



CHARTER INSTITUTE AT ERSKINE

1201 Main Street, Suite 300, Columbia, SC 29201

# Charter Institute at Erskine FY 2020-2021 Budget Request

## South Carolina House of Representatives

January 15, 2020



JOHN LI  
 Director of Finance

1201 Main Street, Suite 300, Columbia, SC 29201

**Charter Institute at Erskine  
 Budget Request  
 FY 2020-2021**

The Institute's requested increase for FY21 funding reflects the estimated growth in student population within the 17 current schools, the 2 approved new schools, and the 3 approved transfer schools. The Institute also have 1 pending school from SCPCSD that has requested to renew their charter with the Institute.

<b>Budget Request</b>	
Current Appropriations	\$ 38,728,350.80
Transfers from SCPCSD	\$ 17,822,357.36
Total New Request***	\$ 5,773,130.20
<b>Total Projected Appropriations</b>	<b>\$ 62,323,838.36</b>

<b>New Request Breakdown***</b>	
New Request- 17 Current Schools Growth	\$ 23,534.20
New Request- 2 New Schools targeted to open in 2020**	\$ 2,399,112.00
Increase Request- 1 Transfer from Aiken County SD	\$ 3,350,484.00
<b>Total New Request</b>	<b>\$5,773,130.20</b>

<b>Enrollment Summary</b>					
	<b>Enrollment</b>	<b>ADM</b>	<b>WPU</b>	<b>Request</b>	<b>Total Appropriation</b>
FY20 Existing Schools	10,671.00	20,372.52	14,427.46	\$ 38,728,350.80	
FY21 Existing Schools- Increase	10,452.00	19,691.00	14,191.91	\$ 23,534.20	\$ 38,751,885.00
FY21 New Schools- 2 targeted	615.00	615.00	666.42	\$ 2,399,112.00	\$ 2,399,112.00
FY21 Transfer Schools- PCSD	6,191.00	11,981.35	8,132.84	\$ 17,571,873.71	\$ 17,571,873.71
FY21 Transfer Schools- ACSD	740.00	1,480.00	930.69	3,350,484.00	3,350,484.00

\*\* All New Schools must meet the Pre-Opening Conditions set by the Institute to be able to open for the 2020 - 2021 school year.

Charter Institute at Erskine  
Projected ADM & WPU- Existing Schools  
FY 2020-2021

Student Classification	Weight	Belton Preparatory		Calhoun Falls		Coastal Leadership		Cyber Academy of SC**		Gray Collegiate Academy		Mevers School of Excellence		Midlands STEM		Montessori School of Camden		Oceanside Collegiate	
		ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU
K Kindergarten	1.00	40	40.00	0	0.00	0	0.00	50	50.00	0	0.00	116	116.00	13	13.00	11	11.00	0	0.00
P Primary (1-3)	1.00	50	50.00	0	0.00	0	0.00	190	190.00	0	0.00	335	335.00	32	32.00	52	52.00	0	0.00
EL Elementary (4-8)	1.00	18	18.00	58	58.00	0	0.00	585	585.00	0	0.00	446	446.00	62	62.00	46	46.00	0	0.00
HS High School (9-12)	1.00	0	0.00	12	12.00	0	0.00	111	111.00	0	0.00	0	0.00	30	30.00	0	0.00	0	0.00
TM Trainable Mentally Handicapped	2.04	0	0.00	0	0.00	0	0.00	6	12.24	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
SP Speech Handicapped	1.90	10	19.00	3	5.70	2	3.80	60	114.00	0	0.00	30	57.00	25	47.50	0	0.00	2	3.80
HO Homebound	1.00	0	0.00	3	3.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
EH Emotionally Handicapped	2.04	0	0.00	0	0.00	2	4.08	18	36.72	0	0.00	5	10.20	1	2.04	0	0.00	4	8.16
EM Educable Mentally Handicapped	1.74	0	0.00	2	3.48	2	3.48	8	13.92	0	0.00	8	13.92	0	0.00	0	0.00	3	5.22
LD Learning Disabilities	1.74	2	3.48	12	20.88	24	41.76	120	208.80	15	26.10	30	52.20	25	43.50	5	8.70	35	60.90
HH Hearing Handicapped	2.57	1	2.57	0	0.00	0	0.00	2	5.14	0	0.00	1	2.57	0	0.00	0	0.00	1	2.57
VH Visually Handicapped	2.57	0	0.00	0	0.00	0	0.00	3	7.71	0	0.00	0	0.00	0	0.00	0	0.00	1	2.57
OH Orthopedically Handicapped	2.04	2	4.08	0	0.00	0	0.00	2	4.08	0	0.00	0	0.00	0	0.00	0	0.00	1	2.04
Vocational	1.29	0	0.00	55	70.95	153	197.37	525	677.25	500	645.00	0	0.00	0	0.00	0	0.00	624	804.96
AU Autism	2.57	2	5.14	0	0.00	10	25.70	70	179.90	0	0.00	4	10.28	2	5.14	0	0.00	4	10.28
<b>Total ADM without Add-ons</b>		<b>125</b>	<b>142.27</b>	<b>145</b>	<b>174.01</b>	<b>193</b>	<b>276.19</b>	<b>1750</b>	<b>2195.76</b>	<b>515</b>	<b>671.10</b>	<b>975</b>	<b>1043.17</b>	<b>190</b>	<b>235.18</b>	<b>114</b>	<b>117.70</b>	<b>675</b>	<b>900.50</b>
High Achieving	0.15	8	1.20	10	1.50	5	0.75	114	17.10	0	0.00	195	29.25	7	1.05	0	0.00	0	0.00
Academic Assistance	0.15	15	2.25	70	10.50	20	3.00	800	120.00	110	16.50	195	29.25	64	9.60	0	0.00	8	1.20
Dual Credit Enrollment	0.15	0	0.00	6	0.90	7	1.05	8	1.20	185	27.75	0	0.00	0	0.00	0	0.00	325	48.75
Limited English Proficiency	0.20	2	0.40	1	0.20	8	1.60	23	4.60	4	0.80	25	5.00	4	0.80	0	0.00	5	1.00
Pupils in Poverty	0.20	40	8.00	110	22.00	70	14.00	800	160.00	180	36.00	550	110.00	140	28.00	0	0.00	50	10.00
<b>Total Add-ons ADM</b>		<b>65</b>	<b>11.85</b>	<b>197</b>	<b>35.10</b>	<b>110</b>	<b>20.40</b>	<b>1745</b>	<b>302.90</b>	<b>479</b>	<b>81.05</b>	<b>965</b>	<b>173.50</b>	<b>215</b>	<b>39.45</b>	<b>0</b>	<b>0.00</b>	<b>388</b>	<b>60.95</b>
<b>Total ADM with Add-ons</b>		<b>190</b>	<b>154.12</b>	<b>342</b>	<b>209.11</b>	<b>303</b>	<b>296.59</b>	<b>3495</b>	<b>2498.66</b>	<b>994</b>	<b>752.15</b>	<b>1940</b>	<b>1216.67</b>	<b>405</b>	<b>274.63</b>	<b>114</b>	<b>117.70</b>	<b>1063</b>	<b>961.45</b>

Student Classification	Weight	Odyssey Online Learning**		Royal Live Oaks		SCVCS**		Virtus Academy		Clear Dot Charter School		Legion Collegiate Academy		Summit Classical School		Thornwell Campus		Total	
		ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU
K Kindergarten	1.00	0	0.00	44	44.00	125	125.00	83	83.00	40	40.00	0	0.00	32	32.00	20	20.00	574	574.00
P Primary (1-3)	1.00	0	0.00	136	136.00	325	325.00	220	220.00	78	78.00	0	0.00	70	70.00	55	55.00	1543	1543.00
EL Elementary (4-8)	1.00	0	0.00	252	252.00	1007	1007.00	111	111.00	78	78.00	0	0.00	12	12.00	89	89.00	2764	2764.00
HS High School (9-12)	1.00	185	185.00	102	102.00	300	300.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	740	740.00
TM Trainable Mentally Handicapped	2.04	0	0.00	0	0.00	4	8.16	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	10	20.40
SP Speech Handicapped	1.90	0	0.00	22	41.80	70	133.00	20	38.00	18	34.20	0	0.00	2	3.80	15	28.50	279	530.10
HO Homebound	1.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	3	3.00
EH Emotionally Handicapped	2.04	0	0.00	0	0.00	13	26.52	0	0.00	2	4.08	0	0.00	0	0.00	0	0.00	45	91.80
EM Educable Mentally Handicapped	1.74	0	0.00	1	1.74	13	22.62	0	0.00	0	0.00	0	0.00	1	1.74	1	1.74	39	67.86
LD Learning Disabilities	1.74	15	26.10	22	38.28	200	348.00	15	26.10	16	27.84	15	26.10	8	13.92	20	34.80	579	1007.46
HH Hearing Handicapped	2.57	0	0.00	0	0.00	8	20.56	0	0.00	0	0.00	0	0.00	0	0.00	1	2.57	14	35.98
VH Visually Handicapped	2.57	0	0.00	0	0.00	2	5.14	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	6	15.42
OH Orthopedically Handicapped	2.04	0	0.00	0	0.00	8	16.32	0	0.00	1	2.04	0	0.00	0	0.00	0	0.00	14	28.56
Vocational	1.29	35	45.15	90	116.10	1200	1548.00	0	0.00	0	0.00	535	690.15	0	0.00	0	0.00	3717	4794.93
AU Autism	2.57	0	0.00	1	2.57	25	64.25	1	2.57	2	5.14	0	0.00	1	2.57	3	7.71	125	321.25
<b>Total ADM without Add-ons</b>		<b>235</b>	<b>256.25</b>	<b>670</b>	<b>734.49</b>	<b>3300</b>	<b>3949.57</b>	<b>450</b>	<b>480.67</b>	<b>235</b>	<b>269.30</b>	<b>550</b>	<b>716.25</b>	<b>126</b>	<b>136.03</b>	<b>204</b>	<b>239.32</b>	<b>10452</b>	<b>12537.76</b>
High Achieving	0.15	0	0.00	5	0.75	20	3.00	28	4.20	0	0.00	0	0.00	10	1.50	5	0.75	407	61.05
Academic Assistance	0.15	0	0.00	250	37.50	900	135.00	105	15.75	52	7.80	110	16.50	2	0.30	40	6.00	2741	411.15
Dual Credit Enrollment	0.15	5	0.75	24	3.60	40	6.00	0	0.00	0	0.00	125	18.75	0	0.00	0	0.00	725	108.75
Limited English Proficiency	0.20	0	0.00	235	47.00	15	3.00	1	0.20	0	0.00	10	2.00	1	0.20	2	0.40	336	67.20
Pupils in Poverty	0.20	130	26.00	400	80.00	1900	380.00	200	40.00	140	28.00	200	40.00	60	12.00	60	12.00	5030	1006.00
<b>Total Add-ons ADM</b>		<b>135</b>	<b>26.75</b>	<b>914</b>	<b>168.85</b>	<b>2875</b>	<b>527.00</b>	<b>334</b>	<b>60.15</b>	<b>192</b>	<b>35.80</b>	<b>445</b>	<b>77.25</b>	<b>73</b>	<b>14.00</b>	<b>107</b>	<b>19.15</b>	<b>9239</b>	<b>1654.15</b>
<b>Total ADM with Add-ons</b>		<b>370</b>	<b>283.00</b>	<b>1584</b>	<b>903.34</b>	<b>6175</b>	<b>4476.57</b>	<b>784</b>	<b>540.82</b>	<b>427</b>	<b>305.10</b>	<b>995</b>	<b>793.50</b>	<b>199</b>	<b>150.03</b>	<b>311</b>	<b>258.47</b>	<b>19691</b>	<b>14191.91</b>

\*\* Indicates Virtual Schools  
Indicates First Year Schools

Charter Institute at Erskine  
 Projected ADM & WPU- New Schools  
 FY 2020-2021

Student Classification	Weight	Rosewood Classical School		Cherokee Charter School		Total	
		ADM	WPU	ADM	WPU	ADM	WPU
K Kindergarten	1.00	35	35.00	97	97.00	132.00	132.00
P Primary (1-3)	1.00	55	55.00	225	225.00	280.00	280.00
EL Elementary (4-8)	1.00	0	0.00	140	140.00	140.00	140.00
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	30	57.00	30.00	57.00
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	33	57.42	33.00	57.42
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
<b>Total ADM without Add-ons</b>		<b>90</b>	<b>90.00</b>	<b>525</b>	<b>576.42</b>	<b>615.00</b>	<b>666.42</b>
High Achieving	0.15	0	0.00	0	0.00	0.00	0.00
Academic Assistance	0.15	0	0.00	0	0.00	0.00	0.00
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	0	0.00	0	0.00	0.00	0.00
<b>Total Add-ons ADM</b>		<b>0</b>	<b>0.00</b>	<b>0</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Total ADM with Add-ons</b>		<b>90</b>	<b>90.00</b>	<b>525</b>	<b>576.42</b>	<b>615.00</b>	<b>666.42</b>

Indicates New Schools
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Charter Institute at Erskine  
 Projected ADM & WPU- Transfer Schools  
 FY 2020-2021

Student Classification	Weight	Braisher Middle College		Lowcountry Leadership		Horse Creek		SC Connections Academy**		Total	
		ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU
K Kindergarten	1.00	0	0.00	40	40.00	57	57.00	154	153.76	250.76	250.76
P Primary (1-3)	1.00	0	0.00	107	107.00	169	169.00	444	443.53	719.53	719.53
EL Elementary (4-8)	1.00	0	0.00	186	186.00	350	350.00	1770	1769.60	2305.60	2305.60
HS High School (9-12)	1.00	233.98	233.98	107	107.00	90	90.00	945	945.40	1376.38	1376.38
TM Trainable Mentally Handicapped	2.04	0	0.00	0	0.00	0	0.00	0	0.00	0.00	0.00
SP Speech Handicapped	1.90	0	0.00	23	43.70	35	66.50	135	257.01	193.27	367.21
HO Homebound	1.00	0	0.00	0	0.00	0	0.00	0	0.00	0.00	0.00
EH Emotionally Handicapped	2.04	0.99	2.02	0	0.00	0	0.00	16	32.56	16.95	34.58
EM Educable Mentally Handicapped	1.74	0	0.00	0	0.00	5	8.70	7	12.95	12.44	21.65
LD Learning Disabilities	1.74	22.09	38.44	39	67.86	33	57.42	324	563.83	418.13	727.55
HH Hearing Handicapped	2.57	0	0.00	0	0.00	0	0.00	11	28.22	10.98	28.22
VH Visually Handicapped	2.57	0	0.00	0	0.00	0	0.00	4	10.28	4.00	10.28
OH Orthopedically Handicapped	2.04	0	0.00	0	0.00	0	0.00	5	10.20	5.00	10.20
Vocational	1.29	177.39	228.83	23	29.67	0	0.00	1124	1449.59	1324.10	1708.09
AU Autism	2.57	0.99	2.54	4	10.28	1	2.57	122	313.08	127.81	328.47
<b>Total ADM without Add-ons</b>		<b>435.44</b>	<b>505.81</b>	<b>529</b>	<b>591.51</b>	<b>740</b>	<b>801.19</b>	<b>5060.51</b>	<b>5990.00</b>	<b>6764.95</b>	<b>7888.51</b>
High Achieving	0.15	97.44	14.62	45	6.75	81	12.15	419	62.88	642.64	96.40
Academic Assistance	0.15	49.73	7.46	194	29.10	289	43.35	1931	289.66	2463.77	369.57
Dual Credit Enrollment	0.15	174.85	26.23	4	0.60	0	0.00	0	0.00	178.85	26.83
Limited English Proficiency	0.20	23.39	4.68	15	3.00	7	1.40	45	8.92	89.99	18.00
Pupils in Poverty	0.20	69.99	14.00	215	43.00	363	72.60	2673	534.63	3321.15	664.23
<b>Total Add-ons ADM</b>		<b>415.4</b>	<b>66.98</b>	<b>473</b>	<b>82.45</b>	<b>740</b>	<b>129.50</b>	<b>5068</b>	<b>896.09</b>	<b>6696.40</b>	<b>1175.02</b>
<b>Total ADM with Add-ons</b>		<b>850.84</b>	<b>572.79</b>	<b>1002</b>	<b>673.96</b>	<b>1480</b>	<b>930.69</b>	<b>10128.51</b>	<b>6886.09</b>	<b>13461.35</b>	<b>9063.53</b>

**	Indicates Virtual Schools
	Indicates Transfer from Aiken County SD
	Indicates Transfer from SCPCSD



## Charter Institute at Erskine

FY 2020-2021 Budget Request

South Carolina House of Representatives

### List of Key Officials Attending Hearing

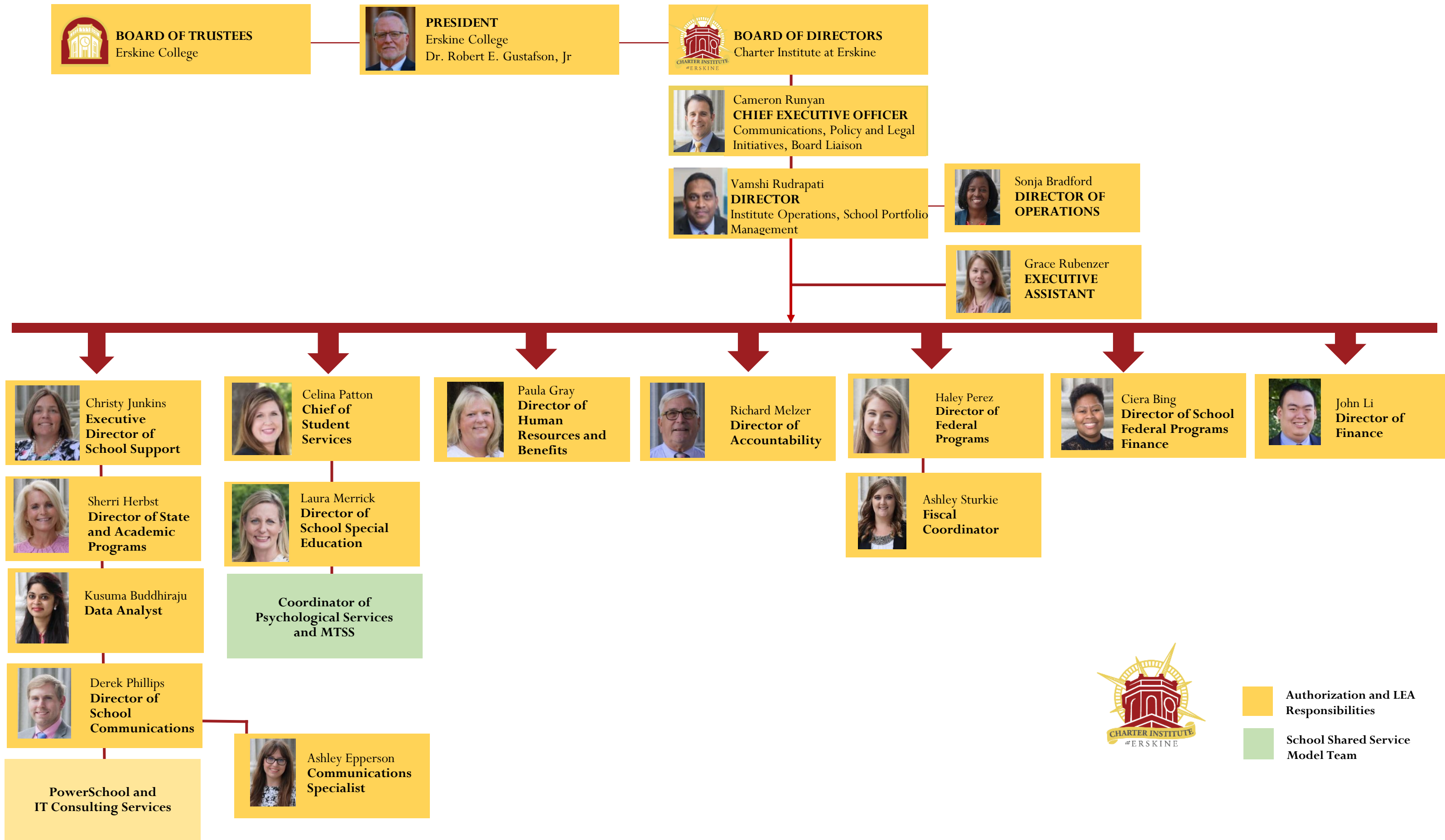
Cameron Runyan, Superintendent and Chief Executive Officer

Vamshi Rudrapati, Director

John Li, Director of Finance

Kristen Stolpa, Director of New Schools

# Charter Institute at Erskine Organizational Chart





2019-2020

**Creative minds**

**Innovative schools**

**Effective results**





# CHARTER INSTITUTE AT ERSKINE BOARD OF TRUSTEES



**Dr. Rob Gustafson**  
Chairman

Dr. Rob Gustafson is the 17th President of Erskine College. Gustafson was called into educational service during his undergraduate years at the University of Virginia, where he was a scholarship football standout. After a season of service as a teacher, Gustafson obtained a position as the head of school at Jackson Preparatory School in Jackson, Mississippi where he served for five years. Subsequently, He was hired as the head of school at the prestigious Stony Brook School in New York – a position he held for 15 years. Gustafson holds a Master of Arts in Educational Administration from Columbia University Teachers College and a Doctorate of Ministry from Erskine Theological Seminary. He and his wife, Beth have two children and one grandchild. Upon the announcement of the Charter Institute at Erskine, Gustafson said, “The Charter Institute at Erskine gives us an opportunity to offer a service to the state that provides for broader options for elementary and secondary schooling. Our oversight will help to assure that these schools operate excellent and productive programs.”



**Martin O'Connor**  
Treasurer

Martin O'Connor has served as Treasurer for the Charter Institute at Erskine since July 2017. O'Connor has more than 30 years of business management experience in Finance, Operations, Logistics, Purchasing, IT, and Human Resources. He has served as a C-level executive for the past 20 years in numerous companies primarily in the manufacturing sector. His experience includes work at large multi-billion dollar companies such as Michelin Tire Corporation and smaller companies that were greenfield start-ups. O'Connor enjoys working with an organization that is focused upon developing young people to become highly productive and wise American citizens.



**Tony Foster**  
Board Member

Tony Foster is the founder and senior pastor of Restoration Worship Center in Greenwood. Foster has served in the pulpit for over 28 years. He is also a member of the visionary team for the Destiny Network of Churches. Foster has worked as a Health Educator and Counselor for the University of South Carolina's social work department. He is a certified Master Life Coach and Trainer. Foster received an Honorary Doctorate of Divinity degree from Christian Bible Institute and Seminary.



# CHARTER INSTITUTE AT ERSKINE BOARD OF TRUSTEES

## **Beth Gustafson** Board Member

Beth Gustafson has served for the past seven years as an Upper School English Teacher at Shannon Forest Christian School in Greenville. She earned a Bachelor's degree in English from the University of Virginia, and a Master's in teaching English from the Columbia University Teachers College in New York. Gustafson began her teaching career in Baton Rouge, Louisiana at The Dunham School where she served as a Middle and Upper School English Teacher. After spending one year there, Gustafson relocated to New York where she taught middle school English at the Stony Brook School for 14 years. Gustafson serves on the National Council of Teachers of English.



## **Dr. Tom Hellams** Board Member

Tom Hellams joined the Erskine College administrative team as Provost in July 2018. After receiving his Bachelor's degree from Erskine, Hellams earned a Masters of Arts, Masters of Divinity, and a Doctorate of Ministry from the Southern Baptist Theological Seminary in Louisville. Hellams began his career with the Southern Baptist Theological Seminary serving as the President's chief of staff. He then served as a distinguished visiting professor at Southeastern Baptist Theological Seminary in Wake Forest, NC, and a visiting professor at the Billy Graham School of Missions at Southern in Louisville. Hellams served as the Vice President for Corporate Relations at Lifeway Christian Resources in Nashville from 2006-2014 before returning to the Southern Baptist Theological Seminary as Vice President for Denominational Relations from 2014-2018.



## **Stu Rodman** Board Member

Stu Rodman serves as the Chairman of the Beaufort County Council where he represents Hilton Head Island. He earned a Bachelor's degree in mechanical engineering from Cornell University and a Master of Business Administration from Harvard University. He served as a Lieutenant in the US Army and is an elder in the Presbyterian Church. Mr. Rodman and Nina, his wife of 44 years, have two married children and reside in Sea Pines on Hilton Head Island. Mr. Rodman holds leadership positions on the boards of several national Christian ministries. Mr. Rodman has also held manufacturing, finance and general management positions with several major corporations. He has also served as a Commissioner on the Governor's Commission on Management, Accountability and Performance, a member of the Task Force on School Funding for the State Superintendent of Education, and a member of the Beaufort County Board of Education.





# WHO WE ARE

*The mission of the Charter Institute at Erskine is to empower families and local communities through the establishment and competent operation of high-quality charter schools throughout South Carolina.*

## History

**May  
2017**

The South Carolina Department of Education received Erskine's sponsor registration.

**May  
2018**

The Charter Institute at Erskine moved into its permanent office in Columbia.

**July  
2019**

The Charter Institute at Erskine entered its second year as an authorizer with 17 charter schools and over 10,000 students.

# PORTFOLIO UPDATES

After the completion of year one as a charter school authorizer, the Charter Institute at Erskine is rapidly changing with new, expanding, and transferring schools.

## 2018-2019 AUTHORIZATION DECISIONS



## NEW SCHOOLS FOR 2019-2020

School	Location	Grade
Clear Dot Charter School	Columbia	K-6
Legion Collegiate Academy	Rock Hill	9-12
Summit Classical School	Clinton	K-3
Thornwell Charter School	Clinton	K-6

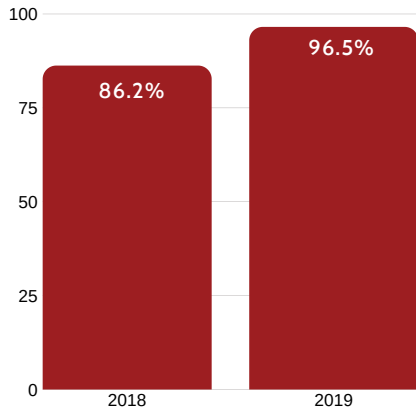
## APPROVED APPLICATIONS FOR 2020-2021



# ACADEMICS

The Charter Institute at Erskine received its first South Carolina Report Card on October 1, 2019 detailing school performance from the 2018-2019 year.

Highest brick and mortar graduation rate among statewide authorizers



Virtual school graduation rate of increase



Graduation rate of African Americans



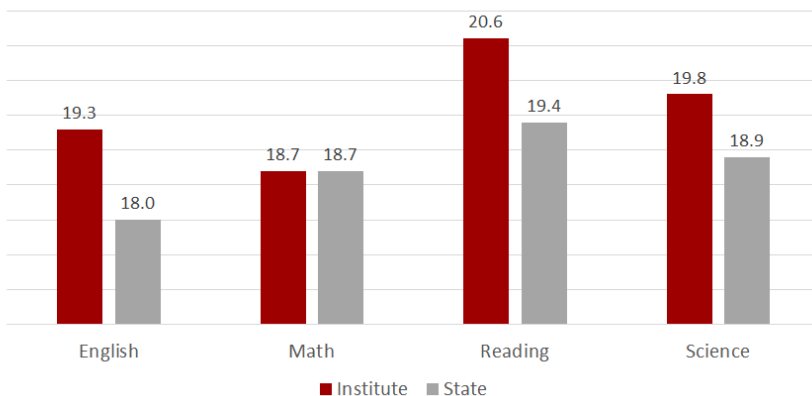
Graduation rate of English learners



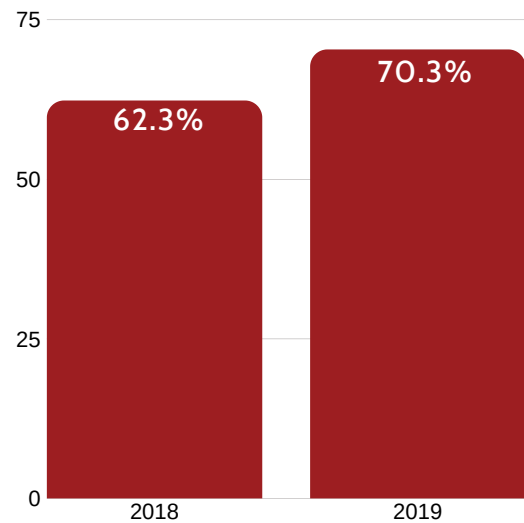
Charter Institute at Erskine

South Carolina Public Charter School District

Mean ACT Scores for 2019 Graduating Seniors



Graduates who are college or career ready





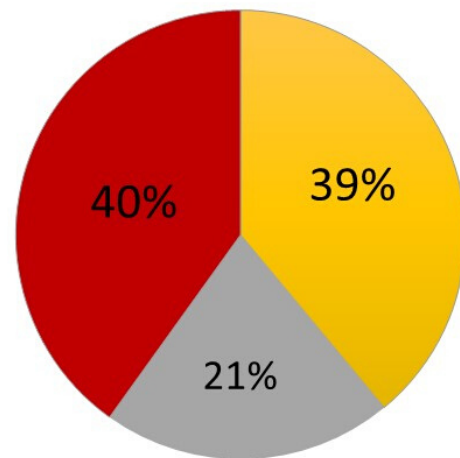
# Charter School Funding Overview 2018-2019

## Education Finance Act Funding

The Education Finance Act is established to guarantee each student in SC the availability of at least minimum educational programs and services. The Act outlines the funding methodology for these State funds. Funding is allocated on a per-pupil allocation (Base Student Cost). Allocation is calculated by multiplying the BSC by the Weighted Pupil Units determined by the individual student characteristics.

**FY19 Base Student Cost: \$2,485.00**  
**Total FY19 EFA Funding: \$29,177,083.78**

FY19 Funding



■ EFA ■ EIA ■ Proviso

## Education Improvement Act Funding

The EIA represents South Carolina's effort to improve the quality of its public education system. The Act is a comprehensive education reform plan containing specific programs and strategies for improving public education in the State, as well as mechanisms for distributing funds for the Act's implementation. Schools are eligible for different EIA categorical funds depending on the qualifications of each school.

Examples:

- Reading Coaches
- EEDA Career Specialist
- Student Health & Fitness
- Teacher Salary Supplement
- Summer Reading Program
- Teacher Supply
- National Board Certified

**Total FY19 EIA Funding: \$15,670,718.17**

## Charter School Act Funding (Proviso Funding)

The Proviso Funding is established by the Charter School Act to supplement the state funding to charter schools since the Institute, as a statewide authorizer, does not have the taxing authority on local dollars. Funding is allocated on a per-pupil allocation in align with the EFA formula.

**FY19 Brick and Mortar Per-Pupil: \$3,600.00**  
**FY19 Virtual Per-Pupil: \$1,900.00**  
**Total FY19 EFA Funding: \$30,012,882.88**

**FY19 Total Funding:**  
**\$74,860,684.83**  
**Institute Administrative Fee (2%):**  
**\$1,419,037.89**

# ENGAGEMENT

The Charter Institute at Erskine team consists of veteran leadership across the field of education. We are committed to offering our schools the assistance needed to be successful. Here are a few ways the Institute engages with its schools:

## SCHOOL LEADERS MEETINGS

The Charter Institute at Erskine hosted three meetings (back-to-school, fall, and spring) for the 2018-2019 school year with School Leaders that focused on each department at the Institute. The goals of these meetings were to increase in-person communication and support with schools, promote Institute school collaboration and networking, and provide focused training for staff.

## GOVERNING BOARD EVENTS

The Charter Institute at Erskine hosted innovative ways to enhance the effectiveness of schools' board of directors. The Institute conducted a board retreat in December 2018 that featured several prominent figures across the state including the Inspector General, the Public Charter School Alliance of South Carolina, Education Management Organizations, and state attorneys.

100%

*of schools visited by  
Institute staff*



"South Carolina Virtual Charter School has a deep appreciation to our state charter authorizer, the Charter Institute at Erskine. Since establishing our partnership with them in July 2018, the Institute's philosophy of student-centered support for schools, students, families, and staff has been an asset for the continuing success of SCVCS. Together, SCVCS and the Charter Institute at Erskine are "moving the needle" to improve educational outcomes for South Carolina students and schools so that each student can achieve his or her full potential."

*-Dr. Cherry Daniel, SCVCS Executive Director*

# HIGHER EDUCATION PARTNERSHIP

*The Charter Institute at Erskine values the collaboration and relationship it has with Erskine College. The college is having a profound impact on Institute schools and students.*



## **ERSKINE PILOT SCHOLARSHIP**

Every graduate from a school authorized by the Charter Institute at Erskine who is fully accepted to Erskine College receives a four-year, \$100,000 scholarship.



## **CAMPUS VISITS**

Throughout the school year, Institute schools enjoyed tours of the Erskine campus in Due West.



## **SCHOOL STAFF TRAININGS**

Erskine College held on-campus and local trainings for school leaders and their guidance counselors throughout the year.



## **FACILITIES**

Virtual school students utilized the Erskine College science lab and learned from professors.



# MEET OUR TEAM

## Leadership



Cameron Runyan, CEO & Superintendent  
Vamshi Rudrapati, Director

## Finance | Federal Programs



John Li  
Haley Perez  
Ciera Bing  
Ashley Sturkie

## Operations | Communications



Paula Gray  
Sonja Bradford  
Grace Rubenzer  
Derek Phillips  
Ashley Epperson

## Accountability | PowerSchool/IT Support



Richard Melzer  
Kusuma Buddhiraju  
Kristen Stolpa  
Zenobia Ealy  
Allen Ray

## School and Student Services | Special Education



Christy Junkins  
Dr. Sherri Herbst  
Celina Patton  
Laura Merrick  
Sophie Ellis



# **INSTITUTE EXPERIENCE**

The Charter Institute at Erskine's highly experienced team fully understands the unique needs of public charter schools. The team consists of educational leaders who actively remove barriers and assist partner schools in their pursuit of academic and operational excellence. Collectively, the Institute's staff has 151 years of administration experience in the field of education, including 94 years of experience specifically in charter schools. The Institute's staff also has nearly 54 years of direct experience in the classroom.

# EXCEPTIONAL CUSTOMER SERVICE

## COMMUNICATIONS

“Erskine's communications department has developed into the embodiment of Erskine's mission and vision of a customer service approach as they support and hold schools accountable at the same time. It is in my opinion a new and fresh approach to school communication and a great representation of our out of the box approach to education. I had the pleasure of working on a couple of mission specific projects with Derek and found him to be super responsive and helpful.”

*-Brenda Corley, Oceanside Collegiate Academy Principal*



## SPECIAL EDUCATION

“The Special Education staff members at the Charter Institute at Erskine are exceptionally knowledgeable, proactive, and long range in their thinking. When we experienced growing pains during our first year they practically pitched tents on our campus, freely gave additional instruction to new staff, and put our documentation to a microscope to ensure we succeeded. They didn't always know the answer to unusual situations, but they knew exactly where to find an answer and get it to us rapidly. They developed tutorials, handbooks, and other instruments to ensure we had all the tools we needed to succeed and they could monitor us appropriately. They are humanistic in their approach, never forgetting that we are all works in progress. They did all this with enthusiasm, caring, and a sense of humor. I completely trust them and rely on their support to keep our Special Education program thriving.”

*-Dr. John Moncure, Montessori School at Camden Headmaster*



## FEDERAL PROGRAMS

“I am very pleased with the services provided by the Federal Program department. They have been very helpful with Calhoun Falls Charter School. As a new school leader, they understood and increased my knowledge about Federal Programs. Together their knowledge is the best in the state. We couldn't ask for a better team.”

*-Kalan Rogers, Calhoun Falls Charter School Principal*



# EXCEPTIONAL CUSTOMER SERVICE

## FINANCE

"I am excited to express my appreciation to the finance department with The Charter Institute of Erskine. They are always helpful, available, and informative with answers that assist school leaders with any questions. I have worked in other school districts, and I am proud to say that they are one of the best."

*-Dr. Brian Newsome, Gray Collegiate Academy Principal*



## POWERSCHOOL

"The support and customer service BPA has received from the Charter Institute at Erskine's PowerSchool team has been exceptional! This team is intentional and strategic about providing training and support that meet each school's needs. No longer do we worry or stress over inaccurate data reports; we are confident in the service provided by the Erskine PowerSchool Team."

*-Deirdre McCullough, Belton Preparatory Academy Principal*



## HUMAN RESOURCES


"The Charter Institute at Erskine's human resources department has been a valuable partner with Cyber Academy of South Carolina in all facets. They are committed to excellence and always go above and beyond meeting our needs. Paula was outstanding in offering our staff the training required and her assistance with insurance enrollment was conducted flawlessly. She was also tremendous in answering any teacher certification questions we had."


*-David Crook, Cyber Academy of South Carolina Head of School*





# Our Schools



 **Statewide Virtuals**

  
CYBER ACADEMY OF SOUTH CAROLINA

  
odyssey  
ONLINE LEARNING

 **SOUTH CAROLINA**  
VIRTUAL CHARTER SCHOOL™

# 2019-2020 Schools



Clear Dot Charter School  
Global competence  
Grades K-6  
Columbia

[www.cleardotcharterschool.org](http://www.cleardotcharterschool.org)



Principal Dr. Lindsey Ott



Legion Collegiate Academy  
Dual-credit  
Grades 9-12  
Rock Hill

[www.legioncollegiateacademy.org](http://www.legioncollegiateacademy.org)



Principal Dr. TK Kennedy

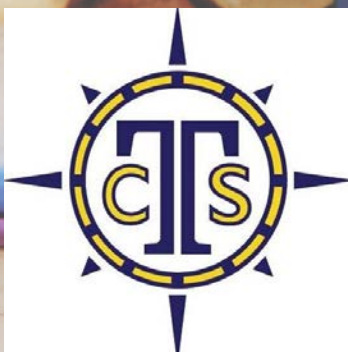


Summit Classical School  
Classical  
Grades K-3  
Clinton

[www.summitclassicalschoools.com](http://www.summitclassicalschoools.com)



Principal Terrie Hall

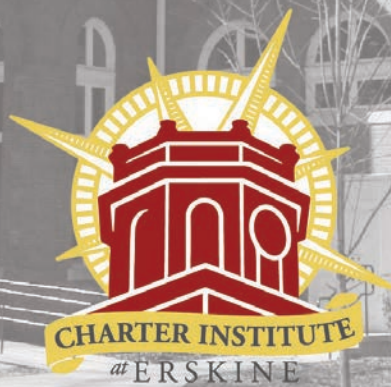


Thornwell Charter School  
Personalized learning  
Grades K-6  
Clinton

[www.thornwellcharterschool.org](http://www.thornwellcharterschool.org)



Principal Hugh Wilson



**1201 Main Street, Suite 300**  
**Columbia, SC 29201**  
**(803) 849-2464**  
**[www.erskinecharters.org](http://www.erskinecharters.org)**

**Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19  
Partnerships/Programs/Agencies**

Program Summary			
<b>EIA-Funded Program Name</b>	<b>Charter School Per Pupil Funding</b>	<b>Address</b>	<b>Charter Institute at Erskine 1201 Main Street, Suite 300 Columbia, SC 29201</b>

<b>FY 2019-20 EIA Appropriation</b>	<b>\$38,728,350.80</b>	<b>FY 2020-21 EIA Funding Request</b>	<b>\$62,323,838.36</b>
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<b>Program Contact</b>	<b>Ciera Bing</b>	<b>Division/Office</b>	<b>Charter Institute at Erskine</b>
<b>Contact Title</b>	<b>Executive Director of Finance</b>	<b>Address</b>	<b>Charter Institute at Erskine 1201 Main Street, Suite 300 Columbia, SC 29201</b>
<b>Contact Phone</b>	<b>(803)-429-2329</b>	<b>Contact E-Mail</b>	<b>fpfinance@erskinecharters.org</b>

**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 2019-2020 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 2020-2021.

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file** by **12:00 p.m. September 27, 2019**.
- 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 and electronic copies should be sent to Bunnie Lempeis Ward at [bward@eoc.sc.gov](mailto:bward@eoc.sc.gov).



**Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19**  
**Partnerships/Programs/Agencies**

**1. Allocation of Funds**

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

<b>Allocation of Funds</b>	<b>\$</b>	<b>% of Total Line Item</b>
Allocated to School Districts	\$	%
Retained by this partnership/program/agency	\$ 600,257.66	2%
Allocated to Other Entities (Please Explain)	\$ 29,412,625.22	98%
Other (Please Explain)	\$	%
Other (Please Explain)	\$	%
<b>TOTAL:</b>	<b>\$30,012,882.88</b>	<b>100%</b>

**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 are intended to be spent by expenditure category. If no funds are allocated to school districts, please skip this question.

<b>Expenditure Category for Funds Allocated to School Districts</b>	<b>%</b>
<b>Instruction</b> (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 <i>exclude</i> National Board supplements and Teacher Supply Funds.	40%
<b>Instructional Support</b> (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	15%
<b>Special Education Services</b>	7%
<b>Health</b> (i.e. school nurses, mental health counselors, etc.)	1%
<b>Safety</b> (i.e. school resource officers, etc.)	1%
<b>Vocational</b> (i.e. career education, vocational equipment, etc.)	8%

**Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19**  
**Partnerships/Programs/Agencies**

<b>Facilities &amp; Transportation</b>	16%
<b>District Services</b>	2%
<b>Technology</b> (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	4%
<b>Adult Education</b>	%
<b>4K</b> (i.e. Half-Day and Full-Day Programs)	%
<b>Assessments</b> (i.e. funds for formative assessments, industry exams, etc.)	
<b>Teacher Supply Funds</b>	%
<b>National Board Supplements</b>	%
<b>Other</b> <i>Athletics- 2%</i> <i>Administration- 3%</i> <i>Food Services- 1%</i>	6%
<b>TOTAL:</b>	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) (If applicable, include reference to the 2019-20 General Appropriation Act):  
**Part 1A, Section 1, Subsection H – Charter School District**

Regulation(s):  
**2006 Act No. 274, Section 1, eff May 3, 2006.**

**Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19**  
**Partnerships/Programs/Agencies**

**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:
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**Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19**  
**Partnerships/Programs/Agencies**

**3. Logic Model**

Complete the Logic Model Template provided below **with specific reference to** the *Profile of the SC Graduate* as relevant. 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 relevant.
- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **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. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. 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.
- **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.

**Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19  
Partnerships/Programs/Agencies**

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

Partnerships/Programs/Agencies

<p><b>Problem/Issue</b></p>	<p>The local charter schools must implement the unique educational programs detailed in the charter, ultimately fulfilling 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.</p> <p>This proviso funding is necessary to ensure that Charter Schools authorized by Charter Institute at Erskine maintain adequate funding levels in order to help close the student achievement gaps in South Carolina and demonstrate progress towards meeting the goals specified in the charter.</p>				
<p><b>Goal</b></p>	<p>Schools must meet the goals established in the Student Success Profile, as well as demonstrate yearly growth/improvement towards meeting or exceeding the annual goals set by the state and fully meet the goals by 2035 as set by the state.</p>				
<p><b>Research/Evidence</b></p>	<p><b>Activities/Intervention</b></p>	<p><b>Current or Proposed</b></p>	<p><b>Outputs</b></p>	<p><b>Project Outcomes (1-2 years)</b></p>	<p><b>Outcome Measures and Assessment Tools</b></p>
<p>The Charter Institute at Erskine authorizes 17 independent and autonomous charter schools. Each school is responsible for developing and maintaining curriculum and teaching standards, governing its operations, managing its systems of assessment and reporting, and maintaining its facilities. These ensure to that each school is contributing to closing the achievement gap in the state. For schools to meet the goals in the charter, and to meet or exceed the goals set by the state, the Institute must concurrently fulfill requirements as the LEA. These requirements include but are not limited to special</p>	<p>The Charter Institute at Erskine carefully monitors charter school performance, developing and supporting appropriate corrective actions when performance falls below standards. The Charter Institute at Erskine will use the outcomes of the Student Success Profile to hold sponsored schools accountable and to ensure that they are fulfilling the requirement in their charters.</p> <p>In alignment with national best practice in authorizing, the Student Success Profile will focus on three main areas of performance:</p>	<p>Current</p>	<p>Schools will meet the goals set in the Student Success Profile and demonstrate yearly growth/improvement to meet or exceed the annual goals set by the state.</p> <p>Demonstrated satisfaction of Student Success Profile goals by each Institute charter school.</p> <p>Demonstrated progress towards satisfaction of state-established performance goals by each Institute charter school.</p> <p>Implementation of the systems, processes, and tools needed to support the satisfaction of portfolio school goals by Institute.</p>	<ul style="list-style-type: none"> <li>▪ Schools academic program being successful.</li> <li>▪ Demonstrated closure of achievement gaps.</li> <li>▪ Provided high-quality public-school choice options for South Carolina.</li> <li>▪ Closure or change of school management for identified schools persistently falling below expectations.</li> </ul>	<p>The Charter Institute, in collaboration with the schools under our umbrella, developed the Student Success Profile (SSP). The SSP will also reflect the State Report Card data.</p> <p>Following the National Best Practices, the Institute will hold schools accountable on the below Indicators:</p> <ol style="list-style-type: none"> <li>1. Academic: Is the academic program a success? Is the School curriculum effective?</li> <li>2. Finance: Is the school financially viable?</li> <li>3. Governance: Does the board demonstrate the capacity to govern school programming and operations effectively?</li> </ol>

Partnerships/Programs/Agencies

<p>education oversight, federal program planning and processing, as well as oversight of financial and operational management.</p> <p>The Institute will meet these requirements by providing high-quality technical assistance to ensure schools are informed of the most recent state and federal requirements and standards. The Institute will develop several support systems, with supplemental processes, tools, and resources to guide and assist the work of its schools.</p>	<ol style="list-style-type: none"> <li>1. Academic: Is the academic program a success? Is the School curriculum effective?</li> <li>2. Finance: Is the school financially viable and sustainable?</li> <li>3. Governance: Does the board demonstrate the capacity to govern school programming and operations effectively?</li> </ol>				<p>The profile when completed, will be posted on the website for all stakeholders.</p>
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**Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19**  
**Partnerships/Programs/Agencies**

<p>Charter schools cannot often afford to employ a highly skilled data analyst with the capability to develop several data models and reports that can be valuable and digestible for audiences that include the board, school leadership, and teachers. Access to a resource like this will support data-driven decision-making in schools.</p>	<p>The Institute hired a data analyst to work closely with the Director of Accountability and partner schools. The role of the data analyst is to conduct advanced analytics on school data, triangulating between sources, identifying significance or variance within and between scores, and presenting schools with information that can help drive strategic planning, data-driven instruction, and even programmatic adaptation.</p>	<p>Current</p>	<p>Schools will identify the areas of need and provide intervention to overcome those needs based on the data provided.</p>	<ul style="list-style-type: none"> <li>▪ Schools will resolve the issues identified.</li> <li>▪ Schools will get better on areas that they are already doing good.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Institute will monitor the formative assessment data provided by the schools.</li> <li>▪ Student Success Profile</li> <li>▪ State Report Card</li> </ul>
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**Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19**  
**Partnerships/Programs/Agencies**  
**Fiscal Year Logic Model**

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

1. for the completed prior fiscal year (FY 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.

After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

<b>Fiscal Year 2018-19</b>				
<b>Problem/Issue</b>	<b>The Institute needed to develop a charter-specific system of accountability that can hold the schools accountable each year.</b>			
<b>Goal</b>	<b>Develop a charter-specific system of accountability for the Institute that monitors academic, operational, programming, and financial performance; considers the unique missions and vision of each innovative charter school; and builds upon the evaluation lens and targets utilized by the State.</b>			
<b>Strategies and Resources</b> (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	<b>Activities/Intervention</b> (What did the project or program do to make progress toward goal and/or address the problem?)	<b>Outputs</b> (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	<b>Outcomes (1-2 years)</b> (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	<b>Measures and Assessment Tools</b> (How did you measure your outputs and outcomes? What were your outcomes or measures?)
<b>The Institute posted the RFP to seek services to develop</b>	<ul style="list-style-type: none"> <li>▪ <b>The Institute shared a draft Student Success</b></li> </ul>	<b>The Institute team developed a timeline to monitor progress and</b>	<b>The Student Success Profile was developed in the first</b>	<b>The Student Success Profile is developed and is ready for additional stakeholders to review.</b>

Partnerships/Programs/Agencies

<p><b>the Student Success Profile.</b></p>	<p><b>Profile with a representative portfolio sample (Virtual School representative, Elementary, Middle, High and New School Leaders) in order to collect input.</b></p> <ul style="list-style-type: none"> <li>▪ <b>After this iteration, a subsequent draft was reviewed by all school leaders at the Institute’s School Leaders Meeting on March 06, 2019. The draft Student Success Profile was then sent to schools on March 11, 2019 with a survey link to collect another round of input/feedback. The schools were given two weeks to provide input/feedback. The Institute reviewed the input, incorporating changes to the Student Success Profile. the A final draft Student Success Profile was</b></li> </ul>	<p><b>made real-time adjustments based on any barriers or delays identified.</b></p>	<p><b>year of Institute operations. The final draft of the SSP was unanimously approved by Institute schools and the Institute board.</b></p>	<p><b><u><a href="https://erskinecharters.org/accountability-3/">https://erskinecharters.org/accountability-3/</a></u></b></p>
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**Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19**

**Partnerships/Programs/Agencies**

	<p><b>presented to the Institute Board for final approval.</b></p> <ul style="list-style-type: none"> <li>▪ <b>All schools will receive their Student Success Profile for 2018-2019 School year in 2019. A 30-day window will be given to schools to discuss any inaccuracy or clarification needed prior to publication.</b></li> </ul>			

**Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19  
Partnerships/Programs/Agencies**

<b>Fiscal Year 2019-20</b>				
<b>Problem/Issue</b>	<b>After fully implementing the SSP development process, the Institute recognized the need for differentiation of that process in future years in order to celebrate and recalibrate for schools that are outperforming expectations, and concurrently develop a system of support and intervention for schools with targeted areas of need.</b>			
<b>Goal</b>	<b>Implement a tailored accountability model and hold schools accountable.</b>			
<b>Strategies and Resources</b> (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	<b>Activities/Intervention</b> (What does the project or program do to make progress toward goal and/or address the problem?)	<b>Outputs</b> (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	<b>Outcomes (1-2 years)</b> (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	<b>Measures and Assessment Tools</b> (How do you measure your outputs and outcomes? What are your outcomes or measures?)
<ul style="list-style-type: none"> <li>▪ The departments in the Institute need to develop integrated processes and protocol to collect, review and submit data for the SSP.</li> <li>▪ The draft SSP with data must be sent to schools for review.</li> <li>▪ Finalize the SSP and post it on the website for stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Institute developed a system to collect and validate the evidence from the schools.</li> <li>▪ The Institute departments developed plans to collect, review and share information to the SSP.</li> <li>▪ All items being requested from schools were made available for all Institute staff in order to avoid duplication.</li> <li>▪ The Institute is launching an expanded Data Dashboard to include</li> </ul>	<p>The Institute is in the process of providing the first draft for the SSP for the 2018-2019 school year.</p>	<p>Development of performance frameworks is an essential practice of charter authorizing. These foundational tools serve to transparently communicate the expectations and standards that drive charter development and inform high-stakes charter decisions such as renewal or closure. Most authorizers develop a performance framework to hold schools accountable in the first few years. The Institute developed the SSP in its first year and will be rolling out the</p>	<ul style="list-style-type: none"> <li>▪ The Institute will collect feedback from the schools and their local boards.</li> <li>▪ All profiles will be presented to the local school boards.</li> <li>▪ All profiles will be presented to the Institute board.</li> <li>▪ All final profiles will be posted on the website for stakeholders.</li> </ul>

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

**Partnerships/Programs/Agencies**

	<p>a variety of data that will be shared with the school leaders, teachers, and the local school board members.</p> <p>The data dashboard will include data at a more granular level, building upon the summary data of the SSP to provide additional detail, insight, and information to stakeholders.</p>		<p>supplemental reporting tools in its second year.</p>	
<b>Fiscal Year 2020-21</b>				
<b>Problem/Issue</b>	<p>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.</p>			
<b>Goal</b>	<p>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.</p>			
<b>Strategies and Resources</b> (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	<b>Activities/Intervention</b> (What does the project or program do to make progress toward goal and/or address the problem?)	<b>Outputs</b> (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	<b>Outcomes (1-2 years)</b> (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	<b>Measures and Assessment Tools</b> (How do you measure your outputs and outcomes? What are your outcomes or measures?)
<p>Identify schools with a high level of risk for chronic or persistent performance challenges, and develop pathways for</p>	<ul style="list-style-type: none"> <li>▪ Ongoing monitoring of school performance in the areas of academics, operations, and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Full implementation of the data dashboard will be shared with the school leaders, teachers and the local school board members</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrated attainment of implementation benchmarks and progress measures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Schools that have demonstrated attainment of agreed upon targets will yield higher outcomes in</li> </ul>

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

Partnerships/Programs/Agencies

<p>near-term improvement or change, including but not limited to targeted intervention, restructuring, or closure.</p>	<p>school finances.</p> <ul style="list-style-type: none"> <li>▪ Regular attendance at local school board meetings to ensure ongoing dialogue and the opportunity to provide and receive in-person updates.</li> <li>▪ Heightened and robust levels of review during the charter renewal process, with specific notifications around concerns in advance.</li> <li>▪ Advanced systems of notification in the event of a recommendation for nonrenewal, including teamwide protocols for restructure, restarts, and closure.</li> </ul>	<p>to initiate conversations about performance in a way that ensures a consistent, shared, and transparent understanding of information.</p> <ul style="list-style-type: none"> <li>▪ Quarterly meetings with schools identified to be high-risk.</li> <li>▪ School will submit a corrective action plan that includes information on specific action steps, resource allocation, implementation benchmarks, and objectives measures to demonstrate progress.</li> </ul>	<p>outlined in corrective action plans developed by schools identified to be high-risk.</p> <ul style="list-style-type: none"> <li>▪ Demonstrated improvement in the indicators and measures outlined in the data dashboard and SSP.</li> </ul>	<p>subsequent years and earn expedited processes for development and renewal.</p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul>

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19  
Partnerships/Programs/Agencies

**Question 1: Evidence/Research:** Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. **A bulleted format is encouraged.**

- Building upon its first year of operation, the Charter Institute at Erskine continues to utilize the South Carolina charter school law to guide the development of all systems and processes that aim to serve its schools in South Carolina.
- Student Success Profile: The Institute’s National Pilot Program to develop the “Student Success Profile” will ultimately serve as the framework and tool to hold schools accountable, but also in keeping with the Charter School Act, aims to give them an opportunity to demonstrated the effectiveness of their innovative models and approaches to serving the unique needs of each distinct community for which the charter was written.
- The Institute will continue follow all state and federal requirements, civil rights obligations, safety and security requirements, and special education and exceptional student provisions.
- The Institute has secured a contract beginning in October to work with a consultant who possesses nationwide experience in development of higher education authorizers. The consultant will audit and review a series of nationwide practices, bringing back research-based and proven models to consider for adaptation or iteration here in South Carolina.

- The Charter Institute at Erskine holds itself first and foremost to a very high standard of accountability. The goal in doing this is to model for schools the behaviors and practices that the Institute values. Example: The Institute has developed robust internal financial controls and policies that schools can now adopt and utilize.
- The Institute has piloted its Shared-Service-Model for PowerSchool, Communications and Special Education. This has brought increased support and capability to school-level operations while significantly reducing operational capital requirements.
- As the newest authorizer in South Carolina, the Institute has made significant gains in improving the historical relationships and culture developed between charter schools and the authorizer.
- The Institute has worked with SC Department of Education to support statewide charter efforts and federal grant activities, including providing feedback and input to the model Charter School Application and the new school review process, and other elements of the grant such as alternative education modeling and authorizer accountability.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19  
Partnerships/Programs/Agencies

**Question 2: External Factors:** Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019-20, or the next fiscal year, 2020-2021. **A bulleted format is encouraged.**

- Due to the scope and nature of charter authorizing work, a significant number of requirements are given to schools by the Institute in order to comply with state, federal, charter, South Carolina Department of Education and Education Oversight Committee requirements. Smaller schools, more limited in resources, are adversely affected when a majority of personnel time is spent on paperwork and compliance, rather than school programming and student services.
- As a statewide organization, providing technical assistance and fostering strong interpersonal and professional relationships, often requires school leaders and staff to travel several hours. An unintended consequence is having school staff away from their schools, which adds additional strain on the time and resources of schools. To mitigate this, the Institute is providing more technical assistance and support opportunities through the use of webinars, conference calls, and other virtual platforms.
- Charter schools in rural settings are struggling to recruit and retain high-quality teachers.
- A lack of funding for transportation has been an identified barrier for schools in meeting racial composition requirements.



**Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19  
Partnerships/Programs/Agencies**

**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 will use the outcomes of the Student Success Profile 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, 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, explain.
- Is it leading to expected outcomes? If no, explain.

**Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19  
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?

**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.**

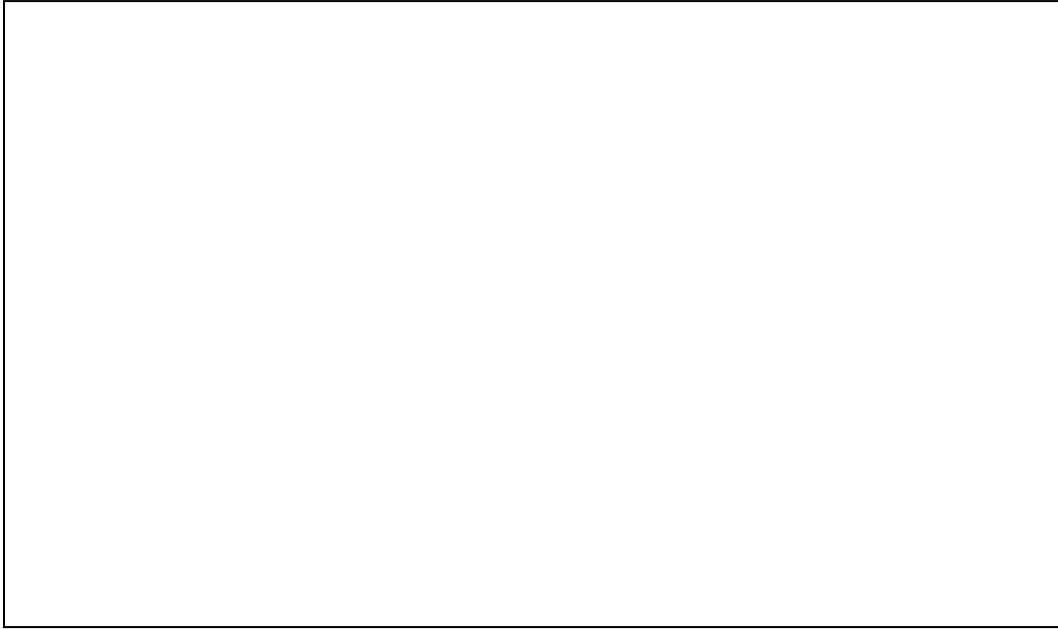
**C. External Evaluation**

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

\_\_\_\_\_ Yes                      \_\_\_\_\_ **x** \_\_\_\_\_ No

**Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19  
Partnerships/Programs/Agencies**

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

### 5. 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:

**Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19  
Partnerships/Programs/Agencies**

**6. Program Budget – Please fill out the following:**

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
<b>State Funds:</b>		
EIA	\$30,012,882.88	\$38,728,350.80
General Fund		
Lottery		
Fees		
<b>Federal Funds (specify):</b>		
<b>Other Sources:</b>		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
<b>Other (specify):</b>		
Carry Forward from Prior Year		

Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Schools	\$29,412,625.22	\$37,953,783.78
Other: Administrative Fees	\$600,257.66	\$774,567.02
Balance Remaining		
<b>TOTAL:</b>	<b>\$30,012,882.88</b>	<b>\$38,728,350.80</b>
<b># FTES:</b>	<b>568.50</b>	<b>695.60</b>

**Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19  
Partnerships/Programs/Agencies**

**7. Future EIA Funding Requests**

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

\_\_\_\_\_ The same as appropriated in the current fiscal year’s appropriation.

\_\_\_\_\_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.

<b>Current EIA funding amount for FY 2019-20</b>	<b>\$38,728,350.80</b>
<b>Amount of increase requested in EIA funding for FY 2020-21</b>	<b>\$5,773,130.20</b>
<b>Amount re-appropriated due to Transfers</b>	<b>\$17,822,357.36</b>
<b>Amount of decrease requested in EIA funding for FY 2020-21</b>	<b>\$</b>
<b>Total amount of EIA funding requested for FY 2020-21</b>	<b>\$62,323,838.36</b>

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 2020-21?

**The Institute's requested increase for FY21 funding reflects the estimated growth in student population within the 17 current schools, the 2 approved new schools, and the 3 approved transfer schools. The Institute also have 1 pending school from SCPCSD that has requested to renew their charter with the Institute. 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 Charter Institute at Erskine is not requesting an increase in per pupil allocation for FY21. The requested increase will affect line 51 of Attachment A.**

**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 following form, which is Form D.

**FORM D**

**PROVISO REVISION REQUEST**

**NUMBER**

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

**TITLE**

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

**BUDGET PROGRAM**

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

**RELATED BUDGET  
REQUEST**

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

**REQUESTED  
ACTION**

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

**OTHER AGENCIES  
AFFECTED**

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

Partnerships/Programs/Agencies

**SUMMARY &  
EXPLANATION**

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

**FISCAL IMPACT**

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



Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19  
Partnerships/Programs/Agencies

**PROPOSED  
PROVISO TEXT**

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

<b>AGENCY NAME:</b>	Department of Education		
<b>AGENCY CODE:</b>	063	<b>SECTION:</b>	001

**FORM B1 – RECURRING OPERATING REQUEST**

<b>AGENCY PRIORITY</b>	
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*Provide the Agency Priority Ranking from the Executive Summary.*

<b>TITLE</b>	<b>Charter Institute at Erskine Charter School Act Funding Request</b>
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*Provide a brief, descriptive title for this request.*

<b>AMOUNT</b>	<b>General: \$5,773,130.20</b> <b>Federal: N/A</b> <b>Other: N/A</b> <b>Total: \$5,773,130.20</b>
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*What is the net change in requested appropriations for FY 2020-21? This amount should correspond to the total for all funding sources on the Executive Summary.*

<b>NEW POSITIONS</b>	<b>Unable to determine (3 schools have been approved for FY21 and 7 schools adding a grade level)</b>
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*Please provide the total number of new positions needed for this request.*

<b>FACTORS ASSOCIATED WITH THE REQUEST</b>	<b>Mark "X" for all that apply:</b>	
	<input type="checkbox"/>	Change in cost of providing current services to existing program audience
	<input checked="" type="checkbox"/>	Change in case load/enrollment under existing program guidelines
	<input type="checkbox"/>	Non-mandated change in eligibility/enrollment for existing program
	<input type="checkbox"/>	Non-mandated program change in service levels or areas
	<input type="checkbox"/>	Proposed establishment of a new program or initiative
	<input type="checkbox"/>	Loss of federal or other external financial support for existing program
	<input type="checkbox"/>	Exhaustion of fund balances previously used to support program
	<input type="checkbox"/>	IT Technology/Security related
	<input type="checkbox"/>	Consulted DTO during development
<input type="checkbox"/>	Related to a Non-Recurring request – If so, Priority # _____	

<b>STATEWIDE ENTERPRISE STRATEGIC OBJECTIVES</b>	<b>Mark "X" for primary applicable Statewide Enterprise Strategic Objective:</b>	
	<input checked="" type="checkbox"/>	Education, Training, and Human Development
	<input type="checkbox"/>	Healthy and Safe Families
	<input type="checkbox"/>	Maintaining Safety, Integrity, and Security
	<input type="checkbox"/>	Public Infrastructure and Economic Development
<input type="checkbox"/>	Government and Citizens	

<b>AGENCY NAME:</b>	<b>Department of Education</b>		
<b>AGENCY CODE:</b>	<b>063</b>	<b>SECTION:</b>	<b>001</b>

<b>ACCOUNTABILITY OF FUNDS</b>	<p>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 will use the outcomes of the Student Success Profile to hold schools accountable and ensure that they are fulfilling the requirements described in their charters and outlined state law.</p> <p>The Charter Institute at Erskine executed Charter Contracts with schools that explicitly ensure schools are held accountable for better student outcomes for ALL students.</p> <p>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.</p>
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*What specific strategy, as outlined in the FY 2019-20 Strategic Planning and Performance Measurement template of agency's accountability report, does this funding request support? How would this request advance that strategy? How would the use of these funds be evaluated?*

<b>RECIPIENTS OF FUNDS</b>	<p>Autonomous local charter schools governed by elected/nominated board will receive the funds to operate the charter schools. The Institute Student Success profile tool is used to evaluate the effectiveness and compliance of the funds being spent at the school level.</p>
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*What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?*

<b>JUSTIFICATION OF REQUEST</b>	<p>These funds are appropriated to provide educational opportunities for students attending charter schools sponsored by the Charter Institute at Erskine. For the 2019-2020 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.</p> <p>The Charter Institute at Erskine is not asking for a per pupil allocation increase for FY 2020-2021.</p>
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*Please thoroughly explain the request to include the justification for funds, potential offsets, matching funds, and method of calculation. Please include any explanation of impact if funds are not received. If new positions have been requested, explain why existing vacancies are not sufficient.*

The Institute's requested increase for FY21 funding reflects the estimated growth in student population within the 17 current schools, the 2 approved new schools, and the 3 approved transfer schools. The Institute also have 1 pending school from SCPCSD that has requested to renew their charter with the Institute. All New Schools must meet the Pre-Opening Conditions set by the Institute to be able to open for the 2020-2021 school year.

**Public Education and Special Schools Subcommittee Proviso Request Summary**

<b>Proviso # in FY 20-21 Act</b>	<b>Proviso Title</b>	<b>Short Summary</b>	<b>Agency Reccomended Action (keep, change, delete, add)</b>
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No Proviso Revision Request



## Charter Institute at Erskine

FY 2020-2021 Budget Request

South Carolina House of Representatives

### Carry Forward Information

For the Fiscal Year Ending June 30, 2019, the Charter Institute at Erskine initially had a carry forward balance of \$2,532,848.51. The Institute was able to project this precise number *before* final passage of the FY 19-20 budget and *before* the end of the fiscal year by utilizing the 135<sup>th</sup> day student count to calculate the final carry forward number approximately three months in advance.

When requesting the FY 19-20 appropriation, the Institute therefore reduced the request by the full projected carry forward amount. *The Institute had a carry forward balance of \$0.00 entering the current fiscal year.*



## Charter Institute at Erskine

FY 2020-2021 Budget Request

South Carolina House of Representatives

### FTE Breakdown

The Charter Institute at Erskine has 16 Full Time/part-time Employees on staff.

Cameron Runyan, Chief Executive Officer  
Vamshi Rudrapati, Director  
Ciera Bing, Executive Director of Finance  
Haley Perez, Director of Federal Programs  
John Li, Director of Finance  
Ashley Sturkie, Fiscal Coordinator  
Paula Gray, Director of Human Resources and Benefits  
Derek Phillips, Director of School Communication  
Richard Melzer, Director of Accountability  
Kusuma Buddhiraju, Data Analyst  
Kristen Stolpa, Director of New Schools  
Christy Junkins, Executive Director of School Support  
Sherri Herbst, Director of State and Academic Programs  
Celina Patton, Chief of Student Services  
Laura Merrick, Director of School Special Education  
Kirby Jerry, School Compliance Coordinator

### Internal Contractors

Sonja Bradford, Director of Operations  
Allen Ray, PowerSchool and Technology  
Zenobia Ealy, PowerSchool and Technology



## Charter Institute at Erskine

FY 2020-2021 Budget Request

South Carolina House of Representatives

### School FTE Breakdown

Virtus Academy of South Carolina	31.91 FTE
Montessori School of Camden	11.00 FTE
Belton Preparatory Academy	14.34 FTE
Royal Live Oaks Academy	70.54 FTE
Oceanside Collegiate Academy	30.80 FTE
Meyers School of Excellence	60.17 FTE
Gray Collegiate Academy	30.00 FTE
Coastal Leadership Academy	25.11 FTE
Midlands STEM Institute	26.39 FTE
Odyssey Online Learning	9.61 FTE
South Carolina Virtual Charter School	145.89 FTE
Cyber Academy of South Carolina	117.78 FTE
Calhoun Falls Charter School	23.00 FTE
Clear Dot Charter School	21.48 FTE
Thornwell Charter School	16.14 FTE
Legion Collegiate Academy	23.00 FTE
Summit Classical School	7.00 FTE
<b>TOTAL</b>	<b>664.16 FTE</b>