Charter Institute at Erskine

FY 2022-2023 Budget Request

South Carolina House of Representatives

Ways and Means Committee

January 12, 2022
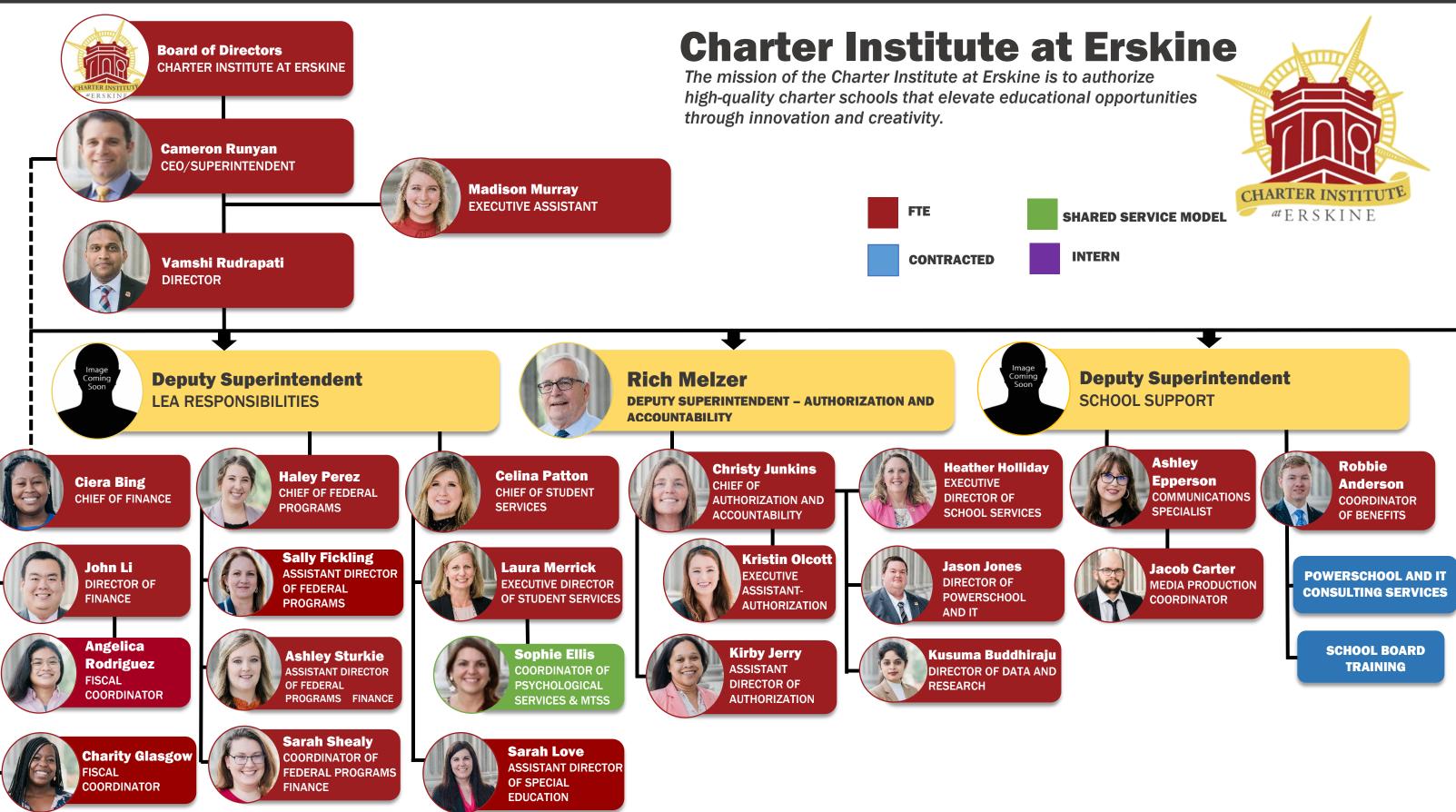
List of Key Officials Attending Hearing

Cameron Runyan, Superintendent and Chief Executive Officer

Vamshi Rudrapati, Director

Ciera Bing, Executive Director of Finance

John Li, Director of Finance

Christy Junkins, Executive Director of School Services

Ashley Epperson, Assistant Director of Communications

Charter Institute at Erskine

The mission of the Charter Institute at Erskine is to authorize high-quality charter schools that elevate educational opportunities through innovation and creativity.

Legend:
- FTE
- CONTRACTED
- SHARED SERVICE MODEL
- INTERN

Board of Directors — CHARTER INSTITUTE AT ERSKINE

Cameron Runyan — CEO/SUPERINTENDENT

Madison Murray — EXECUTIVE ASSISTANT

Vamshi Rudrapati — DIRECTOR

Deputy Superintendent — LEA RESPONSIBILITIES

Ciera Bing — CHIEF OF FINANCE
- **John Li** — DIRECTOR OF FINANCE
- **Angelica Rodriguez** — FISCAL COORDINATOR
- **Charity Glasgow** — FISCAL COORDINATOR

Haley Perez — CHIEF OF FEDERAL PROGRAMS
- **Sally Fickling** — ASSISTANT DIRECTOR OF FEDERAL PROGRAMS
- **Ashley Sturkie** — ASSISTANT DIRECTOR OF FEDERAL PROGRAMS FINANCE
- **Sarah Shealy** — COORDINATOR OF FEDERAL PROGRAMS FINANCE

Celina Patton — CHIEF OF STUDENT SERVICES
- **Laura Merrick** — EXECUTIVE DIRECTOR OF STUDENT SERVICES
- **Sophie Ellis** — COORDINATOR OF PSYCHOLOGICAL SERVICES & MTSS
- **Sarah Love** — ASSISTANT DIRECTOR OF SPECIAL EDUCATION

Rich Melzer — DEPUTY SUPERINTENDENT – AUTHORIZATION AND ACCOUNTABILITY

Christy Junkins — CHIEF OF AUTHORIZATION AND ACCOUNTABILITY
- **Kristin Olcott** — EXECUTIVE ASSISTANT- AUTHORIZATION
- **Kirby Jerry** — ASSISTANT DIRECTOR OF AUTHORIZATION

Heather Holliday — EXECUTIVE DIRECTOR OF SCHOOL SERVICES
- **Jason Jones** — DIRECTOR OF POWERSCHOOL AND IT
- **Kusuma Buddhiraju** — DIRECTOR OF DATA AND RESEARCH

Deputy Superintendent — SCHOOL SUPPORT

Ashley Epperson — COMMUNICATIONS SPECIALIST
- **Jacob Carter** — MEDIA PRODUCTION COORDINATOR

Robbie Anderson — COORDINATOR OF BENEFITS
- POWERSCHOOL AND IT CONSULTING SERVICES
- SCHOOL BOARD TRAINING

JOHN LI
Director of Finance

1201 Main Street, Suite 300,
Columbia, SC 29201

Charter Institute at Erskine
Budget Request
FY 2022-2023

The Institute's requested increase for FY23 funding reflects the estimated growth in student population within the 26 current schools and 1 approved new school.

Budget Request	
FY22 Appropriation	$ 87,136,490.00
FY23 Projected Increase***	$ 4,624,822.00
Total Requested Appropriation	**$ 91,761,312.00**

FY23 Projected Increase Breakdown***	
Projected Increase- 26 Current Schools Growth	$ 2,610,982.00
Projected Increase- 1 Approved New School	$ 2,013,840.00
Total New Request	**$ 4,624,822.00**

Enrollment Summary					
	Enrollment	ADM	WPU	Request	Total
FY22 Appropriation	27,023	49,739.30	35,247.49		$ 87,136,490.00
FY23 Increase Request	27,267	52,324.00	35,956.62	$ 2,610,982.00	$ 89,747,472.00
New Approved Brick and Mortar Schools	525	702.00	559.40	$ 2,013,840.00	$ 2,013,840.00

Charter Institute at Erskine
Projected ADM & WPU- Brick and Mortar Schools
FY 2022-2023

	Student Classification	Weight	Belton Preparatory		Calhoun Falls		Coastal Leadership		Gray Collegiate Academy		Mevers School of Excellence		Midlands STEM	
			ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU
K	Kindergarten	1.00	37	37.00	0	0.00	0	0.00	0	0.00	100	100.00	20	20.00
P	Primary (1-3)	1.00	125	125.00	0	0.00	0	0.00	0	0.00	360	360.00	55	55.00
EL	Elementary (4-8)	1.00	60	60.00	60	60.00	0	0.00	190	190.00	414	414.00	70	70.00
HS	High School (9-12)	1.00	0	0.00	45	45.00	85	85.00	0	0.00	0	0.00	50	50.00
TM	Trainable Mentally Handicapped	2.04	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
SP	Speech Handicapped	1.90	12	22.80	3	5.70	4	7.60	0	0.00	16	30.40	16	30.40
HO	Homebound	1.00	0	0.00	2	2.00	0	0.00	0	0.00		0.00	0	0.00
EH	Emotionally Handicapped	2.04	0	0.00	1	2.04	0	0.00	0	0.00	1	2.04	0	0.00
EM	Educable Mentally Handicapped	1.74	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
LD	Learning Disabilities	1.74	3	5.22	17	29.58	50	87.00	20	34.80	100	174.00	20	34.80
HH	Hearing Handicapped	2.57	1	2.57	0	0.00	0	0.00	0	0.00	0	0.00	1	2.57
VH	Visually Handicapped	2.57	0	0.00	0	0.00	0	0.00	0	0.00	5	12.85	0	0.00
OH	Orthopedically Handicapped	2.04	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	Vocational	1.29	0	0.00	40	51.60	64	82.56	580	748.20	0	0.00	15	19.35
AU	Autism	2.57	2	5.14	1	2.57	12	30.84	0	0.00	4	10.28	3	7.71
	Total ADM without Add-ons		**240**	**257.73**	**169**	**198.49**	**215**	**293.00**	**790**	**973.00**	**1000**	**1103.57**	**250**	**289.83**
	High Achieving	0.15	0	0.00	7	1.05	0	0.00	0	0.00	20	3.00	5	0.75
	Academic Assistance	0.15	15	2.25	80	12.00	38	5.70	135	20.25	0	0.00	75	11.25
	Dual Credit Enrollment	0.15	0	0.00	6	0.90	5	0.75	300	45.00	40	6.00	15	2.25
	Limited English Proficiency	0.20	0	0.00	0	0.00	5	1.00	2	0.40	70	14.00	5	1.00
	Pupils in Poverty	0.20	82	16.40	98	19.60	75	15.00	225	45.00	380	76.00	160	32.00
	Total Add-ons ADM		**97**	**18.65**	**191**	**33.55**	**123**	**22.45**	**662**	**110.65**	**510**	**99.00**	**260**	**47.25**
	Total ADM with Add-ons		**337**	**276.38**	**360**	**232.04**	**338**	**315.45**	**1452**	**1083.65**	**1510**	**1202.57**	**510**	**337.08**

Charter Institute at Erskine
Projected ADM & WPU- Brick and Mortar Schools
FY 2022-2023

Student Classification	Montessori School of Camden		Oceanside Collegiate		Royal Live Oaks		Virtus Academy		Clear Dot Charter School		Legion Collegiate Academy		Summit Classical School	
	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU
Kindergarten	17	17.00	0	0.00	48	48.00	55	55.00	31	31.00	0	0.00	20	20.00
Primary (1-3)	40	40.00	0	0.00	122	122.00	220	220.00	125	125.00	0	0.00	43	43.00
Elementary (4-8)	29	29.00	0	0.00	235	235.00	204	204.00	125	125.00	0	0.00	37	37.00
High School (9-12)	0	0.00	0	0.00	58	58.00	46	46.00	30	30.00	0	0.00	0	0.00
Trainable Mentally Handicapped	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Speech Handicapped	4	7.60	0	0.00	22	41.80	36	68.40	27	51.30	0	0.00	6	11.40
Homebound	0	0.00	0	0.00	1	1.00	4	4.00	0	0.00	0	0.00	0	0.00
Emotionally Handicapped	0	0.00	0	0.00	0	0.00	0	0.00	1	2.04	0	0.00	0	0.00
Educable Mentally Handicapped	0	0.00	0	0.00	1	1.74	3	5.22	5	8.70	0	0.00	0	0.00
Learning Disabilities	14	24.36	19	33.06	28	48.72	48	83.52	27	46.98	20	34.80	8	13.92
Hearing Handicapped	0	0.00	0	0.00	0	0.00	1	2.57	0	0.00	0	0.00	0	0.00
Visually Handicapped	0	0.00	0	0.00	1	2.57	0	0.00	0	0.00	0	0.00	0	0.00
Orthopedically Handicapped	0	0.00	0	0.00	0	0.00	1	2.04	2	4.08	0	0.00	0	0.00
Vocational	0	0.00	655	844.95	137	176.73	0	0.00	0	0.00	500	645.00	0	0.00
Autism	2	5.14	1	2.57	1	2.57	7	17.99	2	5.14	0	0.00	1	2.57
Total ADM without Add-ons	**106**	**123.10**	**675**	**880.58**	**654**	**738.13**	**625**	**708.74**	**375**	**429.24**	**520**	**679.8**	**115**	**127.89**
High Achieving	0	0.00	0	0.00	0	0.00	30	4.50	0	0.00	25	3.75	0	0.00
Academic Assistance	15	2.25	78	11.70	298	44.70	306	45.90	0	0.00	75	11.25	0	0.00
Dual Credit Enrollment	0	0.00	356	53.40	5	0.75	0	0.00	0	0.00	150	22.50	0	0.00
Limited English Proficiency	1	0.20	0	0.00	229	45.80	1	0.20	0	0.00	10	2.00	1	0.20
Pupils in Poverty	10	2.00	91	18.20	415	83.00	356	71.20	300	60.00	75	15.00	61	12.20
Total Add-ons ADM	**26**	**4.45**	**525**	**83.30**	**947**	**174.25**	**693**	**121.8**	**300**	**60**	**335**	**54.5**	**62**	**12.4**
Total ADM with Add-ons	**132**	**127.55**	**1200**	**963.88**	**1601**	**912.38**	**1318**	**830.54**	**675**	**489.24**	**855**	**734.3**	**177**	**140.29**

Charter Institute at Erskine
Projected ADM & WPU- Brick and Mortar Schools
FY 2022-2023

Student Classification	Thornwell Campus		Cherokee Charter School		Brashier Middle College		Lowcountry Leadership Academy		Horse Creek Academy		Berkeley Preparatory Academy		Gates School		Total	
	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU
Kindergarten	20	20.00	80	80.00	0	0.00	35	35.00	80	80.00	80	80.00	0	0.00	623	623.00
Primary (1-3)	55	55.00	225	225.00	0	0.00	100	100.00	200	200.00	250	250.00	10	10.00	1930	1930.00
Elementary (4-8)	70	70.00	235	235.00	0	0.00	160	160.00	400	400.00	310	310.00	20	20.00	2619	2619.00
High School (9-12)	50	50.00	0	0.00	228	228.00	133	133.00	200	200.00	0	0.00	0	0.00	925	925.00
Trainable Mentally Handicapped	0	0.00	5	10.20	0	0.00	0	0.00	3	6.12	0	0.00	0	0.00	8	16.32
Speech Handicapped	20	38.00	42	79.80	1	1.90	15	28.50	40	76.00	20	38.00	25	47.50	309	587.10
Homebound	0	0.00	0	0.00	0	0.00	0	0.00	2	2.00	0	0.00	0	0.00	9	9.00
Emotionally Handicapped	1	2.04	0	0.00	0	0.00	1	2.04	1	2.04	1	2.04	0	0.00	7	14.28
Educable Mentally Handicapped	0	0.00	0	0.00	0	0.00	0	0.00	2	3.48	1	1.74	0	0.00	12	20.88
Learning Disabilities	33	57.42	30	52.20	23	40.02	25	43.50	45	78.30	40	69.60	75	130.50	645	1122.30
Hearing Handicapped	2	5.14	1	2.57	0	0.00	0	0.00	1	2.57	1	2.57	0	0.00	8	20.56
Visually Handicapped	0	0.00	1	2.57	0	0.00	0	0.00	1	2.57	2	5.14	0	0.00	10	25.70
Orthopedically Handicapped	0	0.00	1	2.04	0	0.00	1	2.04	35	71.40	1	2.04	20	40.80	61	124.44
Vocational	0	0.00	0	0.00	186	239.94	45	58.05	170	219.30	0	0.00	0	0.00	2392	3085.68
Autism	3	7.71	5	12.85	3	7.71	5	12.85	20	51.40	6	15.42	0	0.00	78	200.46
Total ADM without Add-ons	**254**	**305.31**	**625**	**702.23**	**441**	**517.57**	**520**	**574.98**	**1200**	**1395.18**	**712**	**776.55**	**150**	**248.80**	**9636**	**11323.72**
High Achieving	5	0.75	0	0.00	97	14.55	67	10.05	75	11.25	0	0.00	0	0.00	331	49.65
Academic Assistance	96	14.40	75	11.25	40	6.00	188	28.20	600	90.00	0	0.00	0	0.00	2114	317.10
Dual Credit Enrollment	0	0.00	0	0.00	190	28.50	6	0.90	0	0.00	0	0.00	0	0.00	1073	160.95
Limited English Proficiency	1	0.20	2	0.40	12	2.40	11	2.20	10	2.00	12	2.40	0	0.00	372	74.40
Pupils in Poverty	97	19.40	200	40.00	71	14.20	253	50.60	416	83.20	30	6.00	5	1.00	3400	680.00
Total Add-ons ADM	**199**	**34.75**	**277**	**51.65**	**410**	**65.65**	**525**	**91.95**	**1101**	**186.45**	**42**	**8.40**	**5**	**1.00**	**7290**	**1282.10**
Total ADM with Add-ons	**453**	**340.06**	**902**	**753.88**	**851**	**583.22**	**1045**	**666.93**	**2301**	**1581.63**	**754**	**784.95**	**155**	**249.80**	**16926**	**12605.82**

Charter Institute at Erskine
Projected ADM & WPU- Virtual Schools
FY 2022-2023

	Student Classification	Weight	Cyber Academy of SC		Odyssey Online Learning		SC Virtual Charter School		SC Connections Academy	
			ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU
K	Kindergarten	1.00	375	375.00	0	0.00	360	360.00	245	245.00
P	Primary (1-3)	1.00	526	526.00	0	0.00	782	782.00	961	961.00
EL	Elementary (4-8)	1.00	2001	2001.00	0	0.00	1544	1544.00	2424	2424.00
HS	High School (9-12)	1.00	184	184.00	125	125.00	50	50.00	1013	1013.00
TM	Trainable Mentally Handicapped	2.04	5	10.20	0	0.00	0	0.00	1	2.04
SP	Speech Handicapped	1.90	102	193.80	1	1.90	128	243.20	196	372.40
HO	Homebound	1.00	1	1.00	0	0.00	0	0.00	0	0.00
EH	Emotionally Handicapped	2.04	22	44.88	2	4.08	17	34.68	16	32.64
EM	Educable Mentally Handicapped	1.74	24	41.76	2	3.48	0	0.00	12	20.88
LD	Learning Disabilities	1.74	382	664.68	35	60.90	249	433.26	402	699.48
HH	Hearing Handicapped	2.57	4	10.28	1	2.57	3	7.71	12	30.84
VH	Visually Handicapped	2.57	7	17.99	0	0.00	0	0.00	2	5.14
OH	Orthopedically Handicapped	2.04	1.0	2.04	1	2.04	3	6.12	4	8.16
	Vocational	1.29	1208	1558.32	201	259.29	1172	1511.88	1352	1744.08
AU	Autism	2.57	137	352.09	7	17.99	69	177.33	160	411.20
	Total ADM without Add-ons		**4979.0**	**5983.04**	**375**	**477.25**	**4377**	**5150.18**	**6800**	**7969.86**
	High Achieving	0.15	190	28.50	8	1.20	10	1.50	849	127.35
	Academic Assistance	0.15	2149	322.35	68	10.20	900	135.00	2606	390.90
	Dual Credit Enrollment	0.15	18	2.70	6	0.90	8	1.20	58	11.60
	Limited English Proficiency	0.20	49	9.80	5	1.00	50	10.00	61	12.20
	Pupils in Poverty	0.20	3433	686.60	220	44.00	2530	506.00	3487	0.00
	Total Add-ons ADM		**5839**	**1049.95**	**307**	**57.3**	**3498**	**653.7**	**7061**	**542.05**
	Total ADM with Add-ons		**10818**	**7032.99**	**682**	**534.55**	**7875**	**5803.88**	**13861**	**8511.91**

Charter Institute at Erskine
Projected ADM & WPU- Virtual Schools
FY 2022-2023

Student Classification	SC Preparatory Academy		Lowcountry Connections Academy		Total	
	ADM	WPU	ADM	WPU	ADM	WPU
Kindergarten	0	0.00	25	25.00	1005	1005.00
Primary (1-3)	0	0.00	99	99.00	2368	2368.00
Elementary (4-8)	150	150.00	250	250.00	6369	6369.00
High School (9-12)	150	150.00	104	104.00	1626	1626.00
Trainable Mentally Handicapped	0	0.00	0	0.00	6	12.24
Speech Handicapped	15	28.50	20	38.00	462	877.80
Homebound	0	0.00	0	0.00	1	1.00
Emotionally Handicapped	5	10.20	2	4.08	64	130.56
Educable Mentally Handicapped	5	8.70	1	1.74	44	76.56
Learning Disabilities	30	52.20	41	71.34	1139	1981.86
Hearing Handicapped	0	0.00	1	2.57	21	53.97
Visually Handicapped	0	0.00	0	0.00	9	23.13
Orthopedically Handicapped	5	10.20	1	2.04	15	30.60
Vocational	40	51.60	139	179.31	4112	5304.48
Autism	0	0.00	17	43.69	390	1002.30
Total ADM without Add-ons	**400**	**461.40**	**700**	**820.77**	**17631**	**20862.50**
High Achieving	40	6.00	88	13.20	1185	177.75
Academic Assistance	100	15.00	268	40.20	6091	913.65
Dual Credit Enrollment	40	6.00	6	0.90	136	23.30
Limited English Proficiency	5	1.00	6	1.20	176	35.20
Pupils in Poverty	150	30.00	359	71.80	10179	1338.40
Total Add-ons ADM	**335**	**58.00**	**727**	**127.30**	**17767**	**2488.30**
Total ADM with Add-ons	**735**	**519.40**	**1427**	**948.07**	**35398**	**23350.80**

Charter Institute at Erskine
Projected ADM & WPU- New Schools
FY 2022-2023

	Student Classification	Weight	Greenwood Charter Academy		Total	
			ADM	WPU	ADM	WPU
K	Kindergarten	1.00	100	100.00	100.00	100.00
P	Primary (1-3)	1.00	275	275.00	275.00	275.00
EL	Elementary (4-8)	1.00	150	150.00	150.00	150.00
HS	High School (9-12)	1.00	0	0.00	0.00	0.00
TM	Trainable Mentally Handicapped	2.04	0	0.00	0.00	0.00
SP	Speech Handicapped	1.90	0	0.00	0.00	0.00
HO	Homebound	1.00	0	0.00	0.00	0.00
EH	Emotionally Handicapped	2.04	0	0.00	0.00	0.00
EM	Educable Mentally Handicapped	1.74	0	0.00	0.00	0.00
LD	Learning Disabilities	1.74	0	0.00	0.00	0.00
HH	Hearing Handicapped	2.57	0	0.00	0.00	0.00
VH	Visually Handicapped	2.57	0	0.00	0.00	0.00
OH	Orthopedically Handicapped	2.04	0	0.00	0.00	0.00
	Vocational	1.29	0	0.00	0.00	0.00
AU	Autism	2.57	0	0.00	0.00	0.00
	Total ADM without Add-ons		**525**	**525.00**	**525**	**525.00**
	High Achieving	0.15	0	0.00	0.00	0.00
	Academic Assistance	0.15	20	3.00	20.00	3.00
	Dual Credit Enrollment	0.15	0	0.00	0.00	0.00
	Limited English Proficiency	0.20	0	0.00	0.00	0.00
	Pupils in Poverty	0.20	157	31.40	157.00	31.40
	Total Add-ons ADM		**177**	**34.40**	**177**	**34.40**
	Total ADM with Add-ons		**702**	**559.40**	**702**	**559.40**

Charter Institute at Erskine

FY 2020-21 Reports and FY 2022-23 EIA Request

South Carolina Education Oversight Committee

EIA Programs Administered by SC Department of Education and Other Partnerships/Programs/Agencies

Attachment A: Summary of the 2021-22 EIA Appropriations

	SC Department of Education Programs		
	Partnership/Program/Agency	**Recurring**	**Non-Recurring**
1	Industry Certifications/Credentials	$3,000,000	0
2	Adult Education	$15,073,736	0
3	Aid to Districts	$24,401,779	$10,821,877
4	Students at Risk of School Failure	$79,551,723	0
5	Arts Curricular Grants	$1,487,571	0
6	Career and Technology Education	$20,072,135	0
7	Summer Reading Camps	$7,500,000	0
8	Reading Coaches	$9,922,556	0
9	Education Economic and Development Act (EEDA)	$8,413,832	0
10	Assessment/Testing	$27,261,400	0
11	Reading	$3,271,026	0
12	Instructional Materials	$20,922,839	$25,680,251
13	School Safety Program	$13,000,000	0
14	EAA Technical Assistance	$23,801,301	0
15	Power School/Data Collection	$7,500,000	0
16	School Value Added Instrument	$1,400,000	0
17	Half day 4K	$11,513,846	0
18	CERDEP- SCDE	$53,225,118	$6,758,978
19	Teacher of the Year	$155,000	0
20	Teacher Quality Commission	$372,724	0
21	Teacher Salaries & Fringe Benefits	$224,764,700	0
22	Teacher Supplies	$14,721,500	0
23	National Board Certification	$44,500,000	0
24	Professional Development	$2,771,758	0
25	ADEPT	$873,909	0
26	Technology	$12,271,826	0
27	SCDE Grants Committee	$1,004,313	$3,000,000
28	Transportation	$22,032,195	0
29	Family Connection SC	$300,000	0
30	Other State Agencies' Teacher Salary	$14,203,774	0
	Other Partnerships/Programs/Agencies:		
31	Literacy & Distance Learning	$415,000	0
32	Reach Out and Read	$1,000,000	0
33	SC Youth Challenge Academy	$1,000,000	0
34	Arts Education	$1,170,000	0
35-A	Education Oversight Committee	$1,293,242	0
35-B	SC Autism Society's Parent-School Partnership Program	$500,000	0
36	Science P.L.U.S.	$563,406	$250,000
37	S^{2}TEM Centers SC	$1,750,000	0
38	Teach For America SC	$2,000,000	0
39	SC Council on Economic Education	$300,000	0
40	Center for Educational Partnerships (USC)	$715,933	0
41	Centers of Excellence – CHE	$787,526	0
42	Center of Excellence to Prepare Teachers of Children of Poverty – Francis Marion per proviso	$350,000	0
43	CERRA	$13,034,117	0

EIA Programs Administered by SC Department of Education and Other Partnerships/Programs/Agencies

44	SC Program for Recruitment of Minority Teachers (SC State University)	$339,482	0
45	Teacher Loan Program	$5,089,881	0
46	Babynet Autism Therapy	$3,926,408	0
47	Call Me Mister	$500,000	0
48	Regional Education Centers (Department of Commerce)	$1,952,000	0
49	TransformSC	$400,000	0
50	SC Public Charter Schools (SC Public Charter School District and Charter Institute at Erskine)	$129,162,798	$33,216,180
51	First Steps to School Readiness	$38,836,227	$5,219,976
52	USC-Pilot Teacher Recruitment Program (Proviso 1A.71)	$750,000	0
53	SC State University BRIDGE Program & Claflin University (Proviso 1A.72)	$1,400,000	0
	NEW:		
54	School Nurses (SCDE)	$5,577,165	0
55	DJJ Teacher Salaries (N120)	$1,850,000	0
56	GED Incentive Program	$1	$1,500,000
57	Computer Science Regional Specialist	$568,000	
	Other:		
	SCDE Personnel & Operations	$9,162,318	
	TOTAL:	**$884,477,444**	**$86,447,262**

EIA Programs Administered by SC Department of Education and Other Partnerships/Programs/Agencies
Attachment B: Budget & Report Forms

- The completed report packet should contain **eight (8), three-hole-punched double sided copies and one electronic file** by **12:00 p.m.** September 17, 2021.
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions about the report should be sent to Dr. Rainey Knight at raineyhk@gmail.com, and all electronic copies should be sent to Hope Johnson-Jones at hjones@eoc.sc.gov.

Program Summary			
EIA-Funded Program Name	**Charter School Proviso Funding**	**Address**	**Charter Institute at Erskine 1201 Main Street, Suite 300 Columbia, SC 29201**

FY 2021-22	**$87,136,490.00**	**FY 2022-23 EIA Funding Request**	**$95,407,392.00**

Program Contact	John Li	**Division/Office**	**Charter Institute at Erskine**
Contact Title	**Director of Finance**	**Address**	**Charter Institute at Erskine 1201 Main Street, Suite 300 Columbia, SC 29201**
Contact Phone	**803-849-2459**	**Contact E-Mail**	**jli@erskinecharters.org**

Summary of Program:

These funds are appropriated to provide educational opportunities for students attending charter schools sponsored by the Charter Institute at Erskine. For the 2021-2022 school year, this funding corresponded to a per pupil allocation of $3,600 per weighted pupil unit (WPU) at a brick and mortar school and $1,900 per WPU at a virtual school. This funding is necessary to supplement the base student cost in order to ensure that state-sponsored charter schools have sufficient funding to provide a free and appropriate public education for students and families across the state who have chosen these schools. Additionally, this funding is required to offset inequities between schools authorized by the Charter Institute at Erskine and local schools, as these charter schools do not have access to traditional funding streams through their local municipalities.

The Charter Institute at Erskine is not asking for a per pupil allocation increase for FY 2022-2023.

EIA Programs Administered by SC Department of Education and Other Partnerships/Programs/Agencies

Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2020-21, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$0.00	0%
Retained by this partnership/program/agency	$1,514,519.10	2%
Allocated to Other Entities (Charter Schools)	$74,211,435.90	98%
Other (Please Explain)	$0.00	0%
Other (Please Explain)	$0.00	0%
TOTAL:	**$75,725,955.00**	100%

Total should reflect EIA line item appropriation ($) and 100% of the line item appropriation.

Of the funds "Allocated to School Districts," please denote how the funds were intended to be spent by expenditure category. If no funds are allocated to school districts, please skip this question.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please *exclude* National Board supplements and Teacher Supply Funds.	42%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	14%
Special Education Services	7%
Health (i.e. school nurses, mental health counselors, etc.)	1%
Safety (i.e. school resource officers, etc.)	1%
Career Education (i.e. professional learning, equipment, etc.)	7%

EIA Programs Administered by SC Department of Education and Other Partnerships/Programs/Agencies

Facilities & Transportation	16%
District Services	2%
Technology	4%
(i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	
Adult Education	0%
4K	0%
(i.e. Half-Day and Full-Day Programs)	
Assessments	0%
(i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	0%
National Board Supplements	0%
Other	6%
Athletics- 2%	
Administration- 3%	
Food Services- 1%	
TOTAL:	100%

Total should reflect 100%.

2. **A. Relevant State Law**

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

SC Code of Law Title 59 - Education, Chapter 40- Charter Schools

Proviso(s)

Part 1B, Section 1A, Subsection 49 – South Carolina Public Charter School Funding

Regulation(s):

2006 Act No. 274, Section 1, eff May 3, 2006.

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

	Yes	x	No

If yes, please describe:

Request for EIA Program Funding for Fiscal Year 2022-23 and Program Report for Fiscal Year 2020-21
EIA Programs Administered by SC Department of Education and Other Partnerships/Programs/Agencies
3. Logic Model

Complete the Logic Model Template provided below **with specific reference to** the *Profile of the SC Graduate* as focusing on 1) Improving Teacher Quality, 2) Increasing School Readiness and Early Learning Success, 3) Supporting Struggling Students, 4) Emphasizing Learning in Content Areas, 5) Improving Connections across K-12 Education, Career and Post-Secondary, and 6) Measuring and Evaluation Progress of Student Performance. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **Goal**: Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as focusing on **1) Improving Teacher Quality, 2) Increasing School Readiness and Early Learning Success, 3) Supporting Struggling Students, 4)Emphasizing Learning in Content Areas, 5) Improving Connections across K-12 Education, Career and Post-Secondary, and 6) Measuring and Evaluation Progress of Student Performance.** Ensure to include one of the 6 items listed above in your goal.

- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.

- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Indicators help assess how well the program is being implemented. Indicators frequently include quantities to reflect the size or scope of services or instruction being delivered. Helps answer the question: "Are activities being implemented as planned?"

- **Outcomes:** Results the program intends to achieve. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable. Outcomes are the desired results of the program – "What is achieved." They help answer the question: "Has the program made a difference?"

- **External Factors:** Issues or circumstances that are outside of the control and scope of the program, but they may impact the implementation or outcomes of the program.

- **Activities:** Events undertaken by the program to produce desired outcomes – "What was done?"

EIA Programs Administered by SC Department of Education and Other Partnerships/Programs/Agencies

Sample Logic Model 1

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.		
Goal	Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as focusing on 1) Improving Teacher Quality, 2) Increasing School Readiness and Early Learning Success, 3) Supporting Struggling Students, 4)Emphasizing Learning in Content Areas, 5) Improving Connections across K-12 Education, Career and Post-Secondary, and 6) Measuring and Evaluation Progress of Student Performance **Increasing School Readiness & Early Learning Success:** At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.		
Strategies	**Indicators**	**Project Outcomes**	**Outcome Results & Measures/ Assessment Tools**
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

EIA Programs Administered by SC Department of Education and Other Partnerships/Programs/Agencies

Sample Logic Model 2

Problem/Issue	Ensuring South Carolina's teachers and special area educators have an evaluation system that improves professional practice, provides support for professional growth and development, and focuses on student growth.		
Goal	Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as focusing on 1) Improving Teacher Quality, 2) Increasing School Readiness and Early Learning Success, 3) Supporting Struggling Students, 4)Emphasizing Learning in Content Areas, 5) Improving Connections across K-12 Education, Career and Post-Secondary, and 6) Measuring and Evaluation Progress of Student Performance **Improving Teacher Quality:** 1)To promote educator effectiveness and provide educator accountability through South Carolina's statewide system for Assisting, Developing, and Evaluating Professional Teaching. 2) To provide districts with flow through funds to offset costs directly associated with ADEPT-related planning, training, implementation, and program evaluation. 3) To provide districts data that helps them support the growth of all teachers, and to monitor and improve equitable access to effective teachers.		
Strategies (Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.)	**Indicators** (Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Helps answer the question: "Are activities being implemented as planned?")	**Project Outcomes** (Results the program intends to achieve. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes are the desired results of the program – "What is achieved." They help answer the question: "Has the program made a difference?")	**Outcome Results & Measures/ Assessment Tools** (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Support districts to implement effective induction and mentoring programs, formal evaluation models, professional growth and development initiatives, and continuous improvement of the Expanded ADEPT program.	Percentage of districts submitting ADEPT plans and returning signed ADEPT Assurance forms. Percentage of SC districts reporting ADEPT evaluation results. Number of educators participating in South Carolina's Expanded ADEPT Support and Evaluation system and percentage reported as having met the standards.	99 percent of districts had on-time submission of ADEPT plans with signed assurances. 99 percent of districts identified ADEPT scoring model and approach by contract level, induction and mentoring program supports, evaluation timeline, method of supporting SLO process and continuous improvement efforts. 87 percent of districts are using SCLead.org features beyond reporting to manage educator evaluation procsseses.	Count of districts with signed Assurance Plans. ADEPT plans describe local induction and mentoring programs, formal evaluation models, professional growth and development initiatives, and ADEPT program evaluation results and implications. (Source: SCLead.org) Count of districts with evaluation data reported in SCLead.org (Source: 2019-20 Staff Evaluations-

			ADEPT report)
		As of September 1, 2020, 55,111 educators participated in South Carolina's Expanded ADEPT Support and Evaluation system and 94.91 percent reported as having met the standards.	Count of educators with 2019-20 evaluations and percent of educators with Met overall status as reported by district in SCLead.org (Source: 2019-20 ADEPT Report)
Provide support and guidance to districts to support implementation of their approved ADEPT plans and compliance with relevant reporting and legal requirements.	Number of beginning educators who receive a first year of assistance and support through induction and mentoring programs, and percentage of these educators who meet the requirements at the Induction 1 contract level. Number of educators receiving a second year of assistance and support through induction supports, and percentage of these educators who meet the requirements at the Induction 2 contract level Number of educators receiving a third year of assistance and support through induction, and percentage of these educators who meet the requirements at the Induction 3 contract level Number of teachers employed at the Annual 1 contract level and who underwent the ADEPT formal (summative) evaluation process Number of SBE-issued temporary	As of September 1, 2020, 3,401 beginning educators received a first year of assistance and support through induction and mentoring programs, and 92.88 percent of these educators met the requirements at the Induction 1 contract level. 603 educators received a second year of assistance and support through induction supports, and 91.04 percent of these educators met the requirements at the Induction 2 contract level 122 educators receiving a third year of assistance and support through induction, and 92.62 percent of these educators met the requirements at the Induction 3 contract level 4,357 were employed at the annual 1 contract level and underwent the ADEPT formal (summative) evaluation process. 3, 980 educators met the requirements at the Annual 1 summative contract level. No educators were issued SBE-issued temporary certificate suspensions for unsuccessful ADEPT evaluations.	Count of educators receiving Induction support and percent of Induction 1, Induction 2, and Induction 3 educators with Met overall status as reported by district in SCLead.org (Source: 2019-20 ADEPT Report) Count of educators employed at Annual 1 contract level and received ADEPT formal (summative) evaluation (Source: 2019-20 ADEPT Report) Count of educators who unsuccessfully completed the formal evaluation process at the Annual contract level for the second time (Source: Sanctions report) Feedback on local implementation of mentoring and induction supports (Source: CERRA feedback)

	certificate suspensions	Induction and Mentoring Coordinators Coordinators indicated the following: • The level of support offered across districts is not consistent. When Induction teachers are provided minimum supports, there is a higher incidence of teacher attrition. • Diversifying the support offered to Induction teachers and utilizing internal and external partnerships positively impacted the retention of novice teachers.	
Use district reported Induction I counts (certified first-year Induction-contract teachers who are participating in Induction programs and receiving support from qualified mentors) to determine ADEPT flow-through funding amounts for each South Carolina public school district.	Count of Induction 1 teachers receiving support services	As of January 2020, 3,301 educators participated in Induction programs and received mentor support.	Count of educators that participated in Induction programs and received mentor supports (Source: 2019-20 Induction 1 Teacher Count by District)

Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years:

1. for the completed prior fiscal year (FY 2020-21) that identifies the strategies, activities, indicators, and outcomes, which were employed and actual impact of the program/project using data and evidence;
2. for the current fiscal year (FY 2021-22) that identifies the strategies, activities, indicators, and outcomes to be employed and projected impact for the program/project under the continuing resolution; and

3. for the planned subsequent fiscal year (FY 2022-23) that identifies the strategies, activities, indicators and outcomes for the program/project and how impact will be determined. Please assume that the proposed increase or decrease requested in question 7 of this report are authorized.

The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as focusing on **1) Improving Teacher Quality, 2) Increasing School Readiness and Early Learning Success, 3) Supporting Struggling Students, 4) Emphasizing Learning in Content Areas, 5) Improving Connections across K-12 Education, Career and Post-Secondary, and 6) Measuring and Evaluation Progress of Student Performance.**

EIA Programs Administered by SC Department of Education and Other Partnerships/Programs/Agencies

Fiscal Year 2020-21			
Problem/Issue	Identify schools with a high level of risk for chronic or persistent performance challenges, and develop pathways for near-term improvement or change, including but not limited to targeted intervention, restructuring, or closure.		
Goal	Authorize and operate schools that fulfil the promises made to the parents, students and communities each school serves. Beyond the focus of innovation, these schools must also demonstrate fiscal viability, operational sustainability, and academic success.		
Strategies (What intentional actions were to reach the goal and implement the program?)	**Indicators** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes** (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	**Outcome Results & Measures/ Assessment Tools** (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Identify schools with a high level of risk for chronic or persistent performance challenges, and develop pathways for near-term improvement or change, including but not limited to targeted intervention, restructuring, or closure.	• Ongoing monitoring of school performance in the areas of academics, operations, and school finances. • Regular attendance at local school board meetings to ensure ongoing dialogue and the opportunity to provide and receive in-person updates. • Heightened and robust levels of review during the charter renewal process, with specific notifications around concerns in advance. • Advanced systems of notification in the event of a recommendation for nonrenewal, including teamwide protocols for restructure, restarts, and closure.	• Full implementation of the data dashboard will be shared with the school leaders, teachers and the local school board members to initiate conversations about performance in a way that ensures a consistent, shared, and transparent understanding of information. • Quarterly meetings with schools identified to be high-risk. • School will submit a corrective action plan that includes information on specific action steps, resource allocation, implementation benchmarks, and objectives measures to demonstrate progress.	**Outcome Results** • Demonstrated attainment of implementation benchmarks and progress measures outlined in corrective action plans developed by schools identified to be high-risk. • Demonstrated improvement in the indicators and measures outlined in the data dashboard and SSP. **Measures & Assessment Tools** • Schools that have demonstrated attainment of agreed upon targets will yield higher outcomes in subsequent years and earn expedited processes for development and renewal. • Schools that have not demonstrated identified outcomes will be considered for recommendation along the

			identified pathways, including but not limited to targeted intervention, restructure, or closure.
Fiscal Year 2021-22			
Problem/Issue	Considering the impact of COVID, identify schools with a high level of risk for chronic or persistent performance challenges, and develop pathways for near-term improvement or change, including but not limited to targeted intervention, restructuring, or closure. Provide more autonomy to schools that are academically, fiscally and have a strong governance structure.		
Goal	Authorize and operate schools that fulfil the promises made to the parents, students and communities each school serves. Beyond the focus of innovation, these schools must also demonstrate fiscal viability, operational sustainability, and academic success.		
Strategies (What intentional actions are needed to reach the goal and implement the program?)	**Indicators** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes** (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	**Measures and Assessment Tools** (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Considering the impact of COVID, identify schools with a high level of risk for chronic or persistent performance challenges, and develop pathways for near-term improvement or change, including but not limited to targeted intervention, restructuring, or closure.	• Monitor school reopening plans every two weeks as required by SCDE. • Monitor and track truancies. • Move all individual formative assessments at schools under one umbrella. • Provide high-quality professional development on quality instruction in virtual classrooms. • Special focus on academic progress for students with disabilities, at-risk students and English learners. • Ongoing monitoring of school performance in the areas of academics, operations, and school finances. • Regular attendance at local school board meetings to ensure ongoing	• Full implementation of the data dashboard will be shared with the school leaders, teachers and the local school board members to initiate conversations about performance in a way that ensures a consistent, shared, and transparent understanding of information. • Quarterly meetings with schools identified to be high-risk. • School will submit a corrective action plan that includes information on specific action steps, resource allocation, implementation benchmarks, and objectives measures to demonstrate progress.	Outcomes • Demonstrated attainment of implementation benchmarks and progress measures outlined in corrective action plans developed by schools identified to be high-risk. • Demonstrated improvement in the indicators and measures outlined in the data dashboard and SSP. • Schools that have history of low-student achievement, will be placed on heightened monitoring on path to revocation. Measurements & Assessment tools

dialogue and the opportunity to provide and receive in-person updates. • Heightened and robust levels of review during the charter renewal process, with specific notifications around concerns in advance. • Advanced systems of notification in the event of a recommendation for nonrenewal, including teamwide protocols for restructure, restarts, and closure.	• Technical assistance will be provided for schools in areas that they are struggling with the virtual learning.	• Schools that have demonstrated attainment of agreed upon targets will yield higher outcomes in subsequent years and earn expedited processes for development and renewal. Schools that have not demonstrated identified outcomes will be considered for recommendation along the identified pathways, including but not limited to targeted intervention, restructure, or closure.

Fiscal Year 2022-23	
Problem/Issue	Improving Teacher Quality, Supporting Struggling Studentsand Measuring and Evaluation Progress of Student Performance- Analyze the summative test data from SCDE and the Formative data from the schools, develop goals with all schools to close the learning loss and improve student achievement.
Goal	Authorize and operate schools that fulfil the promises made to the parents, students and communities each school serves. Beyond the focus of innovation, these schools must also demonstrate fiscal viability, operational sustainability, and academic success.

Strategies (What intentional actions are needed to reach the goal and implement the program?	**Indicators** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes** (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	**Measures and Assessment Tools** (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Considering the impact of COVID, identify schools with a high level of risk for chronic or persistent performance challenges,	• To develop a new system of school accountability and provide quarterly progress on academic, finance, governance, and operations to the	• School will submit a corrective action plan that includes information on specific action steps, resource allocation, implementation benchmarks, and	• All schools will receive the new comprehensive accountability reports in all four quarters.

and develop pathways for near-term improvement or change, including but not limited to targeted intervention, restructuring, or closure.	schools, and their boards for increased transparency. • Tier-schools through ongoing monitoring in academic, finance, governance, and operations and send quarterly reports to provide tailored technical assistance. • Conduct academic data meetings at least three times a year to monitor growth targets to reach state accountability goals each by 2035 including the yearly goals. • Provide high-quality professional development on quality instruction in virtual classrooms. • Special focus on academic progress for students with disabilities, at-risk students and English learners through formative, benchmarking and summative data-driven IEP's. • Regular attendance at local school board meetings to ensure ongoing dialogue and the opportunity to provide and receive in-person updates.	objectives measures to demonstrate progress. • Schools with high-intervention will move towards low-intervention. • Summative and formative assessment results will be shared with all parents. • Schools failing to meet expectations will be placed on tailored intervention paths path including closure.	• Schools and their board will receive written description on their performance status. • Demonstrated attainment of implementation benchmarks and progress measures outlined in corrective action plans developed by schools identified to be high-risk. **Measurements & Assessment tools** • Schools that have demonstrated attainment of agreed upon targets will yield higher outcomes in subsequent years and earn expedited processes for development and renewal. • Schools that have not demonstrated identified outcomes will be considered for recommendation along the identified pathways, including but not limited to targeted intervention, restructure, or closure.

Request for EIA Program Funding for Fiscal Year 2022-23 and Program Report for Fiscal Year 2020-21
**EIA Programs Administered by SC Department of Education and Other
Partnerships/Programs/Agencies**

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2020-21 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2021-22 or in the next fiscal year, 2022-23. **A bulleted format is encouraged**.

Fiscal Year 2020-21:
- Ensuring that quality of instruction is being delivered during COVID-19 and students are taking the formative assessments. Analyzing the assessment data considering the factors involving COVID will be a challenge.
- Tracking familes and students who are not able to attend school and are not responding to any means of contact from the schools and the Institute.
- Virtual schools are facing challenges to conduct face to face testing as the parents and students have to come to a designated testing site. A number of parents may not feel safe to come to a testing site because of COVID.
- As a number of schools are following the hybrid model of instruction, lack of teachers with any virtual school experience.
- With the significant increase in enrollment, the Institute needs to create models to monitor the schools educational model to ensure all students are receving high-quality instruction.
- Support schools to support their special education programs to ensure students with disabilities are properly served during COVID.

Evaluation – Use the Logic Model to provide further detail on Items A – C.

   A. Outcomes

   Use the space below to describe methods used to determine the program's impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

The Charter Institute at Erskine continuously monitors charter school performance, and implements appropriate corrective actions when charters do not meet performance expectations or operating standards. The Charter Institute at Erskine has developed the Comprehensive School Snapshot and the ARCS to hold schools accountable and ensure that they are fulfilling the requirements described in their charters and outlined state law.

The Charter Institute at Erskine executed Charter Contracts with schools that explicitly ensure schools are held accountable for better student outcomes for ALL students.
As an LEA, the Charter Institute at Erskine holds the schools accountable for all state and federal requirements, civil rights obligations, safety and security requirements, and exceptional student programming.

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new or if funds are being requested for a new program, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no,

The intent of the charter school movement in South Carolina has been to create innovative educational options for students and families that aim to meet each community's specified needs. The historical approach to accountability modeling in this space, developed by the national membership organizations, was designed and touted to be "off the shelf." Although this created some common measures and practices for accountability, it could easily be criticized for sterility and reductionism, failing to account for or incorporate the unique objectives outlined in each state's charter school law, as well as each authorizer's and charter school's unique mission and vision. Very often, these systems unintentionally neglect geography, resources, composition, and trend.

A planning group that wants to open in rural parts of South Carolina cannot bring in all the resources that a group in a major city has access to. Children living in rural communities, especially students of color in these regions, have more limited access to school choice options.

The intent of the Charter School law is to serve all children. Currently, South Carolina has a need to reach the more disadvantaged parts of the state in order to more fully satisfy the intent of the Charter School's Act.

The proverbial exchange of autonomy for improved outcomes is working as the program evolves with specific attention to this unmet need.

Current strategies have been effective in design and implementation to date, and the Institute continues to collect feedback to enhance and iterate upon steps taken so far. As stability is validated, and progress is confirmed, the Institute looks towards continued innovation in practices of oversight and accountability, with objectives to specifically fulfill unmet educational needs in rural and underserved South Carolina.

Collectively, the school leaders, local board members, and other parties involved are on the path to fulfill the promises made to the parents, students and communities each school serves.

Beyond the focus of innovation, these schools must also demonstrate fiscal viability, operational sustainability, and academic success.

explain.

- Is it leading to expected outcomes? If no, explain.

Request for EIA Program Funding for Fiscal Year 2022-23 and Program Report for Fiscal Year 2020-21
**EIA Programs Administered by SC Department of Education and Other
Partnerships/Programs/Agencies**

- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients/perceptions?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes   _____x_____ No

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Program Planning and Fiscal Information

4. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ Yes   _____x_____ No

 If "Yes," please describe recommendations below:

EIA Programs Administered by SC Department of Education and Other Partnerships/Programs/Agencies

4. **Program Budget – Please note that the Office of Finance will submit the following information to the EOC. All other programs should submit its financial information with the application.**

Funding Sources	FY 2020-21 Actual	FY 2021-22 Estimated
Carry Forward from Prior Year (2019-20)		
State Funds:		
EIA	$75,725,955.00	$87,136,490.00
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		

Expenditures	FY 2020-21 Actual	FY 2021-22 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$74,211,435.90	$85,393,760.20
Other: Transfers	$1,514,519.10	$1,742,729.80
Balance Remaining (2021-22)		
TOTAL:	$75,725,955.00	$87,136,490.00
# FTES:		

6. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2022-23 will be (check only one):

_____ No increase requested.

_____x_____ An increase over the current fiscal year's appropriation.

_____ A decrease over the current fiscal year's appropriation.

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2021-22	$87,136,490.00
Amount of increase requested in EIA funding for FY 2022-23	$8,270,902.00
Amount of decrease requested in EIA funding for FY 2022-23	
Total amount of EIA funding requested for FY 2022-23	$95,407,392.00

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2022-23?

7.

> **The requested increase for FY23 funding reflects the Charter Institute at Erskine's estimated growth in student population within the 26 current schools and the 2 schools that have been approved to open in FY 2022-2023. This funding is required to supplement the base student funding to ensure that state-sponsored charter schools have sufficient funding to provide a free and innovative public education for students across the state of South Carolina that have chosen our schools. Schools authorized by the Charter Institute at Erskine are not allocated Local Funding through their municipalities.**
>
> **The requested increase will affect line 50 of Attachment A.**

Revenue Reductions

Please describe below how each potential EIA budget reduction would impact the program/project.

3% Reduction in EIA funding equates to $2,614,094.70 and would impact the program accordingly: A 3% reduction in funding will result in approximately 726 students in Brick and Mortar schools or 1,376 students in Virtual schools to be unfunded for the school year.

5% Reduction in EIA funding equates to $4,356,824.50 and would impact the program accordingly: 5% reduction in funding will result in approximately 1210 students in Brick and Mortar schools or 2,293 students in Virtual schools to be unfunded for the school year.

7% Reduction in EIA funding equates to $6,099,554.30 and would impact the program accordingly:

EIA Programs Administered by SC Department of Education and Other Partnerships/Programs/Agencies

7% reduction in funding will result in approximately 1694 students in Brick and Mortar schools or 3,210 students in Virtual schools to be unfunded for the school year.

10% Reduction in EIA funding equates to $8,713,649.00 and would impact the program accordingly:
10% reduction in funding will result in approximately 2,420 students in Brick and Mortar schools or 4,586 students in Virtual schools to be unfunded for the school year.

8. Proviso Requests - To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the appropriate Proviso Revision Request that can be downloaded at https://www.admin.sc.gov/budget.

JOHN LI
Director of Finance

1201 Main Street, Suite 300,
Columbia, SC 29201

Charter Institute at Erskine
Budget Request
FY 2022-2023

The Institute's requested increase for FY23 funding reflects the estimated growth in student population within the 26 current schools and the 2 approved new schools.

Budget Request	
FY22 Appropriation	$ 87,136,490.00
FY23 Projected Increase***	$ 8,270,902.00
Total Requested Appropriation	**$ 95,407,392.00**

FY23 Projected Increase Breakdown***	
Projected Increase- 26 Current Schools Growth	$ 2,610,982.00
Projected Increase- 2 Approved New School	$ 5,659,920.00
Total New Request	**$ 8,270,902.00**

Enrollment Summary					
	Enrollment	ADM	WPU	Request	Total
FY22 Appropriation	27,023	49,739.30	35,247.49		$ 87,136,490.00
FY23 Increase Request	27,267	52,324.00	35,956.62	$ 2,610,982.00	$ 89,747,472.00
New Approved Brick and Mortar Schools	1,450	2,089.00	1,572.20	$ 5,659,920.00	$ 5,659,920.00

Charter Institute at Erskine
Projected ADM & WPU- Brick and Mortar Schools
FY 2022-2023

	Student Classification	Weight	Belton Preparatory		Calhoun Falls		Coastal Leadership		Gray Collegiate Academy		Mevers School of Excellence		Midlands STEM	
			ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU
K	Kindergarten	1.00	37	37.00	0	0.00	0	0.00	0	0.00	100	100.00	20	20.00
P	Primary (1-3)	1.00	125	125.00	0	0.00	0	0.00	0	0.00	360	360.00	55	55.00
EL	Elementary (4-8)	1.00	60	60.00	60	60.00	0	0.00	190	190.00	414	414.00	70	70.00
HS	High School (9-12)	1.00	0	0.00	45	45.00	85	85.00	0	0.00	0	0.00	50	50.00
TM	Trainable Mentally Handicapped	2.04	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
SP	Speech Handicapped	1.90	12	22.80	3	5.70	4	7.60	0	0.00	16	30.40	16	30.40
HO	Homebound	1.00	0	0.00	2	2.00	0	0.00	0	0.00		0.00	0	0.00
EH	Emotionally Handicapped	2.04	0	0.00	1	2.04	0	0.00	0	0.00	1	2.04	0	0.00
EM	Educable Mentally Handicapped	1.74	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
LD	Learning Disabilities	1.74	3	5.22	17	29.58	50	87.00	20	34.80	100	174.00	20	34.80
HH	Hearing Handicapped	2.57	1	2.57	0	0.00	0	0.00	0	0.00	0	0.00	1	2.57
VH	Visually Handicapped	2.57	0	0.00	0	0.00	0	0.00	0	0.00	5	12.85	0	0.00
OH	Orthopedically Handicapped	2.04	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	Vocational	1.29	0	0.00	40	51.60	64	82.56	580	748.20	0	0.00	15	19.35
AU	Autism	2.57	2	5.14	1	2.57	12	30.84	0	0.00	4	10.28	3	7.71
	Total ADM without Add-ons		**240**	**257.73**	**169**	**198.49**	**215**	**293.00**	**790**	**973.00**	**1000**	**1103.57**	**250**	**289.83**
	High Achieving	0.15	0	0.00	7	1.05	0	0.00	0	0.00	20	3.00	5	0.75
	Academic Assistance	0.15	15	2.25	80	12.00	38	5.70	135	20.25	0	0.00	75	11.25
	Dual Credit Enrollment	0.15	0	0.00	6	0.90	5	0.75	300	45.00	40	6.00	15	2.25
	Limited English Proficiency	0.20	0	0.00	0	0.00	5	1.00	2	0.40	70	14.00	5	1.00
	Pupils in Poverty	0.20	82	16.40	98	19.60	75	15.00	225	45.00	380	76.00	160	32.00
	Total Add-ons ADM		**97**	**18.65**	**191**	**33.55**	**123**	**22.45**	**662**	**110.65**	**510**	**99.00**	**260**	**47.25**
	Total ADM with Add-ons		**337**	**276.38**	**360**	**232.04**	**338**	**315.45**	**1452**	**1083.65**	**1510**	**1202.57**	**510**	**337.08**

Charter Institute at Erskine
Projected ADM & WPU- Brick and Mortar Schools
FY 2022-2023

Student Classification	Montessori School of Camden		Oceanside Collegiate		Royal Live Oaks		Virtus Academy		Clear Dot Charter School		Legion Collegiate Academy		Summit Classical School	
	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU
Kindergarten	17	17.00	0	0.00	48	48.00	55	55.00	31	31.00	0	0.00	20	20.00
Primary (1-3)	40	40.00	0	0.00	122	122.00	220	220.00	125	125.00	0	0.00	43	43.00
Elementary (4-8)	29	29.00	0	0.00	235	235.00	204	204.00	125	125.00	0	0.00	37	37.00
High School (9-12)	0	0.00	0	0.00	58	58.00	46	46.00	30	30.00	0	0.00	0	0.00
Trainable Mentally Handicapped	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Speech Handicapped	4	7.60	0	0.00	22	41.80	36	68.40	27	51.30	0	0.00	6	11.40
Homebound	0	0.00	0	0.00	1	1.00	4	4.00	0	0.00	0	0.00	0	0.00
Emotionally Handicapped	0	0.00	0	0.00	0	0.00	0	0.00	1	2.04	0	0.00	0	0.00
Educable Mentally Handicapped	0	0.00	0	0.00	1	1.74	3	5.22	5	8.70	0	0.00	0	0.00
Learning Disabilities	14	24.36	19	33.06	28	48.72	48	83.52	27	46.98	20	34.80	8	13.92
Hearing Handicapped	0	0.00	0	0.00	0	0.00	1	2.57	0	0.00	0	0.00	0	0.00
Visually Handicapped	0	0.00	0	0.00	1	2.57	0	0.00	0	0.00	0	0.00	0	0.00
Orthopedically Handicapped	0	0.00	0	0.00	0	0.00	1	2.04	2	4.08	0	0.00	0	0.00
Vocational	0	0.00	655	844.95	137	176.73	0	0.00	0	0.00	500	645.00	0	0.00
Autism	2	5.14	1	2.57	1	2.57	7	17.99	2	5.14	0	0.00	1	2.57
Total ADM without Add-ons	**106**	**123.10**	**675**	**880.58**	**654**	**738.13**	**625**	**708.74**	**375**	**429.24**	**520**	**679.8**	**115**	**127.89**
High Achieving	0	0.00	0	0.00	0	0.00	30	4.50	0	0.00	25	3.75	0	0.00
Academic Assistance	15	2.25	78	11.70	298	44.70	306	45.90	0	0.00	75	11.25	0	0.00
Dual Credit Enrollment	0	0.00	356	53.40	5	0.75	0	0.00	0	0.00	150	22.50	0	0.00
Limited English Proficiency	1	0.20	0	0.00	229	45.80	1	0.20	0	0.00	10	2.00	1	0.20
Pupils in Poverty	10	2.00	91	18.20	415	83.00	356	71.20	300	60.00	75	15.00	61	12.20
Total Add-ons ADM	**26**	**4.45**	**525**	**83.30**	**947**	**174.25**	**693**	**121.8**	**300**	**60**	**335**	**54.5**	**62**	**12.4**
Total ADM with Add-ons	**132**	**127.55**	**1200**	**963.88**	**1601**	**912.38**	**1318**	**830.54**	**675**	**489.24**	**855**	**734.3**	**177**	**140.29**

Charter Institute at Erskine
Projected ADM & WPU- Brick and Mortar Schools
FY 2022-2023

Student Classification	Thornwell Campus		Cherokee Charter School		Brashier Middle College		Lowcountry Leadership Academy		Horse Creek Academy		Berkeley Preparatory Academy		Gates School		Total	
	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU
Kindergarten	20	20.00	80	80.00	0	0.00	35	35.00	80	80.00	80	80.00	0	0.00	623	623.00
Primary (1-3)	55	55.00	225	225.00	0	0.00	100	100.00	200	200.00	250	250.00	10	10.00	1930	1930.00
Elementary (4-8)	70	70.00	235	235.00	0	0.00	160	160.00	400	400.00	310	310.00	20	20.00	2619	2619.00
High School (9-12)	50	50.00	0	0.00	228	228.00	133	133.00	200	200.00	0	0.00	0	0.00	925	925.00
Trainable Mentally Handicapped	0	0.00	5	10.20	0	0.00	0	0.00	3	6.12	0	0.00	0	0.00	8	16.32
Speech Handicapped	20	38.00	42	79.80	1	1.90	15	28.50	40	76.00	20	38.00	25	47.50	309	587.10
Homebound	0	0.00	0	0.00	0	0.00	0	0.00	2	2.00	0	0.00	0	0.00	9	9.00
Emotionally Handicapped	1	2.04	0	0.00	0	0.00	1	2.04	1	2.04	1	2.04	0	0.00	7	14.28
Educable Mentally Handicapped	0	0.00	0	0.00	0	0.00	0	0.00	2	3.48	1	1.74	0	0.00	12	20.88
Learning Disabilities	33	57.42	30	52.20	23	40.02	25	43.50	45	78.30	40	69.60	75	130.50	645	1122.30
Hearing Handicapped	2	5.14	1	2.57	0	0.00	0	0.00	1	2.57	1	2.57	0	0.00	8	20.56
Visually Handicapped	0	0.00	1	2.57	0	0.00	0	0.00	1	2.57	2	5.14	0	0.00	10	25.70
Orthopedically Handicapped	0	0.00	1	2.04	0	0.00	1	2.04	35	71.40	1	2.04	20	40.80	61	124.44
Vocational	0	0.00	0	0.00	186	239.94	45	58.05	170	219.30	0	0.00	0	0.00	2392	3085.68
Autism	3	7.71	5	12.85	3	7.71	5	12.85	20	51.40	6	15.42	0	0.00	78	200.46
Total ADM without Add-ons	**254**	**305.31**	**625**	**702.23**	**441**	**517.57**	**520**	**574.98**	**1200**	**1395.18**	**712**	**776.55**	**150**	**248.80**	**9636**	**11323.72**
High Achieving	5	0.75	0	0.00	97	14.55	67	10.05	75	11.25	0	0.00	0	0.00	331	49.65
Academic Assistance	96	14.40	75	11.25	40	6.00	188	28.20	600	90.00	0	0.00	0	0.00	2114	317.10
Dual Credit Enrollment	0	0.00	0	0.00	190	28.50	6	0.90	0	0.00	0	0.00	0	0.00	1073	160.95
Limited English Proficiency	1	0.20	2	0.40	12	2.40	11	2.20	10	2.00	12	2.40	0	0.00	372	74.40
Pupils in Poverty	97	19.40	200	40.00	71	14.20	253	50.60	416	83.20	30	6.00	5	1.00	3400	680.00
Total Add-ons ADM	**199**	**34.75**	**277**	**51.65**	**410**	**65.65**	**525**	**91.95**	**1101**	**186.45**	**42**	**8.40**	**5**	**1.00**	**7290**	**1282.10**
Total ADM with Add-ons	**453**	**340.06**	**902**	**753.88**	**851**	**583.22**	**1045**	**666.93**	**2301**	**1581.63**	**754**	**784.95**	**155**	**249.80**	**16926**	**12605.82**

Charter Institute at Erskine
Projected ADM & WPU- New Schools
FY 2022-2023

	Student Classification	Weight	Greenwood Charter Academy		Gates School		Total	
			ADM	WPU	ADM	WPU	ADM	WPU
K	Kindergarten	1.00	100	100.00	75	75.00	175.00	175.00
P	Primary (1-3)	1.00	275	275.00	225	225.00	500.00	500.00
EL	Elementary (4-8)	1.00	150	150.00	625	625.00	775.00	775.00
HS	High School (9-12)	1.00	0	0.00	0	0.00	0.00	0.00
TM	Trainable Mentally Handicapped	2.04	0	0.00	0	0.00	0.00	0.00
SP	Speech Handicapped	1.90	0	0.00	0	0.00	0.00	0.00
HO	Homebound	1.00	0	0.00	0	0.00	0.00	0.00
EH	Emotionally Handicapped	2.04	0	0.00	0	0.00	0.00	0.00
EM	Educable Mentally Handicapped	1.74	0	0.00	0	0.00	0.00	0.00
LD	Learning Disabilities	1.74	0	0.00	0	0.00	0.00	0.00
HH	Hearing Handicapped	2.57	0	0.00	0	0.00	0.00	0.00
VH	Visually Handicapped	2.57	0	0.00	0	0.00	0.00	0.00
OH	Orthopedically Handicapped	2.04	0	0.00	0	0.00	0.00	0.00
	Vocational	1.29	0	0.00	0	0.00	0.00	0.00
AU	Autism	2.57	0	0.00	0	0.00	0.00	0.00
	Total ADM without Add-ons		**525**	**525.00**	**925**	**925.00**	**1450**	**1450.00**
	High Achieving	0.15	0	0.00	0	0.00	0.00	0.00
	Academic Assistance	0.15	20	3.00	92	13.80	112.00	16.80
	Dual Credit Enrollment	0.15	0	0.00	0	0.00	0.00	0.00
	Limited English Proficiency	0.20	0	0.00	0	0.00	0.00	0.00
	Pupils in Poverty	0.20	157	31.40	370	74.00	527.00	105.40
	Total Add-ons ADM		**177**	**34.40**	**462**	**87.80**	**639**	**122.20**
	Total ADM with Add-ons		**702**	**559.40**	**1387**	**1012.80**	**2089**	**1572.20**

Charter Institute at Erskine
Projected ADM & WPU- Virtual Schools
FY 2022-2023

	Student Classification	Weight	Cyber Academy of SC		Odyssey Online Learning		SC Virtual Charter School		SC Connections Academy	
			ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU
K	Kindergarten	1.00	375	375.00	0	0.00	360	360.00	245	245.00
P	Primary (1-3)	1.00	526	526.00	0	0.00	782	782.00	961	961.00
EL	Elementary (4-8)	1.00	2001	2001.00	0	0.00	1544	1544.00	2424	2424.00
HS	High School (9-12)	1.00	184	184.00	125	125.00	50	50.00	1013	1013.00
TM	Trainable Mentally Handicapped	2.04	5	10.20	0	0.00	0	0.00	1	2.04
SP	Speech Handicapped	1.90	102	193.80	1	1.90	128	243.20	196	372.40
HO	Homebound	1.00	1	1.00	0	0.00	0	0.00	0	0.00
EH	Emotionally Handicapped	2.04	22	44.88	2	4.08	17	34.68	16	32.64
EM	Educable Mentally Handicapped	1.74	24	41.76	2	3.48	0	0.00	12	20.88
LD	Learning Disabilities	1.74	382	664.68	35	60.90	249	433.26	402	699.48
HH	Hearing Handicapped	2.57	4	10.28	1	2.57	3	7.71	12	30.84
VH	Visually Handicapped	2.57	7	17.99	0	0.00	0	0.00	2	5.14
OH	Orthopedically Handicapped	2.04	1.0	2.04	1	2.04	3	6.12	4	8.16
	Vocational	1.29	1208	1558.32	201	259.29	1172	1511.88	1352	1744.08
AU	Autism	2.57	137	352.09	7	17.99	69	177.33	160	411.20
	Total ADM without Add-ons		**4979.0**	**5983.04**	**375**	**477.25**	**4377**	**5150.18**	**6800**	**7969.86**
	High Achieving	0.15	190	28.50	8	1.20	10	1.50	849	127.35
	Academic Assistance	0.15	2149	322.35	68	10.20	900	135.00	2606	390.90
	Dual Credit Enrollment	0.15	18	2.70	6	0.90	8	1.20	58	11.60
	Limited English Proficiency	0.20	49	9.80	5	1.00	50	10.00	61	12.20
	Pupils in Poverty	0.20	3433	686.60	220	44.00	2530	506.00	3487	0.00
	Total Add-ons ADM		**5839**	**1049.95**	**307**	**57.3**	**3498**	**653.7**	**7061**	**542.05**
	Total ADM with Add-ons		**10818**	**7032.99**	**682**	**534.55**	**7875**	**5803.88**	**13861**	**8511.91**

Charter Institute at Erskine
Projected ADM & WPU- Virtual Schools
FY 2022-2023

Student Classification	SC Preparatory Academy		Lowcountry Connections Academy		Total	
	ADM	WPU	ADM	WPU	ADM	WPU
Kindergarten	0	0.00	25	25.00	1005	1005.00
Primary (1-3)	0	0.00	99	99.00	2368	2368.00
Elementary (4-8)	150	150.00	250	250.00	6369	6369.00
High School (9-12)	150	150.00	104	104.00	1626	1626.00
Trainable Mentally Handicapped	0	0.00	0	0.00	6	12.24
Speech Handicapped	15	28.50	20	38.00	462	877.80
Homebound	0	0.00	0	0.00	1	1.00
Emotionally Handicapped	5	10.20	2	4.08	64	130.56
Educable Mentally Handicapped	5	8.70	1	1.74	44	76.56
Learning Disabilities	30	52.20	41	71.34	1139	1981.86
Hearing Handicapped	0	0.00	1	2.57	21	53.97
Visually Handicapped	0	0.00	0	0.00	9	23.13
Orthopedically Handicapped	5	10.20	1	2.04	15	30.60
Vocational	40	51.60	139	179.31	4112	5304.48
Autism	0	0.00	17	43.69	390	1002.30
Total ADM without Add-ons	**400**	**461.40**	**700**	**820.77**	**17631**	**20862.50**
High Achieving	40	6.00	88	13.20	1185	177.75
Academic Assistance	100	15.00	268	40.20	6091	913.65
Dual Credit Enrollment	40	6.00	6	0.90	136	23.30
Limited English Proficiency	5	1.00	6	1.20	176	35.20
Pupils in Poverty	150	30.00	359	71.80	10179	1338.40
Total Add-ons ADM	**335**	**58.00**	**727**	**127.30**	**17767**	**2488.30**
Total ADM with Add-ons	**735**	**519.40**	**1427**	**948.07**	**35398**	**23350.80**

Proviso # in FY 21-22 Act	Renumbered Proviso # for FY 22-23	Proviso Title	Short Summary	Agency Reccomended Action (keep, change, delete, add)
			Public Education Subcommittee Proviso Request Summary	

Charter Institute at Erskine
Provisos Summary

1A.48.   (SDE-EIA: Public Charter Pupil Counts) With funds appropriated to charter schools sponsored by either the South Carolina Public Charter School District or a registered Institution of Higher Education, the sponsor must require each charter school to submit a student attendance report for the 5th, 45th, 90th and 135th days. Reporting requirements shall include both Average Daily Membership and Weighted Pupil Unit membership. The South Carolina Public Charter School District or a registered Institution of Higher Education shall then provide the data for each charter school to the Department of Education. Quarterly, the department will submit the information to the House Ways and Means Committee, the House Education and Public Works Committee, the Senate Finance Committee and the Senate Education Committee.

The South Carolina Public Charter School District or a registered Institution of Higher Education must also require each virtual charter school to collect the following information: (1) the reason or reasons why each student enrolled in the virtual charter school district from both the parent(s) and the referring school district; and (2) the reason or reasons why a student withdrew from the virtual charter school district. This data must be provided to the Department of Education quarterly and must include the unique student identifier. The department, in turn, will provide summary information to the House Ways and Means Committee, the House Education and Public Works Committee, the Senate Finance Committee and the Senate Education Committee on the enrollment and withdrawal information on June 30th of the current fiscal year.

1A.49.   (SDE-EIA: South Carolina Public Charter School Funding) The funds appropriated in Part IA, Section VIII.H.- South Carolina Public Charter School Statewide Sponsor must be allocated in the following manner to students at charter schools within the South Carolina Public Charter School District or within a registered Institution of Higher Education: Pupils enrolled in virtual charter schools sponsored by the South Carolina Public Charter School District or a registered Institution of Higher Education shall receive $1,900 per weighted pupil and pupils enrolled in brick and mortar charter schools sponsored by the South Carolina Public Charter School District or a registered Institution of Higher Education shall receive $3,600 per weighted pupil. Three and four year old students with a disability, who are eligible for services under IDEA and enrolled in brick and mortar charter schools sponsored by the South Carolina Public Charter School District or registered IHE, shall receive $3,600 per student for brick and mortar charter schools. Three and four year old students with a disability, who are eligible for serves under IDEA and enrolled in charter schools sponsored by the South Carolina Public Charter School District or a registered IHE, shall be included in student counts for the South Carolina Public Charter School District and registered IHE's solely for purposes of funding under this proviso. Any unexpended funds, not to exceed ten percent of the prior year appropriation, must be carried forward from the prior fiscal year and expended for the same purpose. Any unexpended funds exceeding ten percent of the prior year appropriation must be transferred to the Charter School Facility Revolving Loan Program established in Section 59-40-175. For Fiscal Year 2021-22, the timelines set forth for ruling on charter school applications are extended for sixty calendar days for all applications submitted to the South Carolina Public Charter School District if the district determines that an applicant should be permitted to amend its application to meet the requirements of Section 59-40-60 and Section 59-40-70, of the 1976 Code, based on an applicant's proposal to address an existing achievement gap utilizing an evidence-based educational program in an underserved geographical area of the state including, but not limited to, charter schools proposed to be located in any school district that is a plaintiff in the Abbeville law suit. The South Carolina Public Charter School District shall report to the Senate Finance Committee and the House Ways and Means Committee on the outcomes of this extended time for a hearing at the end of the application cycle.

Carry Forward Information

N/A

FTE Breakdown

The Charter Institute at Erskine has 28 Full Time/Part Time Employees on staff.

Cameron Runyan, Superintendent
Vamshi Rudrapati, Director
Richard Melzer, Deputy Superintendent, Authorization and Accountability
Celina Patton, Chief of Student Services
Ciera Bing, Chief of Finance
Haley Perez, Chief of Federal Programs
Christy Junkins, Chief of Authorization and Accountability
Heather Holliday, Executive Director of School Services
Laura Merrick, Executive Director of Student Services
John Li, Director of Finance
Jason Jones, Director of PowerSchool and IT
Kusuma Buddhiraju, Director of Data and Research
Paula Gray, Director of School and Board Relations
Ashley Epperson, Assistant Director of Communications
Sally Fickling, Assistant Director of Student Services
Ashley Sturkie, Assistant Director of Federal Programs Finance
Kirby Jerry, Assistant Director of Authorization
Sarah Love, Assistant Director of Special Education
Sarah Shealy, Coordinator of Federal Programs
Charity Glasgow, Fiscal Coordinator
Angelica Rodriguez, Fiscal Coordinator
Madison Murray, Coordinator of Operations
Jacob Carter, Media Production Coordinator
Robbie Anderson, Coordinator of Benefits
Joseph Bowers, Coordinator of Authorization
Katriel Rea, Legal and Policy Assistant
Kristin Olcott, Executive Assistant
Catherine Ballard, Intern- Communication Specialist