychology. After completing Experiencing Education, students may choose to enroll in Educational Psychology, a follow-up course first offered in FY20.

²Some sites offer more than one Teacher Cadet class. There were 246 classes in FY24, including 42 Educational Psychology classes.

³College Partners in teacher education institutions collaborate with CERRA to offer enrichment experiences for Teacher Cadet students. Each of these institutions has articulation agreements in place for dual credit accrual upon successful completion of the Teacher Cadet course(s).

Teaching Fellows

| | FY20 | FY21 | FY22 | FY23 | FY24 |
|--|-------------|-------------|-------------|-------------|-------------|
| Fellows who received funds ¹ | 738 | 764 | 740 | 777 | 781 |
| Fellows who graduated from the program ² | 150 | 183 | 155 | 179 | 162 |
| Fellows teaching to fulfill service requirement | 564 | 570 | 600 | 587 | 605 |
| Fellows who have fulfilled service requirement and are employed in a SC public school/district | 932 | 1,015 | 1,078 | 1,126 | 1,181 |
| Funds expended | \$4,596,086 | \$4,562,654 | \$4,517,653 | \$4,626,838 | \$4,530,770 |

¹Fellows are allowed to receive funds for a period of up to four years.

²79.2% of Fellows from the 2000-2019 cohorts graduated from the program; 93.2% of graduates either have satisfied their loan or are currently teaching for loan forgiveness in a SC public school.

| SC Teaching Fellows Institution | Number of Teaching Fellows Enrolled in FY24 |
|---------------------------------|---|
| Anderson University | 106 |
| Charleston Southern University | 49 |
| Clemson University | 100 |
| Coastal Carolina University | 46 |
| College of Charleston | 59 |
| Francis Marion University | 33 |
| Lander University | 73 |
| USC – Aiken | 30 |
| USC – Columbia | 130 |
| USC – Upstate | 27 |
| Winthrop University | 122 |
| Total | 775 |

Induction & Mentoring

| | FY20 | FY21 | FY22 | FY23 | FY24 |
|--|-----------|----------------|-----------|-----------|-----------|
| Educators who completed the SC Mentor Training ¹ | 1,840 | 1,946 | 1,885 | 1,694 | 1,723 |
| Educators who completed the SC Mentor Trainer Certification | 28 | 40 | 35 | 40 | 39 |
| Educators who completed the Administrator's Role in Induction & Mentoring Training | 108 | 0 ² | 64 | 86 | 78 |
| Funds expended | \$207,121 | \$217,716 | \$203,218 | \$297,026 | \$221,009 |

¹The SC Mentor Training can be hosted by CERRA, an individual school district, or other educational entities. CERRA relies on districts and other entities to report their complete data.

²During FY21, the Administrator's Role in Induction & Mentoring Training was not offered through ILA, nor was CERRA asked to provide district-level training sessions.

Rural Recruitment Initiative FY24 Proviso 1A.45

| | FY20 | FY21 | FY22 | FY23 | FY24 |
|--|-------------|-------------|-------------|-------------|-----------------|
| Legislative allocation | \$7,598,392 | \$7,598,392 | \$7,598,392 | \$7,598,392 | \$7,598,392 |
| Public school districts eligible for rural funds | 35 | 43 | 43 | 40 | 42 ¹ |
| Public school districts requesting funds | 34 | 43 | 42 | 40 | 41 |
| Funds disbursed to public school districts | \$6,776,427 | \$7,059,836 | \$7,321,041 | \$6,689,794 | \$6,472,011 |
| Funds expended on behalf of public school districts | \$42,209 | \$15,268 | \$23,935 | \$22,386 | \$35,103 |
| Undergraduate loan repayment funds disbursed to teachers | \$478,228 | \$242,669 | \$292,708 | \$292,030 | \$336,167 |
| Administrative costs ² | \$217,056 | \$222,481 | \$207,855 | \$223,286 | \$360,495 |
| Carryover funds (into next fiscal year) ³ | \$618,702 | \$676,840 | \$429,757 | \$800,654 | \$1,195,270 |

¹Under FY24 Proviso 1A.45, eligibility was based on a five-year average teacher turnover rate of greater than 11%. Eligible districts also may not be one of the top 15 wealthiest districts in the state, based on the index of taxpaying ability. Eligible districts include: Abbeville, Allendale, Anderson 2, Anderson 3, Anderson 4, Anderson 5, Bamberg, Barnwell 45, Barnwell 48, Chester, Clarendon, Colleton, Darlington, Dorchester 4, Fairfield, Florence 1, Florence 3, Greenwood 50, Greenwood 51, Greenwood 52, Hampton, Jasper, Lancaster, Laurens 55, Laurens 56, Lee, Lexington 2, Lexington 3, Lexington 4, Marion, Marlboro, McCormick, Newberry, Orangeburg, Saluda, Spartanburg 3, Spartanburg 7, Sumter, Union, Williamsburg, York 1, and York 4.

²Includes a portion of 10 employee's salary, fringes, and travel, as well as indirect costs to Winthrop University that increased from 1.5% in FY23 to 3% in FY24.

³CERRA will retain \$350,000 for the Rural District Undergraduate Loan Forgiveness Program and return the remaining carryover funds to the SC Department of Education.

Additional Services

Online Educator Employment System: This online system provides a centralized process for individuals to locate job vacancies in SC public school districts and to complete a standard employment application that can be submitted to these locations. It also enables districts to post vacancies and search the database of applicants to fill teaching positions.

Teacher Expo: The Expo is a statewide teacher recruitment fair designed to facilitate connections between job seekers and the SC public school districts that choose to send recruiters to the Expo. For FY24, CERRA contracted with a virtual career fair platform to host the Expo for 44 districts and 301 attendees.

National Board Certification Support: CERRA provides an infrastructure of support for teachers pursuing National Board Certification® (NBC), a voluntary professional development opportunity for educators proven to have a positive impact on classroom retention. Turnover rates for SC National Board Certified Teachers (3.8%) remained significantly lower than those of all teachers in the state (10.3%) in 2022-23.

- NBC support services are funded through the SC Department of Education.

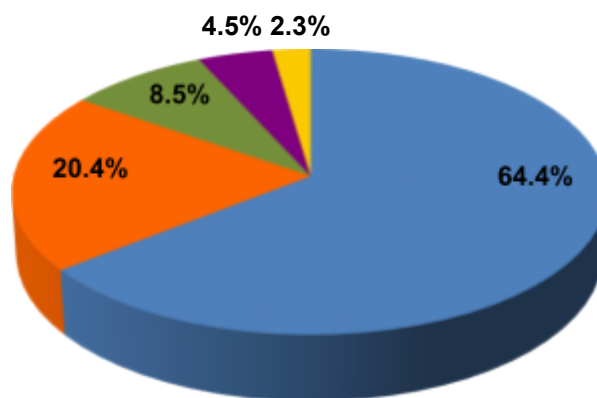
South Carolina Teacher Forum: The Forum is comprised of the current District Teachers of the Year (DTOYs) and chaired by the SC Teacher of the Year, who serves as a Teacher-in-Residence at CERRA. The Forum provides formal recognition to the DTOYs and works to develop their leadership skills and encourage them to be advocates for their profession.

- CERRA invoices SC districts for their DTOYs participation in the Forum.

Teaching Fellows Program Data from the 2000-2019 Cohorts (April 2024)

- 2,818 Fellows graduates / 3,559 awards = 79.2% graduation rate
- 64.4% of graduates (1,816 Fellows) are currently employed in 71 of 76 SC public school districts, as well as the SC Department of Juvenile Justice and SC Governor's School for Agriculture
- 93.2% of graduates (2,627 Fellows) have either satisfied their loan or are currently teaching for loan forgiveness in a SC public school
 - 62.3% of graduates (1,756 Fellows) have satisfied their loan through teaching service; of these loan-satisfied Fellows, 67.3% (1,181) are employed in a SC public school/district
 - 9.4% of graduates (266 Fellows) have satisfied their loan through repayment or a combination of repayment plus some teaching service
 - 21.5% of graduates (605 Fellows) are currently teaching for loan forgiveness in a SC public school

Teaching Fellows Graduates 2000-2019 Cohorts



- Employed in a SC district
- Loan satisfied through teaching service; not employed in a SC district
- Loan satisfied through repayment/repayment plus teaching service; not employed in a SC district
- In repayment
- In deferment (grace year, graduate school, military, or special request)

Graduation Rates – South Carolina Teaching Fellows Institutions and Teaching Fellows Program

The following table compares two sets of graduation rates for completers of Bachelor's degrees in South Carolina. The first row of data includes graduation rates for Teaching Fellows Institutions (TFIs). TFIs are colleges and universities with approved educator preparation programs that also have a designated Teaching Fellows program.

The second row of data includes graduation rates for Teaching Fellows from the 2016 cohort. This particular cohort is comprised of Teaching Fellows whose first year of college began in fall 2016. It should be noted that most Teaching Fellows graduate from a TFI within four years. Five- and six-year rates were calculated for comparison purposes.

Click [here](#) for more information about the South Carolina Teaching Fellows Program.

| 2016 Freshmen Cohort Graduation Rates | In 4 years or less (by August 2020) | In 5 years (by August 2021) | In 6 years (by August 2022) |
|--|--|--|--|
| South Carolina Teaching Fellows Institutions | 50.3% | 59.2% | 61.0% |
| South Carolina Teaching Fellows Program | 73.6% | 78.3% | 78.8% |

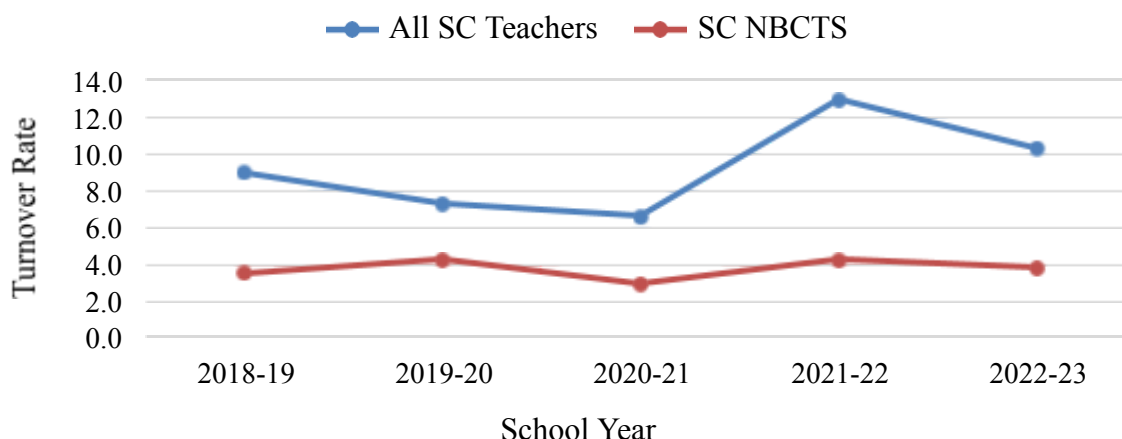
Source: Integrated Postsecondary Education Data System (IPEDS); CERRA

Note: During the 2016-17 academic year, there were 12 TFIs in the state.

Updated: Retaining SC Teachers through National Board Certification

Since 2018, CERRA has released numerous reports indicating significantly lower turnover rates among National Board Certified Teachers (NBCTs) in SC compared to all teachers in the state. The table below, which has been updated with the most recent data available, displays turnover rates for these two groups of teachers. Specifically looking at the 2022-23 school year, turnover for all SC teachers was 10.3% and only 3.8% for NBCTs in the state. Additionally, in 2021-22, the turnover rate for NBCTs only slightly increased from 3.0% to 4.2% while turnover for all teachers nearly doubled, rising from 6.6% to 12.9%.

Teacher Turnover in SC



Statewide turnover rates were obtained from SC Report Cards, which are made available annually by the SC Department of Education. CERRA calculated NBCT turnover rates using the same formula applied to statewide rates. Turnover among all SC teachers includes those who leave the state for any reason or move into a non-teaching position within the state (i.e., assistant principal, district coordinator, etc.). Similarly, turnover rates among NBCTs include teachers who leave the state or move into a non-teaching position that is not eligible for the National Board state supplement.

National Board Certification (NBC) is a voluntary professional development opportunity proven to keep accomplished teachers in the classroom. Teachers who achieve NBC are known to possess leadership skills and, therefore, may seek non-teaching positions that allow them a greater impact on students and colleagues. However, many NBCTs report that the state supplement makes it financially possible to stay in the classroom. Without it, they are more likely to pursue higher-paying positions both within and outside of the education field. Additional information about NBC can be found by clicking [here](#).

Key Data from CERRA's South Carolina Annual Educator Supply & Demand Reports

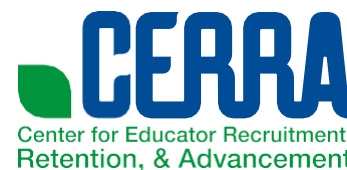
| School year | SC Graduates Eligible for Teacher Certification ¹ | Teacher Departures | Early-career departures ≤5 years of experience) | Departures, transferred to another SC public school district | Departures, Retirements | Positions vacant after the start of each school year |
|------------------|--|--------------------|---|--|-------------------------|--|
| 2019-2020 | 2,067 | 6,649.8 | 2,367.4 | 1,670.2 | 1,190.0 | 555.5 |
| 2020-2021 | 2,226 | 5,995.7 | 2,551.0 | 1,345.6 | 1,104.7 | 698.9 |
| 2021-2022 | 2,123 | 6,927.1 | 2,389.6 | 1,568.6 | 1,278.4 | 1,062.8 |
| 2022-2023 | 2,081 | 8,320.9 | 3,014.9 | 2,187.0 | 1,443.7 | 1,473.6 |
| 2023-2024 | Not yet available | 7,352.6 | 2,660.5 | 2,193.3 | 1,124.6 | 1,612.6 |

Notes: Teacher departures refer to certified SC educators who left the position they held the previous school year. For example, data in the 2023-2024 row include educators from 2022-23 who did not return to a teaching/service position in the same district for the 2023-24 school year. Teaching positions are held by certified educators who provide instruction in a classroom setting, and service positions are held by certified educators who provide instruction and support in a school setting (school counselors, school librarians, school psychologists, and speech language pathologists). Departure and vacancy data are collected from SC school district representatives and presented in full-time equivalents (FTEs).

¹Data obtained from the SC Commission on Higher Education. Includes students who graduated from a SC public or private institution with a Bachelor's degree eligible for teacher certification and students who graduated from a SC public institution with a Master's degree eligible for teacher certification. Master's level data are not available for private institutions.

Full reports can be accessed at <https://www.cerra.org/supply-and-demand.html>.





July 15, 2024

Sent Via Electronic Mail

Dr. Lishu Yin,
Program Manager of Educator Quality, Retention, and Recruitment
South Carolina Commission on Higher Education
LYin@che.sc.gov

Dear Dr. Yin:

Attached, please find CERRA's Program Reports for the 2023-24 fiscal year. Also included in the PDF file are the Teaching Fellows data sheets, a white paper on the retention of National Board Certified Teachers, and a table of key Supply and Demand Survey results.

CERRA's EIA Budget Proposal and a letter from the Chair of CERRA's Board of Directors are attached as a separate pdf file. You will notice that our level-request for funds includes the \$200,000 allocated on the reoccurring line by the General Assembly beginning in FY25. These funds will allow CERRA to build and maintain a new Online Educator Employment System (OEES). Below is a tentative timeline for this process. I've already been in communication with the procurement office at Winthrop University to make them aware of our needs.

- August 2024 – Meet with Winthrop University Procurement Office to determine steps for the RFP
- September 2024 – Initiate the RFP for a new OEES
- Fall 2024 – Follow all procurement requirements to select and notify a vendor for the OEES; Train CERRA staff on the new OEES system; Begin communicating with districts and applicants about upcoming changes; Migrate existing job postings and applications to the new system (as much as possible); Facilitate district training on the OEES (as necessary); Make necessary website updates; Launch the new OEES

Two other items of note on CERRA's EIA Budget Proposal are related to carryover funds. Per conversation with Melanie Barton in the Governor's Office, CERRA will return Rural Recruitment Initiative (RRI) funds totaling \$845,270 to the SC Department of Education. We will retain \$350,000 for the RRI undergraduate loan forgiveness program. CERRA also transferred \$130,338 in FY24 carryover funds to the Teaching Fellows Collection Fund. Since we are now above the threshold of one year's worth of awards funds in reserve, we will begin making additional Teaching Fellows awards from this fund in FY25.



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Once CERRA's BOD approves the 2023-24 CERRA Annual Report, I will also provide you with a copy of that Report.

Dr. Jennifer Garrett and I will be present for the Committee on Access & Equity Student Services meeting scheduled for August 8, 2024. I look forward to answering questions and providing additional information about CERRA's programs.

Sincerely,

A handwritten signature in cursive script that reads "Jenna Hallman".

Jenna Hallman, PhD, NBCT
Executive Director

Attachments



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The approved budget for FY2023-24 for the Teaching Fellows Program is \$4,462,623, but the actual expenditure for FY 2023-24 is 4,267,036.58. The unused fund for the Teaching Fellows Program is \$195,586.42. However, on the Teaching Fellows Report sheet, the expenditure for FY24 is \$4,530,770. Please explain the discrepancies.

Total allocations (\$6000 per student) for 781 Teaching Fellows equal \$4,686,000. While CERRA makes a \$6000 award to each Teaching Fellow, cost of attendance calculations, student choices about whether or not to accept the full award, and the amount of experience funds (\$300 per student, included in the \$6000 total award) spent by the institutions impact CERRA's actual expenditures.

The Program Report sheets have always included program-related salary and travel, which is why the amount listed is higher than what is included on the Teaching Fellows budget line.

In this year's budget, the budget for the Teaching Fellows Program is \$4,313,344, but the approved FY2024-25 proposed budget is \$4,381,927 (August, 2024). The difference is \$68,583. Please explain.

Due to intentional reductions in spending on other spending lines, the FY25 budget is \$4,393,188.

In FY2023-24, CERRA received \$500,000 recurring funds for the Teaching Fellow program and operation expenses. We need to report the follow-up data to the Board. The Teaching Fellows data sheet you provided doesn't reflect a significant increase in the Teaching Fellows Awards. Compared with FY23, in FY24, only four additional awards were offered (from 777 to 781). We might have misinterpreted the number. Can you please provide the following information:

CERRA's request for \$500,000 in reoccurring funds was to serve several purposes:

- Offset indirect fees (including increase) paid to Winthrop University
- Offset COLA increases and employer contributions
- Increase funding for Teaching Fellows /Ensure satisfactory funding for other CERRA programs

In prior fiscal years, CERRA was forced to use funding from the collections account to make awards and had reached the threshold where this could not continue and maintain the required one year of funding in reserve in the collections account. For example, in FY22, we expected to use \$60,000 in collections funds to cover 193 Teaching Fellows awards. This is an important understanding because the goal of the additional funding for Teaching Fellows was to allow CERRA not to drop below one year of funding in the collections account and continue to make additional awards.

In FY24, the indirect fees to Winthrop University from the CERRA (not RRI) lines increased from \$43,215 to \$150,495 (\$107,280 increase). In FY25, we anticipate these fees will increase to \$166,490 due to the additional \$200,000 in funding.

In FY24, salary allocations increased from \$874,683 to \$979,189 (\$104,506 increase).

In FY24, 781 Teaching Fellows were eligible for funding (total = \$4,686,000). Prior to the \$500,000 in additional funding, this would have been 86% of the total budget, leaving only \$749,725 for salaries, travel, indirect fees, and all other program costs (FY24 total for all costs other than RRI and Teaching Fellows was \$1,475,719).

There are specific windows of time when it is best to make Teaching Fellows awards, especially if the student will need to transfer schools. Therefore, additional awards were offered at the end of the spring semester FY24 (rather than during the semester). Expected cohort numbers for FY25 are as follows:

2021 - 176

2022 - 189

2023 - 215

2024 - 215

Teaching Fellows policy does not allow us to offer awards after first semester sophomore year. Due to the \$130,338 in carryover funds that transferred to the collections account, we are actively making additional awards, which will increase the number of Fellows in the 2023 and 2024 cohorts.

While all 11 Teaching Fellows Institutions (TFIs) benefit from the increase, the smaller TFIs likely benefit the most because the larger institutions typically fill their cohorts early and absorb the majority of the awards.

1. The question related to the \$200,000 allocation in FY2025-26 .

FY25 - CERRA received the requested \$200,000 to develop and facilitate a new OEES. There will be an annual subscription fee (FY26 and beyond), determined by the vendor (still be identified through the RFP process). In FY26 and beyond, these funds will be needed for the subscription fee and to support district plug-ins to the system. More information about costs will be available following the RFP process.

If the GA had approved the \$200,000 in one-time money, we would have had to reallocate funds from other categories as was included in the FY24 budget request.

2. Please enter the \$200,000 in a separate line (p.7 of the attached Budget Reporting) because this fund is designated for a specific purpose.

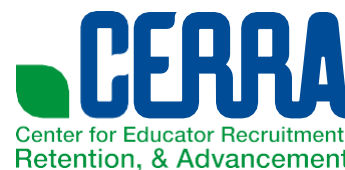
These funds are included on row eight (of the budget sheet).

3. When CERRA requested the one-time non-recurring \$200,000 (p.20) to build the job portal for FY2024-25, it stated, "No indirect fees on one-time money (\$200,000)". But in the FY2024-25 budget, the indirect cost is reflected. Please explain why.

Since the \$200,000 are recurring, WU will include these additional funds in their indirect fee calculations.

4. On p.4 of the attached document, please insert the Teaching Fellows Award under Legislated Categories. Please include the balance in the collection account as you reported last year on p.19.

I added the Teaching Fellows Collections into the legislated category table. Please note that these funds are not included in legislated annual funding. I included information about these funds as a footnote.



Dr. Beth Greene Costner
 Chair, CERRA Board of Directors
 106 Withers / W.T.S. Building
 Rock Hill, SC 29733

July 15, 2024

SC CHE Board of Commissioners
 Committee on Access and Equity Student Services
 1122 Lady Street, Suite 400
 Columbia, SC 29201

RE: CERRA Budget Request

Committee on Access and Equity Student Services:

The Executive Committee (Committee) of the CERRA Board of Directors serves as a special advisory group to the Executive Director and/or the Board and have the authority to act on behalf of the Board on matters of budget, policy, special appeals/requests, and other matters as determined by the Chairperson. The Committee initially discussed CERRA's budget needs for FY25 on June 7th. Dr. Hallman and I met on July 2nd once the state budget was finalized and confirmed the decision to submit a level budget request. The full Committee was updated via email on July 10th and also given an opportunity to share concerns and ask questions. Dr. Hallman also will provide a more comprehensive update on the budget at the scheduled Committee meeting on July 30th. Following these actions, I submit support of CERRA's request for level annual funding totaling \$ 13,734,117, including the reoccurring funds added to H470 in FY25. As a reminder these additional funds will be used to build and support a new Online Educator Employment System (OEES). CERRA will begin the procurement process for the OEES in fall 2024. CERRA's funding is divided between three lines in the state budget as follows:

- Center Educ Recruit, Reten & Adv (sic) (H470) - \$2,231,680
- Teacher Recruit (sic) Program (H030) - \$3,904,045
- Rural Teacher Recruitment - \$7,598,392

Please feel free to contact Dr. Jenna Hallman or me with any questions or concerns. Thank you for your continued support of CERRA.

Sincerely,

A handwritten signature in black ink, appearing to read "Beth Greene Costner".

Beth Greene Costner, PhD
 Chair, CERRA Board of Directors



| Funding Source | Amount | Notes |
|--|--|---|
| Teacher Recruit Program (H030) | $\$4,243,527 - \$339,482.16 =$ \$3,904,044.84 At least 78% must be used for Teaching Fellows (\$3,045,154.98) | 8% to SC State (1A.6) \$339,482.16 "... shall distribute eight percent to South Carolina State University to be used only for the operation of a minority teacher recruitment program and therefore shall not be used for the operation of their established general education programs..." |
| Center for Educator Recruitment, Retention, and Advancement (CERRA) (H470) | \$2,231,680 | Includes \$200,000 for Online Employment System |
| Rural Teacher Recruitment | $\$9,748,392 - \$2,150,000 =$ \$7,598,392 | <p>"...\$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)."</p> <p>"...\$1,400,000 shall be transferred to South Carolina State University for the implementation and enhancement of a BRIDGE program to recruit minority high school students along the I-95 corridor into the teaching profession..."</p> |

| Legislated Categories | Fund Balance as of June 30, 2023 | 2023-24 EIA Appropriations | Fund Balance as of June 30, 2024 | 2024-25 EIA Appropriations | 2025-26 Proposed Legislative Ask |
|---|---|-----------------------------------|---|-----------------------------------|---|
| Rural Teacher Recruitment | \$800,654 | \$7,598,392 | \$1,195,270 ¹ | \$7,598,392 | \$7,598,392 |
| Teacher Recruit Program (H030) | \$0 | \$3,904,045 | 0 | \$3,904,045 | \$3,904,045 |
| CERRA Teaching Fellows Collections ² | \$5,537,991 | | \$6,079,883 | | |
| CERRA (H470) | \$0 | \$2,031,680 | \$130,338.25 ³ | \$2,231,680 ⁴ | \$2,231,680 |
| Total | \$6,338,645 | \$13,534,117 | \$7,405,491.25 | \$13,734,117 | \$13,734,117 |

¹FY25, CERRA will retain \$350,000 for the Rural District Undergraduate Loan Forgiveness Program and return the remaining carryover funds to the SC Department of Education.

²These funds are collected per the Promissory Note from the students who do not complete a Teaching Fellows Program or do not complete their required teaching service. Also included are any carryover funds from H030 and H470 (\$130,338 in FY24). CERRA is allowed to use some of these funds for additional Teaching Fellows awards and to pay salaries and fees for the collection process. CERRA has been instructed to retain a minimum of one year of fellowship awards funds in reserve. Based on the current total, CERRA will make additional Teaching Fellows awards from this account in FY25.

³Due primarily to staffing vacancies, \$130,338.25 remained unspent at year end. CERRA has carryover rights with transfer to a Teaching Fellows account. These funds will be used for future Teaching Fellows awards.

⁴Includes \$200,000 in additional funding to develop and facilitate a new online employment system. The General Assembly placed these funds in the reoccurring category.

| Description | FY26 Request |
|--|---------------------|
| Teacher Recruit Program (H030) | \$3,904,045 |
| Center for Educator Recruitment, Retention, and Advancement (CERRA) (H470) | \$2,231,680 |
| Rural Teacher Recruitment ¹ | \$7,598,392 |
| Total Budget | \$13,734,117 |

¹Rural Teacher Recruitment funds requested by CHE but flow through SCDE; CERRA reports to Governor, SCDE, President of the Senate, and Speaker of the House

| | A | B | C | D | E | F | G |
|---|---|----------------|--|---|--|-------------------------|--|
| 1 | Available Legislated Funds (including Rural Recruitment and CERRA carryover and Teaching Fellows collections) | | Carried forward from FY23 but not used - \$800,654 (RRI) | | \$394,616 (RRI) of which \$350,000 to be used for loan forgiveness, all other RRI funds (\$845,270) will be returned to SCDE; \$130,338.25 (Added to Teaching Fellows Collections Account) | | |
| 2 | | | | | | | |
| 3 | CERRA Programs/Services | 2023-24 Budget | 2023-24 Expenditures | 2024-25 Proposed Budget (Approved 2023) | 2024-25 Budget | 2025-26 Proposed Budget | Notes |
| 4 | Rural Recruitment Initiative (RRI) | \$7,484,416 | \$6,919,842.00 | \$7,484,416 | \$7,314,458 | \$7,314,458 | Full amount allocated and requested for RRI is \$7,598,392 but WU Indirect Fees are removed and added in row 20. WU Indirect Fees increased in FY24. |
| 5 | Salaries & Fringes | \$979,189 | \$949,451.29 | \$979,189 | \$1,022,891 | \$1,022,891 | FY24 - Salaries and fringes were less than budgeted because two new staff members started later than anticipated (September 1). One of these staff members was released prior to the end of the fiscal year. For FY25, we will replace the staff member who was removed and bring back a third program facilitator (vacant position FY24) to support ProTeam, Teacher Cadet, and College Partners. This addition combined with the increase for state employees brought our salary and fringe line to \$1,022,891. |
| 6 | Office Support | \$25,356 | \$36,226.87 | \$25,356 | \$25,356 | \$30,000 | FY24 - Expenditure includes unexpected interpreting fees for four days of programming, (\$5,702) and Mentoring and Induction/Teacher Forum costs (\$4,170) that do not fit into any of the other categories in this table. As costs for office supplies are increasing, I anticipate spending slightly more in FY26. |
| 7 | Expo/Online Educator Employment System (OEES) | \$64,484 | \$12,161.66 | \$356,180 | \$9,831 | \$5,187 | Our FY25 Proposed Budget included new OEES funds in this line but CERRA was instructed to create a new line for these funds [see below]. Note the typo in D7 - should have been \$256,180. The significant decrease in expenditures in this category represents ongoing system and procedural changes to reduce the cost of Expo and because of the new OEES. |
| 8 | Updated OEES (New Funds) | N/A | N/A | N/A | \$200,000 | \$200,000 | FY25 - CERRA received the requested \$200,000 to develop and facilitate a new OEES. There will be an annual subscription fee (FY26 and beyond), determined by the vendor (still be identified through the RFP process). In FY26 and beyond, these funds can be used for the subscription fee and to support district plug-ins to the system. More information about costs will be available following the RFP process. |
| 9 | Board of Directors | \$2,750 | \$0.00 | \$2,750 | \$2,750 | \$2,750 | We've transitioned to two virtual and one in-person Board meetings each year. For the in-person meeting, Board members may request reimbursement for travel. For FY24, our Board members did not request reimbursement. We also offer to reimburse a Board member's district for the cost of a substitute teacher if the Board member is a classroom-based teacher. For FY24, we were not asked to pay substitute teacher fees for any Board members. |

| | A | B | C | D | E | F | G |
|----|--|---------------------|------------------------|---------------------|---------------------|---------------------|--|
| 10 | Staff Travel | \$56,608 | \$79,613.34 | \$56,608 | \$80,000 | \$80,000 | Fluctuations in staff travel are due to variable program needs (e.g. requests from districts for assistance with induction or support for a new Teaching Fellows Campus Director), the number of staff employed, the State Teacher of the Year's home address (FY24 Horry County, FY25 Anderson) and the opportunities presented to this individual. While we make efforts to reduce staff travel costs, FY24 expenditures show the need to increase the funding on this line. |
| 11 | Minority Recruitment | \$166,500 | \$166,500.00 | \$166,500 | \$166,500 | \$166,500 | |
| 12 | ProTeam | \$10,000 | \$8,477.12 | \$9,000 | \$9,000 | \$9,000 | |
| 13 | Teacher Cadet | \$75,000 | \$41,388.31 | \$65,000 | \$42,856 | \$42,856 | Teacher Cadet allocations are reduced for FY25 and FY26 to offset increases in travel and to better reflect spending. |
| 14 | College Partners | \$50,000 | \$31,405.76 | \$50,000 | \$32,858 | \$32,858 | These funds are used primarily for Teacher Cadet site grants and can fluctuate based on the number of Teacher Cadets partnered with an IHE. Site grants may also be paid through RRI. As the number of RRI districts increase (as they have for FY25), more site grants are paid with RRI funds allowing funds on this line to be reallocated elsewhere. |
| 15 | Teaching Fellows | \$4,462,623 | \$4,329,666.90 | \$4,381,927 | \$4,393,188 | \$4,393,188 | The primary reasons for fluctuations in Teaching Fellows awards and program costs are due cost of attendance calculations, student choices about whether or not to accept the full award, non-employee travel for Teaching Fellows events (e.g. Interview Day), and the amount of experience funds spent by the institutions. In FY25, CERRA will welcome two new Teaching Fellows Programs, which will increase program costs. |
| 16 | WU Indirect Fees (H030 and H470 and RRI) | \$157,191 | \$434,429.00 | \$157,191 | \$434,429 | \$434,429 | WU Indirect fees were reduced in FY23 due to building issues. In FY24, they increased to \$283,934 (RRI funds) and \$150,495 (H030 and H470). |
| 17 | Total | \$13,534,117 | \$13,009,162.25 | \$13,734,117 | \$13,734,117 | \$13,734,117 | |

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez , Ph.D.
President & Executive Director



August 8, 2024

MEMORANDUM

To: Chair Hugh Mobley, and Members, Committee on Access & Equity and Student Services
From: Dr. Karen Woodfaulk, Director, Office of Student Services

FY2024-25 Centers of Excellence Competitive Grant Program

FY2023-24 Program Overview

The purpose of the EIA Centers of Excellence grant program is to enable eligible institutions, or consortia of such institutions, to serve as resource centers in a specific area related to the improvement of teacher education. Teacher education encompasses both in-service and pre-service training. These resource centers develop and model state-of-the-art teaching practices, conduct research, disseminate information, and provide training for K-12 and higher education personnel in the center's specific area of expertise. During FY2023-24, seven funded EIA Centers of Excellence conducted activities to address teacher shortages; provide leadership training and professional development for in-service teachers; and recruit, retain, and induct teachers. Outcomes included replication and continued implementation of an alternative educator certification program, a leadership coaching model, a leader development model, professional training workshops in mathematical literacy, educator mentorship in the Pee Dee Region, and the first collaborative model to address the need for equipping pre-service teachers with the Science of Reading methodology (Impact Data in Attachment 1). Over the last four years, the Centers of Excellence grant program has grown from five centers in FY2020-2021 to seven centers in FY2023-24 (Table 1).

Table 1 Number of the Centers of Excellence Programs

| Fiscal Year | # of Centers | # of Institutions |
|-------------|--------------|-------------------|
| FY2020-2021 | 5 | 5 |
| FY2021-2023 | 6 | 6 |
| FY2023-2024 | 7 | 8 |



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Funding for Extending Two Centers of Excellence

The Center of Excellence for Leading Education Administrator Development for Excellent Rural Schools (LEADERS) at Clemson University and the Center of Excellence for Teacher Retention and Induction in Pee Dee (TRIP) at Francis Marion University were awarded annually for a period of three years in FY2021-2022. The term ended at the end of FY2023-24.

Clemson's LEADERS program has provided training on leadership skills to 40 school coaches and leaders from 24 schools in seven districts for two and half years. Participating leaders developed school improvement plans to address the needs and issues at their schools and implement the plans during the project. Success highlights include a) increased instruction time by 25 to 40 minutes at one school's primary grade by revising the daily schedule; b) increased teacher retention rate from 38% to 87% at the end of one leader's second year in the program at one middle school; and c) increased percentage of students meeting reading goals at one elementary school due to professional development workshops designed by a leader. In FY2024-25, LEADERS plans to continue their work with the current schools on their improvement plans and include one more district to participate in the program. The budget request for extending the program for an additional year (fourth year) is \$128,129 (Attachment 2).

TRIP at Francis Marion University established collaborative partnerships with Marion County Schools, Florence School District 3, and pre-service teachers in the teacher education programs at Francis Marion University for two and a half years. As a result, TRIP has raised the retention rate of participating teachers from 76% to 93.2% in Marion County School District and from 59% to 100% in Florence School District 3. In FY2024-25, TRIP plans to expand its service to three more districts in the region and requests \$80,449.67 to extend the program for the fourth year (Attachment 3).

Funding Requested FY2024-25

The S.C. General Assembly appropriated \$1,137,526 for FY2024-25 at the same funding level in FY2023-24 to support the continuing work of currently funded centers (Attachment 4):

- \$112,500 for the Center of Alternative Pathways for Educator Certification (APEC) at Columbia College to support their work to replicate the APEC model across the state
- \$112,500 for the replicated model Center of Alternative Pathways for Educator Certification (AEPC) at Coker University
- \$128,129 for the Centers of Excellence for Leading Education Administrator Development for

Excellent Rural Schools (LEADERS) at Clemson University

- \$80,449.67 for the Center of Excellence for Teacher Retention and Induction in the Pee Dee (TRIP) at Francis Marion University
- \$154,634.27 for the collaborative Center of Excellence for the Advancement of Reading and Literacy Instruction at Lander University (\$107,034.27) and Presbyterian College (\$47,600)
- \$113,652.64 for the Center of Excellence for Teacher Leadership at Converse University
- \$85,660.42 for CHE Administration

Currently, a proviso requires an additional \$350,000 to be sent directly to Francis Marion University to support the Center of Excellence for Preparing Teachers of Children of Poverty.

For FY2024-25, staff propose funding the EIA Centers of Excellence at the same funding level, which includes funds for administration.

Funding for the Center of Excellence for Reading and Engagement for All Learners (REAL)

On December 7, 2023, the CHE approved the reopening of the Request for Proposals and use of the carryforward funds to support a new collaborative model for the Center of Excellence for the Science of Reading for FY2023-24. The received proposals underwent extensive review by external reviewers. The Center of Excellence for Reading and Engagement for All Learners, led by the University of South Carolina Upstate, was selected. Given the limited timeframe to fully implement the program, it will commence in FY2024-25. Staff propose to use \$141,405 of the carryforward funds to support this center for FY2024-25.

The Center of Excellence program has accumulated carryforward funds from returned unused funds since the pandemic. As of June 30, 2024, the carryforward balance is estimated to be \$1,315,179 (it is anticipated that the final carryforward balance will be available on around July 31, 2024).

Recommendation

Staff commend to the Committee on Access & Equity and Student Services (CAESS) approval of the FY2024-25 budget in the amount of \$1,137,526 for the Centers of Excellence at Clemson University, Columbia College, Coker University, Converse University, Francis Marion University, Lander University, Presbyterian College and a new Center at USC Upstate using available carryforward funds in the amount of \$141,495.

Attachment 1: Centers of Excellence Impact Data in FY2023-24

Attachment 2: Clemson's LEADERS' Request for Extension in FY2024-25

Attachment 3: Francis Marion University's Request for Extension in FY2024-25

Attachment 4: FY2024-25 Centers of Excellence Award Allocations

Summary of Impact Data, FY2023-24

| Service Provided | Mathematical Literacy The Citadel | LEADERS Clemson University | APEC Columbia College | APEC Coker University | TRIP Francis Marion University | Leader Development Converse University | Science of Reading Lander University | Science of Reading Presbyterian College | Total |
|--|--|---|--------------------------------------|--------------------------------------|---|---|---|--|--------------|
| Number of teachers served* | 18 | 40 | 146 | 10 | 149 | 74 | 0 | 8 | 445 |
| Number of students served (P-12) | 1800 | 11,891 | 2920 | | 2980 | 0 | 33 | 24 | 19648 |
| Number of pre-service students served | | | 27 | 9 | 33 | 0 | 24 | 9 | 102 |
| Number of districts served | 11 | 7 | 12 | 3 | 2 | 8 | 1 | 1 | 45 |
| Number on in-service activities | 9 | 82 | 19 | 3 | 35 | 5 | | 5 | 158 |
| Number of schools served (P-12) | 13 | 24 | 50 | 9 | 22 | 60 | 1 | 1 | 180 |
| Number of faculty (higher education served) | | | | | | | | | |
| Number of higher education institutions served | | | | | 1 | | | | 1 |
| Number of state and national presentations | 2 | 5 | 3 | | 4 | 1 | 1 | 1 | 17 |
| Number of underperforming districts served | | | | | 2 | | | | 2 |
| Number of underperforming schools served | 2 | 4 | 37 | | 22 | 3 | | 1 | 69 |
| Number of "priority" districts served | | | | | | | | | |
| Number of "priority" schools served | 1 | 1 | 3 | 1 | | 2 | | | 8 |
| Number of rural districts served | | 6 | 4 | 3 | 2 | 1 | 1 | | 17 |
| Number of rural schools served | 7 | 10 | 11 | 9 | 22 | 7 | 1 | 1 | 68 |



LEADERS

LEADING EDUCATIONAL ADMINISTRATOR DEVELOPMENT
FOR EXCELLENT RURAL SCHOOLS CENTER OF EXCELLENCE

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LEADERS

LEADING EDUCATIONAL ADMINISTRATOR DEVELOPMENT
FOR EXCELLENT RURAL SCHOOLS CENTER OF EXCELLENCE

LEADERS Center of Excellence FY2024-25 (Year 4) Extension Request

Introduction

We are requesting a one-year extension to the Center for Leading Educational Administrator Development for Excellent Rural Schools (LEADERS). Over the past three years, we have utilized leadership coaching and improvement science to enhance the leadership capabilities of **40 school and district leaders** from **24 schools** in **eight districts** in the Western Piedmont Educational Consortium (WPEC). Through a series of professional development activities, in the participant's schools and off-site, these leaders have significantly impacted their communities. In 2022-2023, our efforts reached 376 teachers and 5,884 students. In 2023-2024, we further extended our impact to an additional 146 teachers and 5,012 students. Overall, the Center has benefitted **522 teachers and 10,896 students**.

During this time, we witnessed growth in the leaders' abilities to improve instructional practices, school culture, and organizational conditions in their schools in ways that have led to increased teacher retention and student learning outcomes. As we detail in the Summary of School Improvement Projects (Appendix A), school leaders reported improvements in several areas related to their individual school improvement efforts, including increased:

- Academic Achievement (Madison, Brooke, Chelsea, Annie, Madison, Victoria, Nicole, Mary)
- Attendance and Behavior (Jennifer, Julie, Jennifer, Jared)
- Culture (Destiny, Belle, Abby)
- Teacher Retention (Annie, Tamara, Abby, Anne, Belle, Hanna)

To highlight a few of these examples, Brooke, a primary/elementary school assistant principal, increased instructional time by 25 to 40 minutes in her school's primary school grade by revising the daily schedule. This change helped increase the percentage of students meeting their growth goals in reading. Abby, a middle school assistant principal, implemented a communication plan that significantly improved the school culture and led to teacher retention increasing from 38% the year before she started in LEADERS to 87% at the end of her second year in the program. Victoria, an elementary school instructional coach, provided teachers in her school with a series of workshops related to teaching reading. This initiative led to an increase in teacher understanding and use of phonemic instructional strategies, which led to an increase in the percentage of students meeting their reading goals. Over the next year, we will continue to study these school leaders to better understand the changes they made and how to support their continued development and ability to impact their schools.

We have also seen an increase in the leadership coaches' abilities to assist their leaders in leading school improvement and to utilize their new coaching skills in their own work contexts, spreading the impact of the Center beyond those who are directly participating in it. One coach, who was promoted from middle school principal to assistant superintendent in his district at the end of the 2023-2024 academic year, has already begun coaching other principals in his district to lead continuous improvement efforts. He

shared that he developed his plan based on the LEADERS model and his experiences learning to coach other leaders in completing school improvement project in the Center.

Year 4 Plan

In Year 4, we would like to continue our work with the members of the **WPEC Cohort**. Approximately 20 participants (10 coaches and 10 leaders) from WPEC have indicated that they would like to continue participating in the Center in 2024-2025 should the grant be extended. The focus of Year 4 activities would be in helping the leaders form, lead, and coach teams of teachers and other administrators in their schools to implement continuous improvement projects. In this way, they would not only be continuing the work they have completed over the last year or two but broadening the impact of this work by involving other members of their school communities. The involvement of others in continuous school improvement efforts is more likely to ensure the use of these practices is sustained after the conclusion of the grant.

In addition to continuing our work with the WPEC Cohort, we would like to expand our model to include a cohort from the School District of Pickens County (SDPC). Expanding our activities to include the **Pickens Cohort** (10 coaches and 10 leaders) would provide the opportunity to test the replication of our model and lay the groundwork for future leadership development opportunities in a new region of the state. If there were an opportunity to extend the grant for a fifth year, we would prepare leaders from the Pickens cohort as coaches to work with leaders in additional districts in the upstate, such as the school districts of Oconee, Anderson One, Anderson Four, and Anderson Five.

As can be seen in the table below, in Year 4, we intend to provide the estimated 40 school and district leaders with a total of eight days of professional learning (LCC Days) and facilitate 140 school-based coaching sessions, as well as a culminating event, the Educational Leadership Summer Summit, in June 2025. To fund our Year 4 activities, we are requesting a total of **\$128,129** (\$52,956 in personnel and \$75,173 in related project costs). These costs are explained in the budget narrative (Appendix B) and the budget narrative (Appendix C).

Table 1

2024-2025 LEADERS Center of Excellence Schedule of Activities

| LCC | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr/May | Jun |
|------------|---------------------|------------------------|------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| WPEC | LCC Day | School Visits | LCC Day | School Visits | LCC Day | School Visits | LCC Day | School Visits | Summer Summit |
| PDSA Focus | Plan | Plan | Plan/Do | Do | Do | Do | Study | Study | Act |
| LCC | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr/May | Jun |
| SDPC | Form Cohort | LCC Day | School Visits | LCC Day | School Visits | LCC Day | School Visits | LCC Day | Summer Summit |
| PDSA Focus | Select participants | Coach & leader develop | Coach & leader develop | Plan | Plan/Do | Do | Do | Study | Act |

District Support

The members of the current WPEC cohort who indicated they would like to continue participating in LEADERS in Year 4, are from the following districts: Abbeville, Greenwood 50, Greenwood 51, McCormick, Newberry, Saluda, Spartanburg 7. The partnership agreements that we have received from these districts in anticipation of receiving the funding extension to date, including the School District of Pickens County, can be found in Appendix D.

Overview of Activities in Years 1-3

As part of our request for an extension, we are providing an overview of the activities we completed over the first three years of the grant. In spring 2022 (Year 1), we formed a steering committee with eight district leaders representing WPEC districts, and collaboratively identified 14 experienced school and district leaders to serve as leadership coaches. Each coach participated in a three-credit graduate level course focused on developing their skills in leadership coaching and improvement science. Through the course, we prepared the coaches to support school leaders (i.e., principals, assistant principals, and instructional coaches) serving in rural, high-poverty, and/or underperforming schools with greater than average levels of teacher turnover. Through a similar process that included their superintendent's nomination, a formal application, and input from the steering committee, we identified the 14 school leaders to participate in the Center, which we referred to as the Leadership Coaching Community (LCC). We held a summer kick-off event where coaches and leaders engaged in a full day of professional development focused on leadership coaching using improvement science. Following the event, we matched coaches and leaders creating 14 coach-leader dyads, based on participants' preferences, professional experiences, and school contexts.

Throughout the 2022-2023 academic year (Year 2), coaches and leaders engaged in LCC activities designed to provide four forms of professional learning: leadership coach development, improvement science, coach and leader professional communities, and school-based coaching. Every other month coaches and leaders met at a centrally located district facility for a full day of professional learning (LCC Days). Each LCC Day included learning sessions designed to build coaches' capacity in leadership coaching and leaders' capacity to use improvement science to lead change in their schools. Individual dyads also engaged in a coaching session. Through these shared learning experiences, coaches and leaders developed professional communities which provided opportunities for collaboration, leadership coaching, exchanging ideas, and learning in a safe space (Klar et al., forthcoming). In the months between the LCC Days, coaches and an accompanying faculty member visited their leaders' schools for site-based coaching. The topics for the LCC Days (see Table 2) and school-based coaching sessions reflected the center's focus on improvement science with each activity leading the coach and leader through a phase of the PDSA cycle (i.e., plan – identifying the problem of practice and developing a theory of improvement, do – implementing a change idea, and study and act – measuring for improvement and planning the next cycle).

Table 2

Schedule of Leadership Coaching Community (LCC) Days

| LCC Day | Stage of PDSA | Focus |
|-------------------|---------------|--------------------------------------|
| August 25, 2022 | Plan | Identifying the problem of practice |
| October 27, 2022 | Plan | Developing the theory of improvement |
| December 8, 2022 | Do | Implementing the change |
| February 23, 2023 | Study | Measuring for improvement |
| April 27, 2023 | Act | Planning for the next cycle |

At the conclusion of the second year, leaders and their coaches engaged with faculty and other educational leaders from across the state (mostly students enrolled in educational leadership programs at the university) at a summer event focused on creating the conditions for increased teacher retention and student learning outcomes. Each leader presented their improvement science project, highlighting their change idea and its impact on the problem of practice in their school.

In the 2023-2024 academic year (Year 3), we repeated the initial process to identify an additional 14 school leaders to participate in the LCC. Each new leader was matched with a current coach-leader dyad, forming a coach-leader-leader triad. LCC Days in the third year included introductory learning sessions focused on improvement science concepts and tools for new leaders as well as enhanced sessions with guest speakers focused on topics such as narrowing the focus of the problem of practice and using data to measure improvement for all participants. Coaches and faculty visited new leaders' schools for site-based coaching sessions for the first half of the year. Beginning in the middle of the year, coaches independently conducted school-based coaching sessions with their newest leaders. At the conclusion of the third year, leaders and their coaches presented their improvement science projects to faculty and other educational leaders as part of a summer event focused on creating the relationships that build community and increase teacher retention. Coaches also demonstrated their leadership coaching skills through a coaching demonstration.



Summary of School Improvement Projects

2022-2023 and 2023-2024

| Year | School Leader Pseudonym | Teacher Count* | Student Count* | School Improvement Project | Impact of School Improvement Project*** |
|-----------|-------------------------|----------------|----------------|--|---|
| 2022-2023 | Chelsea | 6 | 145 | Increasing the Capacity of Teacher Assistants to Impact Student Learning | In 2022-2023, all teacher assistants were retained. As demonstrated on MAP assessments, initial data analysis indicates an overall increase in on-time assignment completion and student growth. |
| 2022-2023 | Jennifer | 19 | 346 | Cultivating a Sense of Student Belonging to Increase Attendance Rates | There was an increase in student attendance during the 2022-2023 school year after this school improvement project was implemented. |
| 2022-2023 | Annie | 33 | 556 | Increasing Student Attendance to Impact Student Learning | <p>Teacher retention increased. In 2022-2023, seven teachers resigned out of 52 teaching positions. However, three of those were asked not to come back. In 2023-2024, one teacher moved to administration, and two teachers moved to math coach positions, so their positions had to be replaced. Four positions had to be replaced due to resignation.</p> <p>The initiative will continue in 2023-2024, and three additional schools in the district will begin the same program to increase student attendance.</p> |
| 2022-2023 | Tamara | 29 | 463 | K-2 Teacher Retention | As a result of the 2022-2023 school improvement project, all K-2 teachers were retained for the 2023-2024 school year. |
| 2022-2023 | Julie | 47 | 790 | Addressing Attendance | Data analysis indicated increased student attendance, school climate and staff buy-in. |
| 2022-2023 | Madison | 28 | 353 | Individualized Teacher Support to Increase Student Achievement | Teachers who received individualized support had higher student gains on MAP testing. Looking at fall-to-winter and winter-to-spring growth, these classes more than doubled after receiving individualized instructional support. |
| 2022-2023 | Abby | 36 | 618 | "Talk to Me, Bulldogs" | Teacher retention significantly improved. In 2022-2023, the teacher retention rate was 38% (17 of 45 FTEs) After the communication school improvement project, teacher retention was 60% (27 of 45 FTEs.) |
| 2022-2023 | Anne | 31 | 494 | Improving Teacher Retention for Special Education Teachers | As a result of the 2022-2023 school improvement project, all special education teachers were retained for the 2023-2024 school year. |
| 2022-2023 | Macie | 20 | 256 | Increasing EOC Success | Data analysis indicates improved student learning outcomes and positive feedback from stakeholders. |
| 2022-2023 | John | 31 | 492 | Improving Student Learning Outcomes in Science Courses Through Higher Education Partnerships | The partnership has increased student learning opportunities through 39 dual enrollment courses. Fifteen students will enroll in English 101 and 15 students in English 102, allowing these students opportunities to take higher education courses that they did not have previously. |

| Year | School Leader Pseudonym | Teacher Count* | Student Count* | School Improvement Project | Impact of School Improvement Project*** |
|--|-------------------------|----------------|----------------|--|---|
| 2022-2023 | Belle | 19 | 248 | Retaining Teachers By Improving School Culture | Teacher retention has increased by a small percentage, as there is one less teacher leaving the school in 2023-2024 than the previous school year. In 2022-2023, 29 positions were allocated, and 24 were retained (2 positions were not filled, 1 teacher got married and moved, and 2 teachers got positions closer to where they lived). In 2023-2024, 29 positions were allocated, and 25 were retained (2 positions were filled, 1 teacher retired, and 1 teacher started a business.) The instructional coach became the MTSS coordinator, and three interventionists were assigned new roles: test coordinator, textbook inventory, and education software support person. |
| 2022-2023 | Faith | 37 | 501 | One Book, One School | In 2022-2023, two teachers resigned (one to retirement, and one moved but didn't replace the FTE due to enrollment needs). The community event was the most successful, with more than 200 people, twice the normal involvement. The event involved SEL learning and breakouts with school counselors and staff. In 2023-2024, the project will expand with books for all schools K4-5th, "Charlotte's Web." With schoolwide initiative and collaboration, the school expects literacy to improve, MAP and SC Ready scores and will also tie book to AR incentives and add differentiation strategies to increase student learning outcomes |
| 2022-2023 | Hannah | 40 | 582 | Empowering Teachers Through Teacher-Led Professional Development | Teacher retention in 2022-2023 was 93% and increased to 96% in 2023-2024. Teacher-led professional development for grades K-2 teachers focused on MAP test prep strategies. Grade 3-5 professional development focused on MAP and SC READY test prep strategies. 40 teachers attended all the sessions. In an exit survey, 60% said the PD was extremely beneficial, 40% said it was somewhat beneficial, and 0% said it was not. |
| Total Teachers Impacted by School Improvement Projects in 2022-2023: 376 Total Students Impacted by School Improvement Projects in 2022-2023: 5,844 | | | | | |
| 2023-2024 | Brooke | 20 | 328 | Increasing Instructional Time | <p>The school project increased daily instructional time by 40 minutes in kindergarten, 30 minutes in First Grade and 25 minutes in second grade. It also reduced the number of transitions and disruptions to student learning across all three grade levels.</p> <p>Reading Growth increased as in 2022-2023, only 2 out of 3 grades met their growth goal, while in 2023-2024, all three grades met their growth goal.</p> <p>The percentage of individual students meeting their growth goal increased by 5% from 2022-2023 to 2023-2024.</p> |

| Year | School Leader Pseudonym | Teacher Count* | Student Count* | School Improvement Project | Impact of School Improvement Project*** |
|-----------|-------------------------|----------------|----------------|--|--|
| 2023-2024 | Chelsea | 20 | 256 | Improving Graduation Rate Through Mentorship | In the third nine weeks, the passing rate for freshman grades increased by 1.5%, positively impacting academic performance. |
| 2023-2024 | Jennifer | ** | ** | Cultivating a Sense of Student Belonging to Increase Attendance Rates | Student attendance increased as a result of student leadership initiatives. |
| 2023-2024 | Annie | 24 | 1,900 | Improving Achievement for Middle School Math | MAP data indicated that all 8th-grade classes showed growth, some 7th-grade classes showed growth, and 6th-grade classes struggled. Further support will provide more professional development (PD) and differentiate the level of PD for teachers, using the co-teaching model to provide instructional support with the new middle school math and instructional technology coaches. |
| 2023-2024 | Julie | ** | ** | Focused Strategies to Boost EOC Achievement | Item analysis of common formative assessments will be used to make necessary changes in pacing, assessment, and student support. Preliminary data will be reviewed as it is available for EOCs from 2023-2024. Trend data will be evaluated for patterns, specific areas of focus, and next steps, and data will help inform student scheduling. |
| 2023-2024 | Emily | 22 | 1300 | Increasing CTE Completers | The implementation of a communication plan regarding CTE completers was successful. Over the next school year, the counselors and leaders will review schedules, program pathways, concentrator and completer totals, and review counselor feedback to determine if the communication and counselor guide helped streamline communication and lead to a higher number of completers. |
| 2023-2024 | Madison | ** | ** | Instructional Support to Increase Cognitive Engagement in the Classroom | Ongoing professional development is increasing the instructional capacity of elementary teachers by developing skills that lead to increased engagement in literacy and student learning outcomes. |
| 2023-2024 | Nicholas | 29 | 352 | Improving Teacher Working Conditions and School Culture through Common Policies and Operating Procedures | After analyzing the survey results, the school leader evaluated and revised his plan to improve working conditions in the school, and the staff responded very well. The school leader was named principal at the school for next year and credits the LEADERS school improvement project as a result of LEADERS work |
| 2023-2024 | Abby | ** | ** | Keep Talking, Bulldogs! | Teacher retention significantly improved. In 2022-2023, the teacher retention rate was 38% (17 of 45 FTEs) In 2023-2024, after the communication school improvement project, teacher retention was 60% (27 of 45 FTEs.) In 2024- |

| Year | School Leader Pseudonym | Teacher Count* | Student Count* | School Improvement Project | Impact of School Improvement Project*** |
|-----------|-------------------------|----------------|----------------|---|---|
| | | | | | 2025, after the communication school improvement project was implemented for two years, teacher retention was 87% (39 of 45 FTEs.) |
| 2023-2024 | Anne | 42 | 588 | Implementing School-Wide MTSS | Teachers increased their knowledge of MTSS and behavioral and instructional strategies to implement with students. |
| 2023-2024 | Victoria | 26 | 415 | Raising the Bar on Phonemic Awareness and Instruction | There was an increase in phonics growth across all grade levels. Teachers reported a significant increase in phonics instructional knowledge due to professional development. |
| 2023-2024 | Rachel | 33 | 556 | Preparing Special Education Paraprofessionals for Success | 100% of survey respondents indicated the school-based professional development training was “a valuable use of their time.” Five paraprofessionals completed online training modules through The Council of Exceptional Children. The school will now expand professional development opportunities for all paraprofessionals throughout the year |
| 2023-2024 | Amber | 37 | 501 | Improving Attendance to Impact Achievement | Student attendance increased. Before the incentives, there were 3,290 student absences from 7/26/2023-12/19/2023 (90-day period). During the incentive: 2,158 student absences 1/10/2024-4/19/2024 (63 days). 12 of 30 classrooms had 20 days of perfect attendance and were able to attend the Critter Keeper Presentation; 10 of 12 classrooms that qualified were K-2. |
| 2023-2024 | Savannah | 5 | 71 | Increasing Rigor and Engagement for Better Student Outcomes | Professional development and resources were provided to shift teacher mindset regarding student ability and motivation. This led to higher engagement instructional practices, leading to higher engagement and learning levels for non-diploma path students. |
| 2023-2024 | Nicole | 28 | 457 | Increasing Algebra 1 Scores for High School Students | Algebra 1 EOC scores increase from 23% C or higher in 2022-2023 to 60% C or higher in 2023-2024. |
| 2023-2024 | Destiny | 14 | 380 | Changing the Culture to Increase Teacher Retention | School culture has increased as teachers report they feel more recognized and appreciated. |
| 2023-2024 | John | ** | ** | Increasing Student Enrollment In Rigorous Dual Enrollment Courses | Student enrollment in higher education courses is expected to increase in 2024-2025 due to needs identified through school improvement projects such as course schedule modification, incentives, and increased communication with students and families. |
| 2023-2024 | Mary | 40 | 582 | Improving Achievement Through Math Clubs | Analysis of data indicates overall growth in student math achievement. Based on MAP math scores, students performing at or above grade level increased from 52% in spring 2023 to 57% in spring 2024. |
| 2023-2024 | Belle | ** | ** | Improving Teacher Absenteeism | School culture increased through a comprehensive strategy to promote a positive work environment. Teachers were praised and rewarded |

| Year | School Leader Pseudonym | Teacher Count* | Student Count* | School Improvement Project | Impact of School Improvement Project*** |
|---|-------------------------|----------------|----------------|--|---|
| 2023-2024 | Faith | ** | ** | One Book, One School | In 2023-20224, the project expanded with “Charlotte’s Web” books for all grade levels K4-5th. With ongoing schoolwide literacy and community initiatives, the school expects literacy to improve MAP and SC Ready scores. It will also tie the book to AR incentives and add differentiation strategies to increase student learning outcomes. |
| 2023-2024 | Hannah | 15 | 200 | Improving Reading Through Intervention | Open Court reading program was implemented, and students demonstrated tremendous growth from fall to winter benchmark administrations. Students moved from Meets to Exceeds and from Approaching to Meets/Exceeds. |
| 2023-2024 | Jared | 16 | 676 | Relationship Building to Promote Academic Growth | MAP scores increased: Math- 2% more students met their goal; Reading- 4% more students met their goal. Additionally, the number of 7th-grade disciplinary events resulting in OSS fell from 134 to 119, and ISS fell from 143 to 84 when comparing Q2 to Q3. The improvement project was successful, and the school will continue to prioritize increasing the frequency of teacher and student meetings. |
| Total Additional Teachers Impacted by School Improvement Projects in 2023-2024: 146 Total Additional Students Impacted by School Improvement Projects in 2023-2024: 5,012 | | | | | |
| Total Teachers Impacted by School Improvement Projects 2022-2023 and 2023-2024: 522 Total Students Impacted by School Improvement Projects 2022-2023 and 2023-2024: 10,896 | | | | | |

* Information compiled from SC Department of Education Website, Report Cards Data for Researchers 2022-23. <https://screportcards.com/files/2023//data-files/>

** Indicates leader was at the same school in 2022-2023 and 2023-2024. Teacher and student counts were not added to total to avoid double counting.

*** Self-reported data.



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LEADING EDUCATIONAL ADMINISTRATOR DEVELOPMENT
FOR EXCELLENT RURAL SCHOOLS CENTER OF EXCELLENCE

To: Dr. Lishu Yin
From: Dr. Hans W. Klar
Date: July 1, 2024
Subject: LEADERS Center of Excellence FY2024-25 (Year 4) Budget Proposal

I am writing to submit the proposed FY2024-25 budget for the LEADERS Center of Excellence. The proposed budget for personnel costs and budget-related costs is below.

Note: In Year 4, we are proposing to work with two cohorts of coaches and leaders, one with districts in the Western Piedmont Education Consortium (WPEC) and another in the School District of Pickens County (SDPC). Costs below are disaggregated by cohort where appropriate.

Budget Personnel Costs

Key Personnel

Key personnel costs in Year 4 will be **\$52,956** (\$37,928 in salaries and \$15,028 in fringe).

- Dr. Hans Klar = \$16,420 (1.13 academic month) plus 38.2% fringe (\$6,272) = \$22,692
- Dr. Noelle Paufler = \$9,894 (1.13 month) plus 43.2% fringe (\$4,274) = \$14,168
- Dr. Angela Carter = \$10,699 (1.13 academic month) plus 38.2% fringe (\$4,087) = \$14,786
- Dr. Cindy Roper = \$915 (.14 month) plus 43.2% fringe (\$395) = \$1,310

Key personnel costs in Year 4 reflect a 3% increase from personnel costs in Year 3. This calculation is consistent with increases in approved personnel costs year over year in the original budget for Years 1-3. This increase is included to help off-set state and institutionally mandated salary increases, which relate to faculty promotions and job changes since the beginning of the grant and are used to calculate the cost of course buyouts.

Support Personnel

Support personnel (graduate student for 8 hours per week) costs in Year 4 will be **\$13,114** (\$12,064 in salary and \$1,050 in fringe) to be cost-shared with the institution.

This cost reflects an increase in support personnel from 3 hours per week in Years 1-3 to 8 hours per week in Year 4. This increase from previous years reflects the need for additional assistance to support grant activities, including collecting data and documenting impacts.



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FOR EXCELLENT RURAL SCHOOLS CENTER OF EXCELLENCE

Budget Related Costs

Participation Costs:

Supplies and Materials

A total of \$500 will be used to purchase binders with dividers and print materials for new coaches and leaders from the SDPC (\$25.00 per person x 20 coaches and leaders). A total of \$200 will be used for printing and binding new coaching materials for use by coaches in both cohorts and the Center team (\$8.00 per person x 20 coaches and 5 team members). A total of \$240 will be used to purchase 10 copies of an improvement science book (\$24 per book).

A total of **\$940** will be used for supplies and materials.

Travel and Subsistence

WPEC Cohort: In Year 4, 10 coaches (selected from current coaches) and 10 leaders (selected from current leaders in Cohorts 1 and 2) would each receive reimbursement for LCC activities. In Year 4, 10 coaches will each receive reimbursement for 8 trips of 50 miles to LCC activities (LCC Days and site-based coaching sessions). In total, 10 coaches will each receive \$268 (8 trips x 50 miles x \$.67 per mile) for a subtotal of \$2,680. We anticipate 10 leaders will each receive reimbursement for 4 trips of 50 miles to LCC Days. In total, 10 leaders will each receive \$134 (4 trips x 50 miles x \$.67 per mile) for a subtotal of \$1,340.

A total of 10 coaches will each receive 1 trip of 175 miles to the Summer Summit in June 2025. A total of 10 leaders will each receive 1 trip of 175 miles to the Summer Summit for themselves, and 1 trip of 175 miles to the Summer Summit for a colleague. In total, 30 participants (10 coaches, 10 leaders, 10 guests of leaders) will each receive \$117 (175 miles x \$.67 per mile) for a total of \$3,518 in Summer Summit travel.

SDPC Cohort: In Year 4, 10 coaches and 10 leaders would each receive reimbursement for LCC activities. In Year 4, 10 coaches will each receive reimbursement for 7 trips of 50 miles to LCC activities (LCC Days and site-based coaching sessions). In total, 10 coaches will each receive \$235 (7 trips x 50 miles x \$.67 per mile) for a subtotal of \$2,345. We anticipate 10 leaders will each receive reimbursement for 4 trips of 50 miles to LCC Days. In total, 10 leaders will each receive \$134 (4 trips x 50 miles x \$.67 per mile) for a subtotal of \$1,340.

A total of 10 coaches will each receive 1 trip of 50 miles to the Summer Summit in June 2025. A total of 10 leaders will each receive 1 trip of 50 miles to the Summer Summit for themselves, and 1 trip of 50 miles to the Summer Summit for a colleague. In total, 30 participants (10



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FOR EXCELLENT RURAL SCHOOLS CENTER OF EXCELLENCE

coaches, 10 leaders, 10 guests of leaders) will each receive \$34 (50 miles x \$.67 per mile) for a total of \$1,005 in Summer Summit travel.

Based on these calculations, the total cost of participant travel in Year 4 would be \$12,228 (\$2,680 + \$1,340 + \$3,518 + \$2,345 + \$1,340 + \$1005). However, participants have historically submitted significantly fewer claim reimbursement requests than anticipated. Therefore, we request a total of **\$6,114** (a reduction of 50% based on the original travel cost calculation).

Refreshments

WPEC Cohort: A total of 4 workshops (LCC Days) will be held at the WPEC Office in Greenwood, SC. The cost of lunch and refreshments together using district food services will be \$20 per person. In Year 4, refreshments for 25 participants (10 coaches + 10 leaders + 5 Clemson team members) at each of the LCC Day workshops to be held in September 2024, November 2024, January 2025, and March 2025 will cost \$500 per workshop for a total of \$2,000 in refreshments.

SDPC Cohort: A total of 4 workshops (LCC days) will be held at the Career and Technology Center in Pickens, SC. The cost of lunch and refreshments together using district food services will be \$20 per person. In Year 4, refreshments for 25 participants (10 coaches + 10 leaders + 5 Clemson team members) at each of the LCC Day workshops to be held in October 2024, December 2024, February 2025, and April/May 2025 will cost \$500 per workshop for a total of \$2,000 in refreshments.

In total, refreshments for LCC Days for both the WPEC and SDPC cohorts will cost **\$4,000.**

Stipends

WPEC Cohort: In Year 4, the stipends for the 10 coaches will be \$19,500. The stipends are provided to compensate the coaches for the time and effort they put into preparing for LCC days, site visits, and the Summer Summit, all of which is over and above the work they are expected to perform in their districts. The stipends are calculated as follows:

- \$19,500 for the 4 LCC Day workshops, 4 school site visits, and 1 Summer Summit (\$300 per LCC Day workshop, \$150 per school site visit, and \$150 for the Summer Summit) = \$1,950 per coach

SDPC Cohort: In Year 4, the stipends for the 10 coaches will be \$23,000. The stipends are provided to compensate the coaches for the time and effort they put into preparing for LCC days, site visits, and the Summer Summit, all of which is over and above the work they are expected to perform in their districts. The stipends are calculated as follows:



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FOR EXCELLENT RURAL SCHOOLS CENTER OF EXCELLENCE

- \$18,000 for the 4 LCC Day workshops, 3 school site visits, and 1 Summer Summit (\$300 per LCC Day workshop, \$150 per school site visit, and \$150 for the Summer Summit) = \$1,800 per coach
- Coaches in the SDPC Cohort will also each receive a leadership coach development stipend of \$500 as compensation for participating in 20 hours of intensive after-school coach development training.

In total, the stipends for coaches in both the WPEC and SDPC cohorts will cost **\$42,500.**

Other- Summer Summit (June 2025)

In Year 4, expenses for hosting the Summer Summit will be as follows:

- \$1,300.00 event catering: This cost includes the delivery and set up of morning and afternoon refreshments (total of \$20.00/person for both morning and afternoon refreshments x 65, which includes 20 coaches, 20 leaders, 20 leader colleagues, and 5 Center team members).
- \$845.00 for 65 lunch passes at \$13.00 each
- \$500.00 for facility rental and IT support
- \$450.00 for 60 parking passes at \$7.50 each (excludes Center team members)

We anticipate a total of **\$3,095** in expenses (\$1,300 + \$845 + \$500 + \$450) for the Summer Summit.

Other-School Improvement Activities

WPEC Cohort: A total of \$5,000 will be used to support school improvement activities, which will result in 10 leaders (selected from current leaders in Cohorts 1 and 2) each receiving up to \$500.00. Each leader would submit a proposal for approval by the center director and CHE for activities to be implemented in FY2024-25.

SDPC Cohort: A total of \$5,000 will be used to support school improvement activities, which will result in 10 leaders each receiving up to \$500.00. Each leader would submit a proposal for approval by the center director and CHE for activities to be implemented in FY2024-25.

A total of **\$10,000** will be used for school improvement activities.



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LEADING EDUCATIONAL ADMINISTRATOR DEVELOPMENT
FOR EXCELLENT RURAL SCHOOLS CENTER OF EXCELLENCE

Additional Costs:

Speakers

Hosting a guest speaker at the Summer Summit would be consistent with Years 1 through 3 activities. We request **\$2,500** for a guest speaker(s) (i.e., travel, lodging, honorarium) at the Summer Summit in Year 4.

Travel Costs:

Travel

WPEC Cohort: In Year 4, the Center team will travel to schools in the WPEC Cohort for site-based coaching sessions and to a central location for 4 LCC Days. Travel for site-based coaching sessions will occur in October 2024, December 2024, February 2025, and April/May 2025. In Year 4, the Center team will make 40 trips (4 trips x 10 schools x \$50/trip = \$2,000) for site-based coaching sessions and 4 trips to a central location for LCC Days (4 trips x 2 cars x \$150/trip = \$1,200).

SDPC Cohort: In Year 4, the Center team will travel to schools in the SDPC Cohort for site-based coaching sessions and to a central location for 4 LCC Days. Travel for site-based coaching sessions will occur in November 2024, January 2025, and March 2025. In Year 4, the Center team will make 30 trips (3 trips x 10 schools x \$50/trip = \$1,500) for site-based coaching sessions and 4 trips to a central location for LCC Days (4 trips x 2 cars x \$50/trip = \$400).

The Center team will also travel to two in-person CHE Directors meetings. Travel to the CHE Directors meetings includes lodging (\$150/night x 2 nights), per diem (\$35/day x 3 days), and local travel (\$0.67/mile x 85 miles = \$57) per trip (\$462/trip x 2 trips = \$924/year).

The cost of travel in Year 4 will be **\$6,024** (\$2,000 + \$1,200 + \$1,500 + \$400 + \$924).

BUDGET REQUEST FOR PROJECT RELATED COSTS
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
PROJECT YEAR : 2024-25

INSTITUTION: Clemson University

| PROJECT DIRECTOR(s): | Proposed Budget | Institutional Funds | Other Funds (School Districts, grants, private, etc.) | CHE Use |
|---|------------------------|----------------------------|--|----------------|
| 1. Key Personnel (Project Director, Faculty & Adm.) Names & Role | | | | |
| A. Salaries | | | | |
| 1) Hans Klar | 16,420.00 | | | |
| 2) Noelle Paufler | 9,894.00 | | | |
| 3) Angela Carter | 10,699.00 | | | |
| 4) Cindy Roper | 915.00 | | | |
| 5) Daniella Sutherland | - | | | |
| Total Key Personnel Salaries | 37,928.00 | - | - | - |
| B. Fringe Benefit | | | | |
| 1) Hans Klar | 6,272.00 | | | |
| 2) Noelle Paufler | 4,274.00 | | | |
| 3) Angela Carter | 4,087.00 | | | |
| 4) Cindy Roper | 395.00 | | | |
| 5) Daniella Sutherland | - | | | |
| Total Key Personnel Fringes | 15,028.00 | - | - | - |
| TOTAL KEY PERSONNEL COSTS | 52,956.00 | - | - | - |
| 2. Support Personnel (Names & Role) | | | | |
| A. Salaries | | | | |
| 1) Graduate Student | | 12,064.00 | | |
| 2) | | | | |
| 3) | | | | |
| 4) | | | | |
| Total Support Personnel Salaries | - | 12,064.00 | - | - |
| B. Fringe Benefits | | | | |
| 1) Graduate Student | | 1,050.00 | | |
| 2) | | | | |
| 3) | | | | |
| 4) | | | | |
| Total Support Personnel Fringes | - | 1,050.00 | - | - |
| TOTAL SUPPORT PERSONNEL COSTS | - | 13,114.00 | - | - |
| 3. Programmatic/Participant Support District/School Participants) | | | | |
| TOTAL PERSONNEL COSTS | \$ 52,956.00 | \$ 13,114.00 | \$ - | \$ - |

BUDGET REQUEST FOR PROJECT RELATED COSTS
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
PROJECT YEAR : 2024-25

INSTITUTION: Clemson University

| PROJECT DIRECTOR(s): | Proposed Budget | Institutional Funds | Other Funds (School Districts, grants, private, etc.) | CHE Use |
|---|------------------------|----------------------------|---|----------------|
| 1. PROJECT DIRECTOR(s) | | | | |
| 1) Books | | | | |
| 2) Supplies and Materials | 940.00 | | | |
| 3) Travel and Subsistence | 6,114.00 | | | |
| 4) Room and Board | | | | |
| 5) Refreshments | 4,000.00 | | | |
| 6) Tuition | | | | |
| 7) Stipends | 42,500.00 | | | |
| 8) Technology/Equipment | | | | |
| 9) Other-Summer Summit | 3,095.00 | | | |
| 10) Other-School Improvement Activities | 10,000.00 | | | |
| | | | | |
| TOTAL PARTICIPANTS COSTS | 66,649.00 | - | - | - |
| | | | | |
| 2. Supplies and Materials (Institution). List Major Items | | | | |
| 1) | | | | |
| 2) | | | | |
| 3) | | | | |
| 4) | | | | |
| 5) | | | | |
| TOTAL SUPPLY COSTS | - | - | - | - |
| | | | | |
| 3. Equipment/Technology (Greater than 5,000 per item) | | | | |
| 1) | | | | |
| 2) | | | | |
| TOTAL EQUIPMENT COSTS | - | - | - | - |
| | | | | |
| 4. Additional Costs. SPECIFY (includes contractual services) | | | | |
| 1) Speaker(s) | 2,500.00 | | | |
| 2) | | | | |
| 3) | | | | |
| 4) | | | | |
| TOTAL ADDITIONAL COSTS | 2,500.00 | - | - | - |
| | | | | |
| 5. Travel and Subsistence (Institution) | | | | |
| 1) State Employee | 6,024.00 | | | |
| 2) Non-State Employee | | | | |
| TOTAL TRAVEL COSTS | 6,024.00 | - | - | - |
| | | | | |
| TOTAL RELATED PROJECT COSTS | \$ 75,173.00 | \$ - | \$ - | \$ - |

Partnership Agreement
South Carolina Commission on Higher Education
Center of Excellence

This cooperative agreement reflects the overall commitment as well as the specific responsibilities and roles of each of the partners participating in the proposed Center of Excellence. A copy of this form must be completed for each member of the partnership (at a minimum, the institution of higher education and the school/district).

Abbeville County School Dist. agrees to make the following contributions or
 (Name of District) play the following roles in the Center:

The school district represented in this agreement will participate actively in the LEADERS Center of Excellence (the Center) by nominating and/or supporting suitable candidates to serve as School Improvement Coaches. School Improvement Coaches will work alongside the Clemson team to develop and/or increase their skills in implementing rapid cycles of improvement facilitated by research-based improvement science that address localized problems of practice that impact teacher retention and student achievement. School Improvement Coaches will be active school leaders in participating schools classified as rural, underperforming (below average), or with a poverty index of at least 75%. The district will grant members of the Center access to school facilities to participate in Center-related activities. The district will allow participants to attend Center activities and cover any travel costs in accordance with district policy. The district will share data related to the activities of Center participants, including data related to teacher retention, school climate, and student learning outcomes, for use in an ongoing evaluation of the Center.

The district assures that this proposal addresses the following need(s):

The school district represented in this agreement assures that the activities of the Center will address current needs within the district and its participating schools, related to developing school and district leaders' abilities to lead continuous improvement. Participation in the center will include five LCC days, five site-based school visits and the Clemson Educational Leadership Summer Summit. Participation in this professional development initiative will help improve instructional practices, school climate, and organizational conditions within participating schools. This initiative will also align with the district's goals related to increasing teacher retention and student learning outcomes.

The organization further assures that this proposal was developed with input from the following higher education, P-12 faculty and/or staff:

Superintendent/District Official Lori Browne-Brewton

Signature Lori Browne-Brewton Date 05-15-2024

Project Director/Key Contact Name: Dr. Hans Klar, Clemson University

Signature [Signature] Date 6/21/24

**Partnership Agreement
South Carolina Commission on Higher Education
Center of Excellence**

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District 52 - Ninety Six agrees to make the following contributions or
(Name of District) play the following roles in the Center:

The school district represented in this agreement will participate actively in the LEADERS Center of Excellence (the Center) by nominating and/or supporting suitable candidates to serve as School Improvement Coaches. School Improvement Coaches will work alongside the Clemson team to develop and/or increase their skills in implementing rapid cycles of improvement facilitated by research-based improvement science that address localized problems of practice that impact teacher retention and student achievement. School Improvement Coaches will be active school leaders in participating schools classified as rural, underperforming (below average), or with a poverty index of at least 75%. The district will grant members of the Center access to school facilities to participate in Center-related activities. The district will allow participants to attend Center activities and cover any travel costs in accordance with district policy. The district will share data related to the activities of Center participants, including data related to teacher retention, school climate, and student learning outcomes, for use in an ongoing evaluation of the Center.

The district assures that this proposal addresses the following need(s):

The school district represented in this agreement assures that the activities of the Center will address current needs within the district and its participating schools, related to developing school and district leaders' abilities to lead continuous improvement. Participation in the center will include five LCC days, five site-based school visits and the Clemson Educational Leadership Summer Summit. Participation in this professional development initiative will help improve instructional practices, school climate, and organizational conditions within participating schools. This initiative will also align with the district's goals related to increasing teacher retention and student learning outcomes.

The organization further assures that this proposal was developed with input from the following higher education, P-12 faculty and/or staff:

Superintendent/District Official Beth Taylor

Signature Beth Taylor Date 5-24-24

Project Director/Key Contact Name: Dr. Hans Klar, Clemson University

Signature Hans Klar Date 6/21/24

Partnership Agreement
South Carolina Commission on Higher Education
Center of Excellence

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McCormick agrees to make the following contributions or
(Name of District) play the following roles in the Center:

The school district represented in this agreement will participate actively in the LEADERS Center of Excellence (the Center) by nominating and/or supporting suitable candidates to serve as School Improvement Coaches. School Improvement Coaches will work alongside the Clemson team to develop and/or increase their skills in implementing rapid cycles of improvement facilitated by research-based improvement science that address localized problems of practice that impact teacher retention and student achievement. School Improvement Coaches will be active school leaders in participating schools classified as rural, underperforming (below average), or with a poverty index of at least 75%. The district will grant members of the Center access to school facilities to participate in Center-related activities. The district will allow participants to attend Center activities and cover any travel costs in accordance with district policy. The district will share data related to the activities of Center participants, including data related to teacher retention, school climate, and student learning outcomes, for use in an ongoing evaluation of the Center.

The district assures that this proposal addresses the following need(s):

The school district represented in this agreement assures that the activities of the Center will address current needs within the district and its participating schools, related to developing school and district leaders' abilities to lead continuous improvement. Participation in the center will include five LCC days, five site-based school visits and the Clemson Educational Leadership Summer Summit. Participation in this professional development initiative will help improve instructional practices, school climate, and organizational conditions within participating schools. This initiative will also align with the district's goals related to increasing teacher retention and student learning outcomes.

The organization further assures that this proposal was developed with input from the following higher education, P-12 faculty and/or staff:

Superintendent/District Official Dr. Jaime Hembree

Signature [Signature] Ed.D. Date 5/15/2024

Project Director/Key Contact Name: Dr. Hans Klar, Clemson University

Signature [Signature] Date 6/21/24

Partnership Agreement
South Carolina Commission on Higher Education
Center of Excellence

This cooperative agreement reflects the overall commitment as well as the specific responsibilities and roles of each of the partners participating in the proposed Center of Excellence. A copy of this form must be completed for each member of the partnership (at a minimum, the institution of higher education and the school/district).

School District of Pickens County

(Name of District)

agrees to make the following contributions or play the following roles in the Center:

The school district represented in this agreement will participate actively in the LEADERS Center of Excellence (the Center) by nominating and/or supporting suitable candidates to serve as School Improvement Coaches. School Improvement Coaches will work alongside the Clemson team to develop and/or increase their skills in implementing rapid cycles of improvement facilitated by research-based improvement science that address localized problems of practice that impact teacher retention and student achievement. School Improvement Coaches will be active school leaders in participating schools classified as rural, underperforming (below average), or with a poverty index of at least 75%. The district will grant members of the Center access to school facilities to participate in Center-related activities. The district will allow participants to attend Center activities and cover any travel costs in accordance with district policy. The district will share data related to the activities of Center participants, including data related to teacher retention, school climate, and student learning outcomes, for use in an ongoing evaluation of the Center.

The district assures that this proposal addresses the following need(s):

The school district represented in this agreement assures that the activities of the Center will address current needs within the district and its participating schools, related to developing school and district leaders' abilities to lead continuous improvement. Participation in the center will include five LCC days, five site-based school visits and the Clemson Educational Leadership Summer Summit. Participation in this professional development initiative will help improve instructional practices, school climate, and organizational conditions within participating schools. This initiative will also align with the district's goals related to increasing teacher retention and student learning outcomes.

The organization further assures that this proposal was developed with input from the following higher education, P-12 faculty and/or staff:

Superintendent/District Official Jeff Duncan

Signature [Signature] Date 5/29/24

Project Director/Key Contact Name: Dr. Hans Klar, Clemson University

Signature [Signature] Date 6/21/24

Appendix B

**Partnership Agreement
South Carolina Commission on Higher Education
Center of Excellence**

This cooperative agreement reflects the overall commitment as well as the specific responsibilities and roles of each of the partners participating in the proposed Center of Excellence. A copy of this form must be completed for each member of the partnership (at a minimum, the institution of higher education and the school/district).

Saluda County Schools
(Name of Organization)

agrees to make the following contributions or
play the following roles in the Center:

The school district represented in this agreement will participate actively in the LEADERS Center of Excellence (the Center) by nominating and/or supporting suitable candidates to serve as School Improvement Coaches. School Improvement Coaches will work alongside the Clemson team to develop and/or increase their skills in implementing rapid cycles of improvement facilitated by research-based improvement science that address localized problems of practice that impact teacher retention and student achievement. School Improvement Coaches will be active school leaders in participating schools classified as rural, underperforming (below average), or with a poverty index of at least 75%. The district will grant members of the Center access to school facilities to participate in Center-related activities. The district will allow participants to attend Center activities and cover any travel costs in accordance with district policy. The district will share data related to the activities of Center participants, including data related to teacher retention, school climate, and student learning outcomes, for use in an ongoing evaluation of the Center.

The organization assures that this proposal addresses the following need(s) identified by the school/district:

The school district represented in this agreement assures that the activities of the Center will address current needs within the district and its participating schools. These needs include limited professional learning opportunities for developing school and district leaders' abilities to lead continuous improvement. Participation in the center will include eleven events, including five LCC days, five site-based school visits and attending the Annual Clemson Educational Leadership Summer Summit. This professional development initiative will help improve instructional practices, school culture, and organizational conditions within participating schools. This initiative will also align with the district's goal of increasing teacher retention and student learning outcomes.

Appendix B

The organization further assures that this proposal was developed with input from the following higher education, P-12 faculty and/or staff:

Project Director/Key Contact Name Hans W. Kler

Signature [Signature] Date 6/21/24

Dean/Superintendent Hervey Livingston

Signature [Signature] Date 6-18-2024

Partnership Agreement
South Carolina Commission on Higher Education
Center of Excellence

This cooperative agreement reflects the overall commitment as well as the specific responsibilities and roles of each of the partners participating in the proposed Center of Excellence. A copy of this form must be completed for each member of the partnership (at a minimum, the institution of higher education and the school/district).

Spartanburg District 7
 (Name of Organization)

agrees to make the following contributions or play the following roles in the Center:

The school district represented in this agreement will participate actively in the LEADERS Center of Excellence (the Center) by nominating and/or supporting suitable candidates to serve as School Improvement Coaches. School Improvement Coaches will work alongside the Clemson team to develop and/or increase their skills in implementing rapid cycles of improvement facilitated by research-based improvement science that address localized problems of practice that impact teacher retention and student achievement. School Improvement Coaches will be active school leaders in participating schools classified as rural, underperforming (below average), or with a poverty index of at least 75%. The district will grant members of the Center access to school facilities to participate in Center-related activities. The district will allow participants to attend Center activities and cover any travel costs in accordance with district policy. The district will share data related to the activities of Center participants, including data related to teacher retention, school climate, and student learning outcomes, for use in an ongoing evaluation of the Center.

The organization assures that this proposal addresses the following need(s) identified by the school/district:

The school district represented in this agreement assures that the activities of the Center will address current needs within the district and its participating schools. These needs include limited professional learning opportunities for developing school and district leaders' abilities to lead continuous improvement. Participation in the center will include eleven events, including five LCC days, five site-based school visits and attending the Annual Clemson Educational Leadership Summer Summit. This professional development initiative will help improve instructional practices, school culture, and organizational conditions within participating schools. This initiative will also align with the district's goal of increasing teacher retention and student learning outcomes.

The organization further assures that this proposal was developed with input from the following higher education, P-12 faculty and/or staff:

Project Director/Key Contact Name Terry Pruitt

Signature Terry Pruitt Date 6/20/24

Dean/Superintendent Jeff Stevens

Signature Terry Pruitt Date 6/20/24

Hans W. Klan
H. W. Klan 6/21/24



LEADERS

LEADING EDUCATIONAL ADMINISTRATOR DEVELOPMENT
FOR EXCELLENT RURAL SCHOOLS CENTER OF EXCELLENCE

To: Dr. Lishu Yin
From: Dr. Hans W. Klar
Date: July 1, 2024
Subject: LEADERS Center of Excellence FY2024-25 (Year 4) Budget Proposal

I am writing to submit the proposed FY2024-25 budget for the LEADERS Center of Excellence. The proposed budget for personnel costs and budget-related costs is below.

Note: In Year 4, we are proposing to work with two cohorts of coaches and leaders, one with districts in the Western Piedmont Education Consortium (WPEC) and another in the School District of Pickens County (SDPC). Costs below are disaggregated by cohort where appropriate.

Budget Personnel Costs

Key Personnel

Key personnel costs in Year 4 will be **\$52,956** (\$37,928 in salaries and \$15,028 in fringe).

- Dr. Hans Klar = \$16,420 (1.13 academic month) plus 38.2% fringe (\$6,272) = \$22,692
- Dr. Noelle Paufler = \$9,894 (1.13 month) plus 43.2% fringe (\$4,274) = \$14,168
- Dr. Angela Carter = \$10,699 (1.13 academic month) plus 38.2% fringe (\$4,087) = \$14,786
- Dr. Cindy Roper = \$915 (.14 month) plus 43.2% fringe (\$395) = \$1,310

Key personnel costs in Year 4 reflect a 3% increase from personnel costs in Year 3. This calculation is consistent with increases in approved personnel costs year over year in the original budget for Years 1-3. This increase is included to help off-set state and institutionally mandated salary increases, which relate to faculty promotions and job changes since the beginning of the grant and are used to calculate the cost of course buyouts.

Support Personnel

Support personnel (graduate student for 8 hours per week) costs in Year 4 will be **\$13,114** (\$12,064 in salary and \$1,050 in fringe) to be cost-shared with the institution.

This cost reflects an increase in support personnel from 3 hours per week in Years 1-3 to 8 hours per week in Year 4. This increase from previous years reflects the need for additional assistance to support grant activities, including collecting data and documenting impacts.



Budget Related Costs

Participation Costs:

Supplies and Materials

A total of \$500 will be used to purchase binders with dividers and print materials for new coaches and leaders from the SDPC (\$25.00 per person x 20 coaches and leaders). A total of \$200 will be used for printing and binding new coaching materials for use by coaches in both cohorts and the Center team (\$8.00 per person x 20 coaches and 5 team members). A total of \$240 will be used to purchase 10 copies of an improvement science book (\$24 per book).

A total of **\$940** will be used for supplies and materials.

Travel and Subsistence

WPEC Cohort: In Year 4, 10 coaches (selected from current coaches) and 10 leaders (selected from current leaders in Cohorts 1 and 2) would each receive reimbursement for LCC activities. In Year 4, 10 coaches will each receive reimbursement for 8 trips of 50 miles to LCC activities (LCC Days and site-based coaching sessions). In total, 10 coaches will each receive \$268 (8 trips x 50 miles x \$.67 per mile) for a subtotal of \$2,680. We anticipate 10 leaders will each receive reimbursement for 4 trips of 50 miles to LCC Days. In total, 10 leaders will each receive \$134 (4 trips x 50 miles x \$.67 per mile) for a subtotal of \$1,340.

A total of 10 coaches will each receive 1 trip of 175 miles to the Summer Summit in June 2025. A total of 10 leaders will each receive 1 trip of 175 miles to the Summer Summit for themselves, and 1 trip of 175 miles to the Summer Summit for a colleague. In total, 30 participants (10 coaches, 10 leaders, 10 guests of leaders) will each receive \$117 (175 miles x \$.67 per mile) for a total of \$3,518 in Summer Summit travel.

SDPC Cohort: In Year 4, 10 coaches and 10 leaders would each receive reimbursement for LCC activities. In Year 4, 10 coaches will each receive reimbursement for 7 trips of 50 miles to LCC activities (LCC Days and site-based coaching sessions). In total, 10 coaches will each receive \$235 (7 trips x 50 miles x \$.67 per mile) for a subtotal of \$2,345. We anticipate 10 leaders will each receive reimbursement for 4 trips of 50 miles to LCC Days. In total, 10 leaders will each receive \$134 (4 trips x 50 miles x \$.67 per mile) for a subtotal of \$1,340.



LEADERS

LEADING EDUCATIONAL ADMINISTRATOR DEVELOPMENT
FOR EXCELLENT RURAL SCHOOLS CENTER OF EXCELLENCE

A total of 10 coaches will each receive 1 trip of 50 miles to the Summer Summit in June 2025. A total of 10 leaders will each receive 1 trip of 50 miles to the Summer Summit for themselves, and 1 trip of 50 miles to the Summer Summit for a colleague. In total, 30 participants (10 coaches, 10 leaders, 10 guests of leaders) will each receive \$34 (50 miles x \$.67 per mile) for a total of \$1,005 in Summer Summit travel.

Based on these calculations, the total cost of participant travel in Year 4 would be \$12,228 (\$2,680 + \$1,340 + \$3,518 + \$2,345 + \$1,340 + \$1005). However, participants have historically submitted significantly fewer claim reimbursement requests than anticipated. Therefore, we request a total of **\$6,114** (a reduction of 50% based on the original travel cost calculation).

Refreshments

WPEC Cohort: A total of 4 workshops (LCC Days) will be held at the WPEC Office in Greenwood, SC. The cost of lunch and refreshments together using district food services will be \$20 per person. In Year 4, refreshments for 25 participants (10 coaches + 10 leaders + 5 Clemson team members) at each of the LCC Day workshops to be held in September 2024, November 2024, January 2025, and March 2025 will cost \$500 per workshop for a total of \$2,000 in refreshments.

SDPC Cohort: A total of 4 workshops (LCC days) will be held at the Career and Technology Center in Pickens, SC. The cost of lunch and refreshments together using district food services will be \$20 per person. In Year 4, refreshments for 25 participants (10 coaches + 10 leaders + 5 Clemson team members) at each of the LCC Day workshops to be held in October 2024, December 2024, February 2025, and April/May 2025 will cost \$500 per workshop for a total of \$2,000 in refreshments.

In total, refreshments for LCC Days for both the WPEC and SDPC cohorts will cost **\$4,000**.

Stipends

WPEC Cohort: In Year 4, the stipends for the 10 coaches will be \$19,500. The stipends are provided to compensate the coaches for the time and effort they put into preparing for LCC days, site visits, and the Summer Summit, all of which is over and above the work they are expected to perform in their districts. The stipends are calculated as follows:

- \$19,500 for the 4 LCC Day workshops, 4 school site visits, and 1 Summer Summit (\$300 per LCC Day workshop, \$150 per school site visit, and \$150 for the Summer Summit) = \$1,950 per coach

SDPC Cohort: In Year 4, the stipends for the 10 coaches will be \$23,000. The stipends are provided to compensate the coaches for the time and effort they put into preparing for LCC days, site visits, and the Summer Summit, all of which is over and above the work they are expected to perform in their districts. The stipends are calculated as follows:



LEADERS

LEADING EDUCATIONAL ADMINISTRATOR DEVELOPMENT
FOR EXCELLENT RURAL SCHOOLS CENTER OF EXCELLENCE

- \$18,000 for the 4 LCC Day workshops, 3 school site visits, and 1 Summer Summit (\$300 per LCC Day workshop, \$150 per school site visit, and \$150 for the Summer Summit) = \$1,800 per coach
- Coaches in the SDPC Cohort will also each receive a leadership coach development stipend of \$500 as compensation for participating in 20 hours of intensive after-school coach development training.

In total, the stipends for coaches in both the WPEC and SDPC cohorts will cost **\$42,500.**

Other- Summer Summit (June 2025)

In Year 4, expenses for hosting the Summer Summit will be as follows:

- \$1,300.00 event catering: This cost includes the delivery and set up of morning and afternoon refreshments (total of \$20.00/person for both morning and afternoon refreshments x 65, which includes 20 coaches, 20 leaders, 20 leader colleagues, and 5 Center team members).
- \$845.00 for 65 lunch passes at \$13.00 each
- \$500.00 for facility rental and IT support
- \$450.00 for 60 parking passes at \$7.50 each (excludes Center team members)

We anticipate a total of **\$3,095** in expenses (\$1,300 + \$845 + \$500 + \$450) for the Summer Summit.

Other-School Improvement Activities

WPEC Cohort: A total of \$5,000 will be used to support school improvement activities, which will result in 10 leaders (selected from current leaders in Cohorts 1 and 2) each receiving up to \$500.00. Each leader would submit a proposal for approval by the center director and CHE for activities to be implemented in FY2024-25.

SDPC Cohort: A total of \$5,000 will be used to support school improvement activities, which will result in 10 leaders each receiving up to \$500.00. Each leader would submit a proposal for approval by the center director and CHE for activities to be implemented in FY2024-25.

A total of **\$10,000** will be used for school improvement activities.

Additional Costs:

Speakers

Hosting a guest speaker at the Summer Summit would be consistent with Years 1 through 3 activities. We request **\$2,500** for a guest speaker(s) (i.e., travel, lodging, honorarium) at the Summer Summit in Year 4.



LEADERS

LEADING EDUCATIONAL ADMINISTRATOR DEVELOPMENT
FOR EXCELLENT RURAL SCHOOLS CENTER OF EXCELLENCE

Travel Costs:

Travel

WPEC Cohort: In Year 4, the Center team will travel to schools in the WPEC Cohort for site-based coaching sessions and to a central location for 4 LCC Days. Travel for site-based coaching sessions will occur in October 2024, December 2024, February 2025, and April/May 2025. In Year 4, the Center team will make 40 trips (4 trips x 10 schools x \$50/trip = \$2,000) for site-based coaching sessions and 4 trips to a central location for LCC Days (4 trips x 2 cars x \$150/trip = \$1,200).

SDPC Cohort: In Year 4, the Center team will travel to schools in the SDPC Cohort for site-based coaching sessions and to a central location for 4 LCC Days. Travel for site-based coaching sessions will occur in November 2024, January 2025, and March 2025. In Year 4, the Center team will make 30 trips (3 trips x 10 schools x \$50/trip = \$1,500) for site-based coaching sessions and 4 trips to a central location for LCC Days (4 trips x 2 cars x \$50/trip = \$400).

The Center team will also travel to two in-person CHE Directors meetings. Travel to the CHE Directors meetings includes lodging (\$150/night x 2 nights), per diem (\$35/day x 3 days), and local travel (\$0.67/mile x 85 miles = \$57) per trip (\$462/trip x 2 trips = \$924/year).

The cost of travel in Year 4 will be **\$6,024** (\$2,000 + \$1,200 + \$1,500 + \$400 + \$924).

Center of Excellence for Teacher Retention and Induction in the Pee Dee
Extension of Original 3-Year Grant Proposal
One-Year Extension

In order to continue to serve the Pee Dee region's school districts in raising teacher retention of early-career teachers, the Center of Excellence for Teacher Retention and Induction in the Pee Dee (COE-TRIP) proposes to extend the grant for an additional year. For the past 2.5 years, our Center has worked with 2 school districts—Marion County Schools and Florence School District 3—and with pre-service teachers. During this time, our Center has raised the teacher retention rate from 76% to 93.2% in Marion County and from 59.26% to 100% in Florence School District 3. In 2021-2022, prior to our work with Florence School District 3 (FSD3) and Marion County School District (MCSD), FSD3 retained 16 of 27 first-year teachers and MCSD retained 19 of 25 first-year teachers. In 2023-2024, our Center helped retain 31 of 31 first-year teachers in Florence School District 3 and 47 of 51 first-year teachers in Marion County School District. Over the course of our program, we have worked with approximately 400 early-career teachers, their mentor teachers, and school administrators and 100 pre-service teachers. Our Center would like to continue to offer support to these two districts and to add three more districts in the Pee Dee region as partners. The additional three districts will include Chesterfield County School District, Darlington County School District, and Lee County School District. By serving 5 school districts in the Pee Dee region as well as pre-service teachers at FMU, our Center strives to achieve the same goals first established by our Center in 2021-2022:

- To improve the retention rate of early career teachers in the Pee Dee region by raising the retention rate by at least 10%.
- To improve the overall well-being and self-efficacy of early career and pre-service teachers by pre- and post-survey results showing statistically significant differences.
- To strengthen the perceived effectiveness and quality of early-career teachers by demonstrating statistically significant improvements to participant self-evaluation of their abilities as provided on the pre- and post-survey and showing at least 10% growth in the teachers' self-selected MAP goal(s).
- To make effective retention practices replicable by presenting the process and results at the COE Directors Meetings and the Pee Dee Consortium.

The Center's level of support to districts is 3-fold: provide continual professional development to early-career and pre-service teachers that builds on teachers' self-efficacy and well-being, provide training and on-going professional development and support to mentor teachers who work with early-career teachers, and provide on-going professional development to school administrators to guide their support of early career teachers. Additionally, the Center will continue its support of pre-service teachers by providing ongoing professional development that builds on their own self-efficacy and well-being.

Ongoing Professional Development for Early-Career and Pre-Service Teachers

The Center will provide a number of professional development workshops to first-year and second-year teachers. Working with induction teachers for first-year teachers, the Center will continue to offer 5 professional development sessions for first-year teachers. These sessions will be in support of teacher self-efficacy and well-being. Session topics include teacher work-life balance, classroom management, trauma-informed instruction, and social-emotional learning. The Center will differentiate its instructional content to the needs of the district. This has been done and will continue to be done through focusing on specific group's needs, such as international teachers and alternative certification teachers. For second-year teachers, the Center will provide two professional development sessions. These will focus on teacher self-efficacy through presenting upon student motivation and engagement and on teacher well-being through teacher self-reflection of their own efficacy and well-being. Workshops for first- and second-year teachers are held at the district site to focus on individual district needs.

Previously, the Center offered coach support to first- and second-year teachers. While those who utilized coach support proclaimed the support was beneficial, there was low turn-out at the monthly meeting sessions. The Center has determined that this support may not be an effective use of funding and will be providing a "tips and tricks" booklet to first-year teachers that will be a great resource for them to review when needed. The Director and Co-Director will be connecting with first-year teachers throughout the year to provide ongoing support outside of the professional development workshops by sending monthly emails that offer encouragement and advice when needed.

The Center will also continue to support pre-service teachers by providing five professional development sessions with student teachers each semester. These sessions focus on teacher well-being and self-efficacy by presenting on teacher work-life balance, classroom management, motivation and engagement, and social-emotional learning. These sessions are held alongside class sessions for student teachers on FMU's campus.

Mentor Training and On-Going Professional Development

In discussion with our district partners, the Center learned the need for mentor training and professional development for the mentor teachers who work with first-year teachers. As well, first-year teachers have stated the need for more support from their mentor teachers. The Center Director and Co-Director were trained in Summer 2023 to serve as CERRA Mentor Trainers. We will continue to offer training sessions twice per year so that mentor teachers are well trained to support their first-year teachers. Along with the CERRA Mentor Training, the Center will provide two workshops to mentor teachers that provide additional strategies to support early-career teachers. Topics include working with international teachers, building collaborative relationships, and trauma-informed supports. Mentor training and on-going professional development for mentor teachers are held on FMU's campus and are during a time conducive to the mentor teachers' schedules.

On-Going Professional Development for School Administrators

The Center has also learned that its first-year and second-year teacher participants need more support from school administrators. In 2023-2024, the Center offered professional development

workshops to school administrators and received high praise and support for the initiative from its participants. The Center will continue to offer two professional development workshops to school administrators. These workshops are geared toward the needs of early-career teachers and the supports administrators can provide to build a positive school climate. Topics at the workshops include identifying the needs of early-career teachers, creating a school-wide support system, and self-care for administrators and teachers. The workshops are held on FMU's campus and are during a time conducive to administrators' schedules.

Cost to District Partners, Francis Marion University, and Commission on Higher Education

To support our initiative of increasing teacher retention in our partner districts, the Center has outlined the financial support provided by its partner districts, Francis Marion University, and the Commission on Higher Education. Each supporting partner provides for the essential needs of the Center.

District Partners

District partners will pay \$50 per first-year teacher each year. The funding will cover the training materials for mentor teachers, travel to/from the school districts for first-year and second-year professional development workshops, and supplies for all workshops. The estimated total of district support is \$15,000.00 (an average of \$3,000.00 per district). Memoranda of Understanding have been provided for each district partner to demonstrate their acceptance of this financial contribution.

Francis Marion University

Francis Marion University will provide a 3-credit course release in the Fall and Spring semesters for both Director and Co-Director to allow time to manage the Center and provide professional development and training. A letter of support from Dr. Fred Carter, President of Francis Marion University, demonstrates the acceptance of this contribution.

Commission on Higher Education

The Center has been able to provide highly effective support under the guidance and allowance of the Commission on Higher Education. Our Center has surpassed our goal of achieving a 10% gain in teacher retention, having achieved over 17% growth in teacher retention in Marion County School District over 2.5 years and 41% growth in teacher retention in Florence School District 3 (approximately 22 first-year teachers per school year). To continue to meet this goal with all 5 districts, the Center will need a total cost of \$80,449.67 from the Commission on Higher Education. This amount covers Director and Co-Director salary and fringe costs for summer work, not covered under FMU's contribution. It also covers the costs for the Center's daily supplies/materials needs, travel to conferences, including the Directors Symposium hosted by CHE, refreshments for the workshops, and stipends for guest speakers at workshops. A significant amount of the proposed budget is for classroom materials for first-year teachers (\$100 per first-year teacher). We anticipate supporting 300 first-year teachers. This cost alone is approximately 38% of the total budget for CHE to cover. The Center has seen that providing

these supplies to first-year teachers toward the end of the year allows them to come back in the second year with supplies ready for the year to begin. The detailed budget, along with the budget adjustment justification narrative have been provided to demonstrate this need.

The Center has been able to exceed its goals and provide effective support for early-career and pre-service teachers. It is our hope that we continue to offer support to our partner districts and to expand to other districts in the Pee Dee region for years to come.

**Centers of Excellence Budget
FY2024-25**

Attachment 4

| Center | Institution | Project Director | FY 2024-25 Projected Awards | Project Year |
|--|---------------------------|--|-----------------------------------|---|
| Center of Excellence to Prepare Teachers of Children of Poverty (Proviso) | Francis Marion University | Tammy Pawloski | \$ 350,000.00 | |
| Center of Excellence for the Advancement of Reading and Literacy Instruction (Collaborative Model) | Lander | Sarah Hunt-Barron | \$ 107,034.27 | Year 2 |
| | Presbyterian College | Patrica Jones | \$ 47,600.00 | |
| Alternative Pathway to Educator Certification (APEC) | Columbia College | Marla Sanders | \$ 112,500.00 | Year 7 (Extension for Replicating the model) |
| Alternative Pathway to Educator Certification (APEC) | Coker University | Lisa Stockdale | \$ 112,500.00 | Year 2 (Replicated Model) |
| Teacher Leadership | Converse University | Lienne Medford | \$ 113,652.64 | Year 2 |
| Teacher Retention and Induction in Pee Dee | Francis Marion University | Kimberly McCuiston, Lindsay Simmons | \$ 80,449.67 | Year 4 (Extension) |
| Leading Education Administrator Development for Excellent Rural Schools (Leaders) | Clemson University | Hans Klar | \$ 128,129.00 | Year 4 (Extension) |
| | | Award Subtotal | \$ 1,051,865.58 | |
| | | CHE Administration | \$ 85,660.42 | |
| | | Total | \$ 1,137,526.00 | |
| Center of Excellence for Reading and Engagement for All Learners | USC Upstate | Carryforward Funds | \$ 141,405.62 | Year 1 |



August 8, 2024

MEMORANDUM

TO: Dr. Hugh Mobley, Chair, and Members, Access & Equity and Student Affairs Committee
FROM: Dr. Karen Woodfaulk, Director, Office of Student Affairs

Tucker Hipps Transparency Act 265 of 2016

Background

The Tucker Hipps Transparency Act in Act 265 of 2016 requires S.C. four-year public institutions, with exception to the Medical University of SC (MUSC) and The Citadel, to maintain reports of actual findings of certain misconduct by fraternity and sorority organizations. The sunset provision of Act 265 of 2016 resulted in the expiration of the Act on June 29, 2019, unless the provisions of the Act were extended or reenacted by the General Assembly (**Attachment I**). The General Assembly approved the Tucker Hipps Transparency Act under permanent continuation and thereby repealed the sunset provision on April 26, 2019. Act 265 of 2016 permanently authorized the Tucker Hipps Transparency Act (**Attachment II**).

Overview

According to the Act, a public higher education institution, excluding technical colleges, MUSC and The Citadel, must maintain a report of actual findings of violations of the institution's Conduct of Student Organizations by fraternity and sorority organizations affiliated with the institution. A report of actual findings of violations of the Conduct of Student Organizations is required for offenses involving alcohol, drugs, sexual assaults, physical assaults, and hazing. The name of the organization, and when the organization was charged with the misconduct must be provided as well as the dates on which the citation was issued regarding the event and the initiation date of the investigation. The institution must provide a general description of the incident, the charges, findings, and sanctions placed on the organization, and the date the matter was resolved.

The report must not include personal identifiable information of individual students. The institution, according to the Act, must update this report at least forty-five calendar days before the start of the fall and spring academic semesters and provide reports on its internet website in a prominent location.

The Tucker Hipps Transparency Act requires the institution to furnish a printed notice of the nature and availability of the report and the website address where it can be accessed for student and parent orientation purposes. The institution must maintain updated reports over a four-year period on their websites. Each public institution, with the exception of MUSC and The Citadel, must submit to the Commission on Higher Education a statement within fourteen calendar days of posting the updated report.



803-737-2260

1122 Lady St, Ste 400
Columbia, SC 29201

www.che.sc.gov



Tucker Hipps Transparency Act Academic Year 2023-2024 Reporting of Violations
Fall 2023 and Spring 2024

<https://www.che.sc.gov/Students.FamiliesMilitary/LearningAboutCollege/TuckerHippsTransparencyAct.aspx>

| Institutions | Updated | Violations |
|--------------------|-----------|--|
| Clemson University | 6-11-2024 | Women's Club Lacrosse Incident Date: 12-04-23 Date Resolved: 03-06-24 Organization participated in causing minor damage to a very large and expensive Airbnb house in Tellico Plains over the weekend of December 2, 2023. |
| | | Men's Club Ice Hockey Team Incident Date: 12-04-23 Date Resolved: 03-06-24 Organization participated in causing a majority of substantial damage to a very large and expensive Airbnb house in Tellico Plains over the weekend of December 2, 2023. |
| | | Sigma Nu Incident Date: 03-07-24 Date Resolved: 03-08-24 Housing discovered drug and alcohol paraphernalia left behind in the Chapter room along with a lighter, which is against Fire Safety policies. |
| | | Delta Sigma Theta Incident Date: 01-13-24 Date Resolved: 03-08-24 Organization and their guests caused damages to a pool table by sitting on it during an event. |
| | | Beta Theta Pi Incident Date: 11-03-23 Date Resolved: 04-05-24 Organization conducted a gathering in the Beta Theta Pi study/lounge area where students possessed alcohol under the age of 21. The investigation also found there were lewd and indecent drawings placed on the wall and windows of the study/lounge, and trash as well as debris was scattered throughout. In addition, minor damage to the room and laundry area were also found. |
| | | Theta Chi Incident Date: 08-15-23 Date Resolved: 12-06-23 Organization hazed new members through participation in line ups, personal servitude, designated driving, forced physical activities and forced eating and drinking of alcoholic and nonalcoholic beverages. |

| | | |
|------------------------------|------------|---|
| Clemson cont. | | <p>Chi Phi Incident Date: 10-28-23 Date Resolved: 11-27-23</p> <p>Investigation revealed that your organization hosted a party without proper monitoring and underaged drinking occurred.</p> <hr/> <p>Sigma Alpha Epsilon Incident Date: 10-18-23 Date Resolved: 11-27-23</p> <p>Investigation revealed that new members were made to participate in line ups, acts of personal servitude, and designated driving rotations.</p> |
| University of South Carolina | 07/17/2024 | <p>Chi Psi Incident Date: 08-27-23 Date Resolved: 09-06-23</p> <p>Information was provided to University staff alleging a failure by the organization to follow directives. ---</p> <p>Incident Date: 08-28-23 Date Resolved: 09-14-23</p> <p>Information was provided to University staff alleging a failure to follow event notification procedures. ---</p> <p>Incident Date: 01-17-24 Date Resolved: 01-26-24</p> <p>The Chapter failed to complete educational sanctions by the previously agreed-upon deadline.</p> <hr/> <p>Phi Kappa Sigma Incident Date: 08-25-23 Date Resolved: 09-12-23</p> <p>Information was provided to university staff alleging a failure to follow event notification procedures. ---</p> <p>Incident Date: 09-25-23 Date Resolved: 10-13-23</p> <p>Information was provided to university staff alleging hazing concerns. An investigation conducted by the university determined concerns related to inappropriate activities in the new member education experience.</p> <hr/> <p>Phi Iota Alpha Incident Date: 03-15-24 Date Resolved: 04-29-24</p> <p>Information was provided to university staff alleging a failure by the organization to follow the university's alcohol policies related to events.</p> |

| | | |
|------------------------------------|------------|--|
| University of South Carolina cont. | 07/17/2024 | Delta Tau Delta Incident Date: 09-02-23 Date Resolved: 10-10-23 Information was provided to university staff alleging a failure by the organization to follow policies related to events. |
| | | Alpha Sigma Phi Incident Date: 09-07-23 Date Resolved: 10-06-23 Information was provided to University staff alleging a failure to follow event notification procedures. Incident Date: 09-15-23 Date Resolved: 09-22-23 Information was provided to university staff alleging hazing concerns. An investigation conducted by the university found inappropriate activities in the new member education experience. |
| | | Alpha Epsilon Pi Incident Date: 03-15-24 Date Resolved: 03-18-24 Information was provided to university staff concerning potential violations of the university disruptive activity policy due to a loud large gathering. |
| | | |
| Coastal Carolina University | 07/01/2024 | Sigma Phi Epsilon Incident Date: 01-26-24 Date Resolved: 02-27-24 Hazing of new members at an off-campus location |
| | | Phi Gamma Delta Incident Date: 02-13-24 Date Resolved: TBA Hazing of new members at an off-campus location |
| | | Phi Sigma Sigma Incident Date: 10/02/23 & 02/02/24 Date Resolved: TBA Hazing of new members at an off-campus location. Both incidents could have been connected, hence they are listed together. |
| College of Charleston | 07/16/2024 | Alpha Tau Omega Report Date: 02-13-24 Date Resolved: 03-29-24 The organization was alleged to have engaged in alcohol-related hazing. After an investigation, no evidence was found to support the allegations. --- Report Date: 09-28-23 Date Resolved: 12-04-23 |

| | | |
|---------------------------------|------------|--|
| College of Charleston cont. | 07/16/2024 | Hazing involving forced alcohol |
| | | Pi Kappa Phi Report Date: 01-30-24 Date Resolved: 02-26-24 The organization was alleged to have hazed new members through participation in line ups, sleep deprivation, personal servitude, physical assault and forced consumption of non-alcohol drinks. |
| | | Women's Club Rugby Report Date: February 2024 Date Resolved: Organizational Conduct in progress. The organization is alleged to have hazed new members through acts of servitude and required hosting and or attendance of events with unlawful possession of alcohol and controlled substances |
| | | Sigma Alpha Epsilon Report Date: April 2024 Date Resolved: Organizational Conduct in progress. This organization is alleged to have engaged in reckless behavior resulting in damage to a private property. --- Report Date: 11-06-23 Date Resolved: 11-06-23 Hazing; the Sigma Alpha Epsilon Headquarters has not shared a copy of the incident report) |
| | | Sigma Chi Report Date: May 2024 Date Resolved: Organizational Conduct in progress The organization is alleged to have hazed new members through participation in line ups, personal servitude, forced physical activities, and forced consumption of unlawful substances. |
| | | Student Government Association Report Date: 09-30-23 Date Resolved: 10-19-23 Empty alcohol bottles found in the Student Government Association on-campus office |
| Francis Marion University | 05/20/2024 | No violations were reported during the 2023 -2024 Academic Year. |
| Lander University | 05/02/2024 | No violations were reported during the 2023 -2024 Academic Year. |
| South Carolina State University | 07/03/2024 | Alpha Phi Alpha Report Date: Spring 2024 Date Resolved: Not listed Accused of committing an act of discrimination during the application process was reported by an individual student anonymously. |

| | | |
|---------------------------------------|------------|--|
| South Carolina State University cont. | 07/03/2024 | Delta Sigma Theta Report Date: Spring 2024 Date Resolved: Not listed A hazing incident was reported to the university police department by the phone call. |
| USC Aiken | 07/01/2024 | No violations were reported during the 2023 -2024 Academic Year. |
| USC Beaufort | 07/03/2024 | No violations were reported during the 2023 -2024 Academic Year. |
| USC Upstate | 07/01/2024 | No violations were reported during the 2023 -2024 Academic Year. |
| Winthrop University | 07/01/2024 | No violations were reported during the 2023 -2024 Academic Year. |

South Carolina General Assembly
121st Session, 2015-2016

A265, R304, H4521

STATUS INFORMATION

General Bill

Sponsors: Reps. Putnam, Burns, Loftis, Felder, Taylor, Whipper and R.L. Brown

Document Path: l:\council\ills\ms\7176ab16.docx

Introduced in the House on January 12, 2016

Introduced in the Senate on March 17, 2016

Last Amended on June 2, 2016

Passed by the General Assembly on June 2, 2016

Governor's Action: June 9, 2016, Signed

Summary: Tucker Hipps Transparency Act

HISTORY OF LEGISLATIVE ACTIONS

| Date | Body | Action Description with journal page number |
|-----------|--------|---|
| 12/3/2015 | House | Prefiled |
| 12/3/2015 | House | Referred to Committee on Education and Public Works |
| 1/12/2016 | House | Introduced and read first time (House Journal-page 92) |
| 1/12/2016 | House | Referred to Committee on Education and Public Works (House Journal-page 92) |
| 1/19/2016 | House | Member(s) request name added as sponsor: Loftis |
| 2/25/2016 | House | Member(s) request name added as sponsor: Felder, Taylor |
| 3/10/2016 | House | Committee report: Favorable with amendment Education and Public Works (House Journal-page 3) |
| 3/15/2016 | House | Member(s) request name added as sponsor: Whipper, R.L.Brown |
| 3/16/2016 | House | Amended (House Journal-page 11) |
| 3/16/2016 | House | Read second time (House Journal-page 11) |
| 3/16/2016 | House | Roll call Yeas-84 Nays-0 (House Journal-page 14) |
| 3/17/2016 | House | Read third time and sent to Senate (House Journal-page 7) |
| 3/17/2016 | Senate | Introduced and read first time (Senate Journal-page 4) |
| 3/17/2016 | Senate | Referred to Committee on Education (Senate Journal-page 4) |
| 3/17/2016 | | Scrivener's error corrected |
| 5/25/2016 | Senate | Committee report: Favorable Education (Senate Journal-page 6) |
| 5/31/2016 | Senate | Read second time (Senate Journal-page 60) |
| 6/1/2016 | Senate | Amended (Senate Journal-page 57) |
| 6/2/2016 | Senate | Amended (Senate Journal-page 62) |
| 6/2/2016 | Senate | Read third time and returned to House with amendments (Senate Journal-page 62) |
| 6/2/2016 | | Scrivener's error corrected |
| 6/2/2016 | House | Concurred in Senate amendment and enrolled (House Journal-page 84) |
| 6/2/2016 | House | Roll call Yeas-99 Nays-0 (House Journal-page 84) |
| 6/6/2016 | | Ratified R 304 |
| 6/9/2016 | | Signed By Governor |
| 6/15/2016 | | Effective date 06/29/16 |
| 6/16/2016 | | Act No. 265 |

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VERSIONS OF THIS BILL

[12/3/2015](#)

[3/10/2016](#)

[3/16/2016](#)

[3/17/2016](#)

[5/25/2016](#)

[6/1/2016](#)

[6/2/2016](#)

[6/2/2016-A](#)

[6/2/2016-B](#)

(A265, R304, H4521)

AN ACT TO AMEND THE CODE OF LAWS OF SOUTH CAROLINA, 1976, TO ENACT THE “TUCKER HIPPS TRANSPARENCY ACT” BY ADDING SECTION 59-101-210 SO AS TO PROVIDE THAT BEGINNING WITH THE 2016-2017 ACADEMIC YEAR, PUBLIC INSTITUTIONS OF HIGHER LEARNING, EXCLUDING TECHNICAL COLLEGES, SHALL MAINTAIN REPORTS OF ACTUAL FINDINGS OF CERTAIN MISCONDUCT BY MEMBERS OF FRATERNITIES AND SORORITIES FORMALLY ASSOCIATED WITH THE INSTITUTION, TO SPECIFY INFORMATION THAT MUST BE INCLUDED AND MUST BE EXCLUDED, TO PROVIDE REQUIREMENTS FOR UPDATING AND PRESERVING REPORTS, TO PROVIDE INSTITUTIONS SHALL MAKE THE REPORTS AVAILABLE TO THE PUBLIC AND ONLINE, TO PROVIDE MEMBERS OF THE PUBLIC MAY SEEK REDRESS FOR SUSPECTED VIOLATIONS UNDER THE FREEDOM OF INFORMATION ACT; AND TO PROVIDE SPECIFIC REQUIREMENTS FOR THE INITIAL REPORTS EACH INSTITUTION SHALL COMPILE AND MAKE AVAILABLE; AND TO PROVIDE THE ACT EXPIRES THREE YEARS AFTER ITS EFFECTIVE DATE ABSENT FURTHER ACTION BY THE GENERAL ASSEMBLY.

Be it enacted by the General Assembly of the State of South Carolina:

Citation

SECTION 1. This act must be known and may be cited as the “Tucker Hipps Transparency Act”.

Institutional reports of certain violations, contents, availability, redress for violations

SECTION 2. Article 1, Chapter 101, Title 59 of the 1976 Code is amended by adding:

“Section 59-101-210. (A)(1) Beginning with the 2016-2017 academic year, a public institution of higher learning, excluding technical colleges, shall maintain a report of actual findings of violations of the institution’s Conduct of Student Organizations by fraternity and sorority organizations formally affiliated with the institution.

(2) The report of actual findings of violations of the Conduct of Student Organizations is required for offenses involving:

- (a) alcohol;
- (b) drugs;
- (c) sexual assault;
- (d) physical assault; and
- (e) hazing.

(3) The report of actual findings of violations must contain:

- (a) the name of the organization;
- (b) when the organization was charged with misconduct;
- (c) the dates on which the citation was issued or the event occurred;
- (d) the date the investigation was initiated;
- (e) a general description of the incident, the charges, findings, and sanctions placed on the organization; and
- (f) the date on which the matter was resolved.

(4) The report must include no personal identifying information of the individual members and shall be subject to the requirements of the Family Education Rights and Privacy Act (FERPA), 20 U.S.C. 1232g.

(5) The institution shall update this report at least forty-five calendar days before the start of the fall and spring academic semesters.

(6) The institution shall provide reports required under this section on its Internet website in a prominent location. The webpage that contains this report must include a statement notifying the public:

- (a) of the availability of additional information related to findings, sanctions, and organizational sanction completion;
- (b) where a member of the public may obtain the additional information that is not protected under the Family Education Rights and Privacy Act (FERPA), 20 U.S.C. 1232g; and
- (c) that the institution is required to provide this additional information pursuant to the South Carolina Freedom of Information Act.

(7) The institution shall furnish a printed notice of the nature and availability of this report and the website address where it can be found to attendees at student orientation.

(8) The institution shall maintain reports as they are updated for four years. Information that is four years old may be removed from the record by the institution as it updates its records.

(B) A public institution of higher learning shall submit to the Commission on Higher Education a statement within fourteen calendar days that the reports have been updated as required in subsection (A)(4). The commission shall publish on their webpage a link to the institution's updated reports.

(C) A member of the public who believes that an institution is not complying with the information disclosure required under this section may seek relief as provided for under the South Carolina Freedom of Information Act.”

Initial reports

SECTION 3. Each public institution of higher learning shall compile an initial report and make it available to the public and online before the beginning of the 2016-2017 academic year. This initial report must include the information outlined in Section 59-101-210 beginning with data after December 31, 2012. If a university cannot comply with this requirement by the 2016-2017 academic year, they may apply for a one-year waiver but all public institutions must be compliant by the 2017-2018 academic year.

Time effective

SECTION 4. This act expires three years after its effective date, unless extended or reenacted by the General Assembly by law.

Ratified the 6th day of June, 2016.

Approved the 9th day of June, 2016.

1 COMMITTEE REPORT

2 April 10, 2019

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H. 3398

5

6 Introduced by Reps. Clary, Norrell, Loftis, Hill, Felder, W. Cox and
7 Elliott

8

9 S. Printed 4/10/19--S.

10 Read the first time February 13, 2019.

11

12

13 THE COMMITTEE ON EDUCATION

14 To whom was referred a Bill (H. 3398) to amend Act 265 of 2016,
15 relating to the establishment of the “Tucker Hipps Transparency
16 Act”, so as to permanently authorize the act and to repeal the
17 three-year, etc., respectfully

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REPORT:

19 That they have duly and carefully considered the same and
20 recommend that the same do pass:

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22 GREG HEMBREE for Committee.

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A BILL

TO AMEND ACT 265 OF 2016, RELATING TO THE
ESTABLISHMENT OF THE “TUCKER HIPPS
TRANSPARENCY ACT”, SO AS TO PERMANENTLY
AUTHORIZE THE ACT AND TO REPEAL THE THREE-YEAR
SUNSET PROVISION.

Whereas, in 2016, the General Assembly enacted the “Tucker Hipps
Transparency Act” in Act 265 of 2016, requiring public institutions
of higher learning in this State to maintain reports of actual findings
of certain misconduct by fraternity and sorority organizations,
among other things; and

Whereas, the sunset provision of Act 265 of 2016 will result in the
expiration of the act on June 29, 2019, unless the provisions of the
act are extended or reenacted by the General Assembly; and

Whereas, the General Assembly finds that the success of the
“Tucker Hipps Transparency Act” merits its permanent
continuation, making it necessary to eliminate this sunset provision.

Now, therefore,

Be it enacted by the General Assembly of the State of South
Carolina:

SECTION 1. The “Tucker Hipps Transparency Act”, as
established by Act 265 of 2016 and contained in Section
59-101-210, is permanently enacted by the provisions of this act.

SECTION 2. SECTION 4 of Act 265 of 2016 is repealed.

SECTION 3. This act takes effect upon approval by the Governor.

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