From: Cristin.Casper@beaufort.k12.sc.us <Cristin.Casper@beaufort.k12.sc.us>
Subject: BCSD March Character Education STOM
To:
Sent: April 22, 2024 11:07 AM (UTC-04:00)

We are happy to announce our Character Education Student(s) of the month for March below! The Character Trait for March was self-control. The students were selected based on nominations from each of our schools. Each nominee's information was vetted by a panel and the finalists are named below. With the assistance of the municipalities, we are able to recognize two additional students based on where their school is clustered!

For Northern BCSD Board Meeting recognition and from Whale Branch Early College High School- [redacted]
For Southern BCSD Board Meeting recognition and from Daufuskie Island Elementary- [redacted]
For the City of Beaufort and from Lady's Island Middle School – [redacted]
For the Town of Bluffton and from H.E. McCracken Middle School – [redacted]

We will recognize district winners ([redacted] at our regularly scheduled BOE meeting. The students and their families will be attending the BOE meeting scheduled to include points of celebration (date to be provided by Cristin Casper). Principals, please assist us in getting this information to the families.

Mayors will announce the winners at their regularly scheduled town/council meetings.

We are excited about recognizing these students and look forward to having students across the district recognized each month again for exhibiting character traits that we all agree as being essential to success.

Thank you and please continue to nominate and submit your student names each month based on the character trait of the month.

Cristin Casper
Coordinator of Community Engagement
Beaufort County School District
cristin.casper@beaufort.k12.sc.us
O: 843-322-2306
beaufortschools.net
Engage with BCSD



From: Kelsey.Pennington@beaufort.k12.sc.us <Kelsey.Pennington@beaufort.k12.sc.us>
Subject: grant
To: Carrie.Chappell@beaufort.k12.sc.us <Carrie.Chappell@beaufort.k12.sc.us>
Sent: May 13, 2024 10:38 AM (UTC-04:00)
Attached: Beaufort_MSAP_BoundCopy_FINAL.pdf

Kelsey Gibson Pennington, Ed.D
MSAP Arts Integration Specialist
Office 843.379.6919
Cell 843.986.8721



Med-Tech 7

Beaufort County School District's
2020 Magnet School Assistance Program Application

Funded by the US Department of Education
Office of Elementary and Secondary Education

Research Associates
The Grant Experts

Research Associates
The Grant Experts

It is with great pleasure that we provide you with a bound copy of your Magnet Schools Assistance Program grant proposal which was submitted to the U.S. Department of Education for the 2020 competition.

The U.S. Department of Education has indicated Magnet Schools Assistance Program grant awards will be announced by September 30, 2020. Meanwhile, please keep Research Associates in mind as you continue planning for the development of new programs to better serve your community.

This document includes the following components:

- Required Forms
- Program Abstract
- Table of Contents
- Program Narrative
- Budget Narrative
- Appendices
  - Appendix A: Voluntary Desegregation Plan
  - Appendix B: LEA Enrollment Data (Tables 1-2)
  - Appendix C: Magnet Schools Enrollment Data (Table 3)
  - Appendix D: Feeder School Enrollment Data (Table 4)
  - Appendix E: CPP 3 – Selection of Students (Table 5)
  - Appendix F: CPP 2 – New or Revised Magner Schools Projects (Table 6) and Study Supporting Evidence
  - Appendix G: District and Magnet Logic Models
  - Appendix H: Resumes and Job Descriptions
  - Appendix I: Letters of Support
  - Appendix J: Research Citations
  - Appendix K: Indirect Cost Rate Agreement

Thank you again for selecting Research Associates to develop this grant proposal on your behalf. We look forward to continuing our partnership with your district!

Sincerely,

Your Research Associates Team

OMB Number: 4040-0004
Expiration Date: 12/31/2022

Application for Federal Assistance SF-424

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received: 06/29/2020

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Beaufort County School District

* b. Employer/Taxpayer Identification Number (EIN/TIN): [redacted]

* c. Organizational DUNS: [redacted]

d. Address:

* Street1: 2900 Mink Point Blvd
Street2: PO Box 309
* City: Beaufort
County/Parish:
* State: SC: South Carolina
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 29902-5873

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:
* First Name: Terry
Middle Name: G.
* Last Name: Bennett
Suffix:

Title: Director of Special Revenue

Organizational Affiliation:

* Telephone Number: 843-322-2332
Fax Number:

* Email: terry.bennett@beaufort.k12.sc.us

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

***** Other (specify):

Local Education Agency

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

[redacted]

CFDA Title:

Magnet Schools Assistance

*** 12. Funding Opportunity Number:**

ED-GRANTS-031020-001

***** Title:

Office of Elementary and Secondary Education (OESE): Magnet Schools Assistance Program (MSAP) CFDA Number 84.165A

13. Competition Identification Number:

[redacted]

Title:

Office of Elementary and Secondary Education (OESE): Magnet Schools Assistance Program (MSAP) CFDA Number 84.165A

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment | Delete Attachment | View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Med-Tech 7

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: SC-001 * b. Program/Project: SC-001

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2020 * b. End Date: 09/30/2025

18. Estimated Funding ($):

* a. Federal	12,792,031.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	12,792,031.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .

☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment | Delete Attachment | View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name: Terry

Middle Name: G.

* Last Name: Bennett

Suffix:

* Title: Director of Special Revenue

* Telephone Number: 843-322-2332 Fax Number:

* Email: terry.bennett@beaufort.k12.sc.us

* Signature of Authorized Representative: Terry G Bennett * Date Signed: 06/29/2020

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Beaufort County School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	755,632.00	771,191.00	842,217.00	858,724.00	875,725.00	4,103,489.00
2. Fringe Benefits	298,172.00	304,312.00	332,339.00	338,852.00	345,561.00	1,619,236.00
3. Travel	67,813.00	73,238.00	300,414.00	300,414.00	300,414.00	1,042,293.00
4. Equipment	0.00	173,183.00	173,183.00	173,183.00	173,183.00	692,732.00
5. Supplies	152,670.00	107,300.00	107,300.00	107,300.00	107,300.00	581,870.00
6. Contractual	805,139.00	841,689.00	950,739.00	864,539.00	775,739.00	4,237,845.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	2,079,426.00	2,270,913.00	2,706,192.00	2,643,012.00	2,577,922.00	12,277,465.00
10. Indirect Costs*	83,864.00	92,621.00	112,322.00	112,210.00	113,549.00	514,566.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	2,163,290.00	2,363,534.00	2,818,514.00	2,755,222.00	2,691,471.00	12,792,031.00

Indirect Cost Information** ***(To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2019 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is 27.97 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 5.65 %.

ED 524

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Beaufort County School District		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Beaufort County School District

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: | * First Name: Terry | Middle Name: G.

* Last Name: Bennett | Suffix:

* Title: Director of Special Revenue

* SIGNATURE: Terry G Bennett | * DATE: 06/29/2020

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name:* Beaufort County School District

** Street 1:* 2900 Mink Point Blvd *Street 2:*

** City:* Beaufort *State:* SC: South Carolina *Zip:* 29902-5873

Congressional District, if known: SC-001

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:

US Department of Education

7. * Federal Program Name/Description:

Magnet Schools Assistance

CFDA Number, *if applicable:* [redacted]

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*

$

10. a. Name and Address of Lobbying Registrant:

Prefix: ** First Name:* N/A *Middle Name:*

** Last Name:* N/A *Suffix:*

** Street 1:* N/A *Street 2:*

** City:* N/A *State:* *Zip:*

b. Individual Performing Services (including address if different from No. 10a)

Prefix: ** First Name:* N/A *Middle Name:*

** Last Name:* N/A *Suffix:*

** Street 1:* N/A *Street 2:*

** City:* N/A *State:* *Zip:*

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*** Signature:** Terry G Bennett

***Name:** *Prefix:* ** First Name:* Terry *Middle Name:*

** Last Name:* Bennett *Suffix:*

Title: **Telephone No.:** **Date:** 06/29/2020

Federal Use Only:

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

OMB Number: 1894-0005
Expiration Date: 04/30/2020

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1234-Beaufort_MSAP_GEPA.pdf | Add Attachment | Delete Attachment | View Attachment

GENERAL EDUCATION PROVISIONS ACT (GEPA) STATEMENT SECTION 427

In Beaufort County School District (BCSD), we provide a personalized learning approach for each student that will prepare them to graduate as competitive citizens in the global society and career marketplace of the 21st Century. Our district's vision is to work with families and our diverse community to ensure that students receive a safe, nurturing, and engaging learning experience that equips our students to perform at an internationally competitive level.

Section 427 of the General Education Provisions Act identifies six barriers to equitable access or participation: gender, race, national origin, color, disability, and age. BCSD welcomes all persons regardless of gender, race, national origin, color, disability, or age. All students, teachers, and parents will have equal access to our Magnet Schools Assistance Program (MSAP) activities as outlined under the GEPA. Our *Med-Tech 7* Project Director will monitor program activities to ensure that equitable participation is not limited due to gender, race, national origin, color, disability, or age. No person will be denied participation in program activities based upon gender, race, national origin, color, disability, or age.

BCSD is committed to implementing other desegregation strategies that reduce minority group isolation in our schools. Consistent with the mandate of Title VI, our Desegregation Plan expressly provides that all facets of the operation of the district, including employment, will be conducted on a racially non-discriminatory, non-segregated basis.

◆**Barrier 1:** **Barrier 1:** Minority students are typically underrepresented in challenging educational programs and need to be enrolled in an MSAP program that is diverse and avoids racial/ethnic group and socioeconomic isolation.

◆**Solution 1:** Our district recognizes that the racial composition of administrators, faculty,

and staff can be a significant indicator of, or contributor to, the racial identifiability or educational comparability of a school, as well as of the racial isolation of a school's students, and has taken steps to ensure this does not occur. This will include recruiting students from different social, economic, ethnic, and racial backgrounds to participate in our MSAP schools. BCSD's Non-Discrimination Policy and Desegregation Plan both ensure that our programs and activities are available to all persons without regard to race, ancestry, ethnic group identification, national origin, religion, creed, age, actual or perceived sex, sexual orientation, color, physical or mental disability, or marital or parental status. Our *Med-Tech 7* Project Director will identify students and educators with special needs in our target *Med-Tech 7* schools to ensure that access to appropriate resources is available. If not available, the *Med-Tech 7* Project Director will work with district leadership to provide needed special assistive devices (e.g., switches, pencil grips, special computer software) or other needed supports for students, parents, or district employees who require these accommodations. All facilities to be used by our project are fully accessible to individuals with disabilities. We will also identify translators for students, their families, and employees who have hearing and/or speech difficulties or who speak a different language to ensure full participation in all planned *Med-Tech 7* activities. All magnet school recruitment activities will reflect the diversity of our program and showcase students from a variety of backgrounds to interest potential students from underrepresented subgroups to apply to our *Med-Tech 7* program.

◆Barrier 2: At 15% higher than the district average, our target schools have an average poverty index of 74% (SC School Report Card, 2019), indicating multiple challenges for these schools.

◆Solution 2: BCSD will recruit students from different social, economic, ethnic, and racial backgrounds to participate in *Med-Tech 7's* evidenced-based whole-school arts-integrated STEAM magnet schools offering technology and medical themed academies at the secondary

level. Without equal access to high-quality educational programs in their K-12 years, minority students attending our lowest-performing, highest economically disadvantaged schools are at a distinct disadvantage in attaining post-secondary college or career credentials, in comparison to their more affluent, non-minority peers (ExcelinEd, 2019). Lack of access to transportation has presented additional barriers to enrolling students from our most disadvantaged school zones (i.e., Beaufort and Whale Branch) into high-quality program options in other areas of our district and in recruiting students from other parts of our district in attending our target school zones. This has resulted in school populations that are much less diverse than district averages with overall lower levels of academic achievement and educational attainment. To address potential barriers to participation due to transportation issues, MSAP grant funds and school district funds will cover the cost of transportation for students who enroll in our target magnet schools.

◆Barrier 3: To reach these targeted, underrepresented students, educators must be better equipped and trained to teach STEAM and magnet programs to children in poverty.

◆Solution 3: The professional development goal for *Med-Tech 7* is to provide high-quality professional learning that empowers educators to excel in practice and innovative integration of magnet themes. Our *Med-Tech 7* Project Director will be responsible for developing our professional learning plan and scheduling trainings with support from the District Arts Coordinator, District STEAM Coordinator, Curriculum Specialists, Arts Instructional Specialists, and Magnet Advisory Teams. Our professional development plan is guided by three key principles to accomplish high-quality professional development (MSAP Center, 2011): a) focus on student achievement by concentrating on the needs of diverse students; b) designing a community of practice that establishes a collaborative culture of shared inquiry and teamwork focused on

continuous learning; and c) engaging in a cycle of inquiry that creates a process of continuous assessment on effectiveness of instructional strategies.

In collaboration with our partners, teachers will have the opportunity to co-plan and co-teach arts-integrated units with artists in residence to help generate innovative approaches and develop teacher confidence and efficacy in instructional delivery. We will engage in a continuous professional development process that considers all target schools, each magnet cluster, and individual schools. This process will consist of growing skill and knowledge in areas such as: SC Career Guidance Model, US Department of Labor Building Blocks Competency Models, Project Lead the Way, SREB Health and Informatics Curricula, National Academy Foundation, SC Computer Science Standards, and industry certifications. Our educators will receive professional learning on culturally responsive instructional strategies and trauma-informed practices to better equip them with knowledge regarding working with diverse student populations.

OMB Number: 1894-0007
Expiration Date: 09/30/2020

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Mary		Stratos	

Address:

Street1: 2900 Mink Point Blvd
Street2:
City: Beaufort
County:
State: SC: South Carolina
Zip Code: 29902-5873
Country: USA: UNITED STATES

Phone Number (give area code): 843-962-0054
Fax Number (give area code):

Email Address: Mary.Stratos@beaufort.k12.sc.us

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment | Delete Attachment | View Attachment

Magnet Schools Assistance Program Assurances

In accordance with section 4405(b)(2) of the ESSA, the applicant hereby assures and certifies that it will—

(A) use grant funds under this part for the purposes specified in section 4401(b);

(B) employ highly qualified teachers in the courses of instruction assisted under this part;

(C) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;

(D) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the assignment of students to schools, or to courses of instruction within the schools, of such applicant, except to carry out the approved plan;

(E) not engage in discrimination based on race, religion, color, national origin, sex, or disability in designing or operating extracurricular activities for students;

(F) carry out a high-quality education program that will encourage greater parental decision-making and involvement; and

(G) give students residing in the local attendance area of the proposed magnet school program equitable consideration for placement in the program, consistent with desegregation guidelines and the capacity of the applicant to accommodate the students.

* * * * * * * * * * * *

If the applicant has an approved desegregation plan, the applicant hereby assures and certifies that it is implementing that desegregation plan as approved.

Signature of Authorized Representative

4/20/2020
Date

ABSTRACT

Beaufort County School District (BCSD) will implement *Med-Tech 7,* an evidence-based, whole-school STEAM arts-integrated magnet program targeting a total of 3,794 students in two clusters: Beaufort (Mossy Oaks Elementary, 325 students; Lady's Island Middle, 501 students; Beaufort Middle, 377; and Beaufort High, 1,278 students) and Whale Branch (Whale Branch Elementary, 461 students; Middle, 389 students; and High, 463 students). These new or significantly revised programs include specialized slots available for K-12 students through our medical magnet theme with academies of Pre-Med and Biomedical Science at Beaufort High and our technology magnet theme with academies of Cybersecurity, Computer Science, and Network Engineering at Whale Branch High. Our vision is that learning leads the way for all students to thrive academically through a rigorous, theme-based K-12 pipeline characterized by diverse social, economic, ethnic, and racial backgrounds. *Med-Tech 7* will meet Competitive Preference Priorities 1, 2, 3, 4, and 5 with the following goals and objectives: 1) Diversity/Desegregation: Employ recruitment and selection methods that stimulate socioeconomic integration and reduce minority group isolation; 2) Academic Achievement: Increase academic success through an educationally challenging and diverse learning environment that inspires all students to achieve their potential; 3) Evidence-Based Medical Magnets: Implement an evidence-based whole school STEAM arts-integrated program with specialized academies of Pre-Med and Biomedical Science for the Beaufort K-12 cluster; 4) Evidence-Based Technology Magnets: Implement an evidence-based whole school STEAM arts-integrated program with specialized academies of Cybersecurity, Computer Science, and Network Engineering for the Whale Branch K-12 cluster; and 5) Professional Development: Provide high-quality professional learning that empowers educators to excel in practice and innovative integration of magnet themes. Outcomes: reduced minority group isolation; inclusive school climate; increased career readiness; improved student achievement in math and reading; and schools meet state annual measurable achievement objectives and graduation rate targets.

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U.S. DEPARTMENT OF EDUCATION, CFDA NUMBER: 84.165A

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COMPETITIVE PREFERENCE PRIORITY 1 – NEED FOR ASSISTANCE

(1) Cost of fully implementing the magnet schools project as proposed.

Beaufort County School District (BCSD) will implement *Med-Tech 7,* an evidence-based, whole-school STEAM arts-integrated magnet program in two clusters: Beaufort (Mossy Oaks Elementary, Lady's Island Middle, Beaufort Middle, Beaufort High), and Whale Branch (Whale Branch Elementary, Middle, and High). These new or significantly revised programs include specialized slots available for K-12 students through our medical magnet theme with academies of Pre-Med and Biomedical Science at Beaufort High and specialized slots available for K-12 students through our technology magnet theme with academies of Cybersecurity, Computer Science, and Network Engineering at Whale Branch High. *Table 1* is an overview of our budget.

Table 1: *Med-Tech 7* Budget Overview

Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Personnel	755,632	771,191	842,217	858,724	875,725	**4,103,489**
Fringe Benefits	298,172	304,312	332,339	338,852	345,561	**1,619,236**
Travel	67,813	73,238	300,414	300,414	300,414	**1,042,293**
Equipment	0	173,183	173,183	173,183	173,183	**692,732**
Supplies	152,670	107,300	107,300	107,300	107,300	**581,870**
Contractual	805,139	841,689	950,739	864,539	775,739	**4,237,845**
Indirect Costs	83,864	92,621	112,322	112,210	113,549	**514,566**
Grant Total	**2,163,290**	**2,363,534**	**2,818,514**	**2,755,222**	**2,691,471**	**12,792,031**

◆**Matching Funds:** BCSD will contribute match to *Med-Tech* 7 including: **Personnel:** Time and effort for our project's Management Team at 0.10 FTE each to include the BCSD Superintendent, and district-personnel including the Chief Instructional Services Officer and Officer of Innovative Initiatives; and Directors of Accountability, Special Revenue, and Career & Technical Education; and District Coordinators of STEAM and Arts. Our district STEAM and Arts Coordinators will contribute an estimated 1.0 FTE each. Substitute teachers for school-day professional development (PD) and an estimated .25% FTE each for our seven school principals to provide school oversight. **Contractual:** Digital learning and inquiry-based PD for staff using local funds in Years 1-5. Without MSAP funds, BCSD could not implement *Med-Tech 7* as outlined in our Five-Year Management Plan due to the resources needed to support classroom set-up, educator PD, and curricula costs including: Project Lead the Way (PLTW) K-12 Biomedical Science and Computer Science Pathways, the Southern Regional Education Board (SREB) Advanced Health Informatics programming, and the National Academy Foundation (NAF) Health Sciences Curriculum. ◆**Grant Funds:** MSAP funds will contribute to *Med-Tech 7* including: **Personnel:** High-quality staff will be hired to lead the implementation of our new and revised magnet school programs including a full-time Project Director, Marketing Coordinator, Magnet School Curriculum Specialists, Arts Instructional Specialists, Medical- and Technology-Focused Teachers, in addition to covering curriculum development, PD stipends, and salaries for Summer STEAM Arts-Integrated, Medical-Themed, and Technology-Themed Camps. **Travel:** Travel costs include local travel between magnet schools; model site visits; training and conferences; extension activities to grand challenges; hands-on experiences at local STEAM businesses and colleges providing simulations; student transportation to and from school, afterschool activities, and camps. **Equipment/Supplies:** Ensuring that our schools have the necessary equipment, supplies, and

curricula to implement our programs with fidelity is an area of primary concern over the five-years of our project and future sustainability after grant funding has ended. Funding will also be used to implement a comprehensive marketing plan. **Contractual:** Grant funds will be used for target schools to obtain STEM certification and for our magnet teachers and students to receive training and certifications in PLTW, medical and technology units of study, project-based and blended learning in a virtual world, afterschool enrichment, arts-integration, cultural diversity, and trauma-informed care. We will use funds for translation services, a rigorous evaluation, and sustainability.

(2) Resources available to carry out the project if program funds were not provided.

While BCSD is able to provide significant matching for *Med-Tech 7*, if MSAP funds were not available, we'd be able to implement our programs on a very limited scope and scale, and only at two of seven schools (elementary only). MSAP funding allows BCSD to create two arts-integrated STEAM magnet program clusters providing students with a K-12 continuity of instruction needed to develop strong foundational skills in medical- and technology-themed academies and beyond college and career. It also provides BCSD with resources for a dynamic marketing plan for students to increase diversity of enrollment across demographic and socio-economic lines in currently segregated schools. Without funding, we could not provide student transportation to diversify our schools or support creation of new curricula themes and real-world arts-infused STEAM offerings.

(3) Extent to which costs of the project exceed the applicant's resources.

Our program planning team worked to establish what we believe is a realistic budget for all costs to implement our five-year plan, which unfortunately, exceed the resources currently available to our district to achieve within our planned timeline, totaling $12.7 million over 5 years. Without MSAP funding, we would be forced to launch our project in one community instead of two, and then, only at the elementary level. This would leave our students entering their middle and high

school years without continuity in programming, unprepared to take on the rigorous challenges of our planned STEAM Career Academies, which would, in turn, fail to adequately prepare them for post-secondary education and career opportunities. Without MSAP funding to conduct strategic enrollment management and recruitment, our target schools will remain largely segregated, further increasing the likelihood that our students will not be adequately prepared for college or career.

(4) Difficulty of effectively carrying out the plan for which assistance is sought.

Our MSAP planning team involved educators and leaders at the school and district-levels along with community leaders who have worked to identify potential and existing supports as well as barriers and obstacles in implementation of our MSAP approach. Key points from our planning: ◆**Timeline:** The continued rollout of our magnet programs to additional grade levels will be dependent on our educators and leaders adhering to our Management Plan, specifically our timeline for hiring new personnel and required PD as it will be extensive for educators in both pathways, particularly in Year 1. We also may face an additional hurdle in implementing this program component if additional COVID-19 shutdowns are necessary over the next year. To address this potential challenge, a full-time grant-funded Project Director will be hired to ensure we reach intended milestones. We will also hire two Arts Instructional Specialists, one for elementary and one for secondary schools, to work with teachers in our target schools to help promote implementation of our new arts-infused STEAM magnet programs and deliver job-embedded PD as part of regular Professional Learning Communities (PLCs). Additionally, we have received authorization for a SC Virtual Franchise to provide instruction in a virtual world if COVID-19 persists. ◆**Curriculum:** Developing multi-disciplinary, arts-integrated STEAM project-based learning (PBL) assignments and curriculum units aligned to grade-level expectations and state standards are a major program component of *Med-Tech 7*. To ensure that these units and

aligned PBL assignments are created, we will hire two Magnet School Curriculum Specialists, one per magnet cluster, who will assist our project in reaching milestones outlined in our Management Plan. ◆**Diversity:** While our new marketing, recruitment, and selection strategies are intended to facilitate greater diversity in our target schools, BCSD may face challenges in initially demonstrating a significant impact on the racial and socioeconomic composition of the schools. However, it is our intent through Year 1 grant funding to develop an effective data-driven marketing and recruitment strategy to see increased racial and socioeconomic integration in these schools during the grant period. Hiring a full-time Marketing Coordinator and funding comprehensive strategies will increase outreach and engagement to support recruitment efforts.

COMPETITIVE PREFERENCE PRIORITY 2 – NEW MAGNET SCHOOLS

(1) Evidence-based methods and practices.

We selected key studies to support the major components of our magnet programs, meeting What Works Clearinghouse standards and showing statistically significant evidence to support student academic achievement. The articles and tables are provided in *Appendix F*. ◆**Study 1: Citation:** Graham, N., & Brouilette, L. (2016). Using arts integration to make science learning memorable in the upper elementary grades: A quasi-experimental study. *Journal for Learning through the Arts, 12*(1). doi:http://dx.doi.org/10.21977/D912133442 **Citation Outcome(s):** This study found that students whose teachers implemented arts-integrated lessons focused on physical science showed greater improvement on standardized tests than students whose teachers implemented the usual curriculum. The study involved two randomly selected cohorts of schools for treatment: 1) teachers who received training on arts integration instruction, and 2) teachers who co-taught with artist professionals. Control students were taught with the usual course curriculum. The study controlled for demographic covariates and non-targeted science scores. Our project, *Med-Tech 7,*

will create seven arts-integrated units incorporated into all subjects. Implementation will be supported by PD for teachers on how to create and implement arts-integrated science curriculum units. **Relevance to Proposed Project:** In this study, students in Grades 3-5 at treatment schools participated in arts-integrated units in physical science; one cohort was taught by teachers with one year of training in implementing the units and the second cohort was taught by teachers who were currently co-teaching the units with professional artists. The comparison school students were taught using the usual curriculum. The study is directly linked to *Med-Tech 7*. Our project will include the implementation of arts-integrated units into science classes at seven target schools. Teachers will receive targeted PD on evidence-based instructional practices in arts integration and will be responsible for writing and implementing arts-integrated curriculum units. Our project will include artists in residence who will co-teach. Finally, we will be focusing on the same long-term outcomes -- achievement in science as measured by state standardized tests. The study sample consisted of students in Grades 3-5 at ten treatment schools (2,156 students) and 5,683 students who received the usual physical science curriculum. The study sample represented a diverse population (67-69% minority). Our study will also include students in Grades 3-5 and our proposed project will include arts integrated science units. ◆**Study 2:** **Citation**: Rethwisch, D., Haynes, M., Starobin, S., Laanan, F., & Schenk, T. (2012). *A Study of the Impact of Project Lead the Way on Achievement Outcomes in Iowa.* Washington, DC: American Society for Engineering Education. Retrieved from American Society for Engineering Education: https://www.asee.org/search?q=project+lead+the+way **Citation Outcome(s):** This study found that students who participated in PLTW had significantly higher achievement scores in math (a moderate effect) and science (small effect) than students who did not participate in the program (*Table 4*). The study compared these outcomes for 1,321 students in PLTW to 24,709 students not

enrolled in the program. Analyses controlled for pre-program achievement and other selection biases. *Med-Tech 7* will include PLTW as an intervention strategy in the medical and technology magnet programs. Teachers will receive PD to give them the knowledge and skills they need to implement the program. **Relevance to Proposed Project**: PLTW offers a sequence of year-long courses that are designed to teach engineering and problem-solving skills to high school students. Courses are designed to build a foundation in engineering and then provide specialized courses that help students focus on specific content areas. The capstone of PLTW is a project that students design and develop. A "Gateway to Technology" course is offered to middle school students. In this study, 1,321 students in Grades 8-11 in districts that offer PLTW were compared to 24,709 students from districts that offered the program but who did not enroll. The study is directly linked to our proposed project. Our project will include PLTW as an integral component of our two magnet programs. We will also be measuring science and math achievement as primary outcomes.

COMPETITIVE PREFERENCE PRIORITY 3 – SELECTION OF STUDENTS

(1) Select students to attend magnet schools by methods other than academic examination.

Our *Med-Tech 7* selection plan meets Competitive Preference Priority 3 and supports our goal to promote socioeconomic integration and reduce minority group isolation. Details in *Appendix E*.

COMPETITIVE PREFERENCE PRIORITY 4 – INCREASING INTEGRATION

(1) Extent applicant proposes to increase racial integration and socioeconomic diversity.

Increasing student diversity across racial and socioeconomic subgroups results in academic gains in multiple subjects and boosts graduation rates (George & Darling-Hammond, 2019); and student persistence and educational attainment (Wang, Herman, & Dockterman, 2018). BCSD has had an approved desegregation plan through the US ED's Office of Civil Rights (OCR) since 1970. To

promote greater racial and socioeconomic diversity in our schools, BCSD' school choice program launched in 2014, to allow any student living in our district to attend their school of choice if seats are available at our two choice models (i.e., school-within-a-school or schoolwide). Families do not have to submit an application if their desired option is already available in their neighborhood zone, with three programs in our district requiring additional program-specific applications (i.e., Classical Studies, two elementary Montessori, and elementary gifted and talented programs). Otherwise, students may submit transfer applications to any other school of their choice in BCSD. All choice applications are posted by February 1 annually and remain open for 30 days. Following the deadline, applications are reviewed for completion and accuracy and assignments made based on availability. Program choice assignments are made up to 90% of a school's capacity, and up to 95% for schoolwide programs. The superintendent may waive these requirements up to 95% and 98%, respectively. Currently nine BCSD schools are at full capacity. If the number of applicants for a school is greater than available seats, a randomized computer-lottery is used to determine seats. Weights are added for district employees and special circumstances (i.e., health, hardship, special needs). **◆Revised Recruitment and Enrollment:** *Med-Tech 7* will shift the demographics in our target schools by making significant revisions to our current recruitment and selection process to decrease minority group isolation (defined as schools with a racial or ethnic subgroup population than district averages). *Table 2* details current student demographics for our seven target schools by cluster (i.e., Beaufort, Whale Branch).

Table 2: Student Demographics for *Med-Tech 7*

Beaufort Cluster	District Average	Mossy Oaks Elementary	Beaufort Middle	Lady's Island Middle	Beaufort High School
African American	25.1%	40.2%	44.2%	54.6%	34.0%

Asian	1.3%	1.09%	1.8%	1.1%	1.7%
White	40.4%	41.6%	39.7%	30.7%	49.2%
Hispanic	28.3%	7.76%	6.3%	10.3%	9.9%
Other	0.27%	N/A	.20	0.38%	0.96%
2 or More	4.6%	9.5%	7.7%	2.9%	4.1%
Whale Branch	**District Average**	**Whale Branch Elementary**	**Whale Branch Middle**	**Whale Branch High**	
African American	25.1%	76.9%	82.2%	80.7%	
Asian	1.3%	N/A	N/A	.23%	
White	40.4%	7.9%	6.6%	8.2%	
Hispanic	28.3%	9.8%	8.3%	6.4%	
Other	0.27%	N/A	.29%	.23%	
2 or More	4.6%	5.3%	2.6%	4.3%	

Our plan will be led by a new Magnet School Marketing Director and will utilize Strategic Enrollment Management informed by districtwide and neighborhood zone demographics to assist in targeted recruitment strategies designed to reduce minority group isolation in our two clusters. Our resulting plan will be based on a race neutral approach, dividing each school attendance zone into four quartiles of advantage, based on socioeconomic status, parental education; median household income, racial and ethnic composition, percentage of single-parent families, home ownership, rental, and public housing rates, and area adult educational attainment rates (Potter, 2019). Using this data, we will set annual two-part diversity goals to balance racial and socioeconomic diversity within our target schools. Annual recruitment including community outreach and targeted media campaigns will focus on zones where we can best draw a diversified candidate pool from all four socioeconomic tiers and meet our racial and socioeconomic goals

(Potter, 2019). Students already in these schools will be opt-out only followed by applicants whose parent is a BCSD employee, special health/hardship cases, and then by a weighted, random selection lottery to fill remaining magnet seats in our seven target schools. Our revised recruitment and selection plan are designed to meet ***Competitive Preference Priority 3*** *(Appendix E)*.

COMPETITIVE PREFERENCE PRIORITY 5 – QUALIFIED OPPORTUNITY ZONES

(1) Census Tract Number of the Qualified Opportunity Zone to Receive Services.

Med-Tech 7 will serve seven schools within two school clusters--Beaufort and Whale Branch. The Whale Branch Cluster's three schools (Whale Branch Elementary, Middle, and High) comprise our Technology Magnet Cluster and are in a QOZ. Beaufort Middle is part of our Medical Magnet Cluster with enrollment from an adjacent QOZ. Details noted in *Table 3*.

Table 3. *Med-Tech 7* Qualified Opportunity Zone Schools (QOZ)

School	Address	Census Tract
Whale Branch Elementary	15 Stuart Point Rd, Seabrook, SC 29940	45013000200
Whale Branch Middle	2009 Trask Pkwy, Seabrook, SC 29940	45013000200
Whale Branch High	169 State Hwy S 7-549, Seabrook, SC 29940	45013000200
Beaufort Middle	29902 Mossy Oaks Rd, Beaufort, SC 29902	45013000600

(2) Describe how the applicant will provide services in the Qualified Opportunity Zone.

◆Magnet School Clusters: *Med-Tech 7* will provide students with an aligned K-12 continuum of arts-integrated STEAM curricular and activities, with the Beaufort cluster focusing on Medical/Biomedical post-secondary college and career prep and the Whale Branch cluster focusing on Technology through Cybersecurity, Computer Science, and Network Engineering. Emphasis on an arts-integrated **Science, Technology, Engineering, Arts, and Mathematics**

(STEAM) approach will help boost student retention of essential STEM content and promote greater development of meaningful connections across core academic subjects, as students build important skills in creativity, innovation, critical-thinking, and problem solving, all highly prized in the 21st Century technology-infused labor market (OECD, 2017). Four large longitudinal studies from US ED and US Labor conducted 1998–2010 found that students who were exposed to an abundance of art-related experiences were more likely to attend college with a particularly strong effect for students from low socioeconomic backgrounds, similar to our target school populations (Catterall, et al, 2012). School-level implementation will be linked to each school's complimentary theme (medical or technology), with STEAM arts-integrated components incorporated throughout all core academic subjects. Each school will have a Magnet Advisory Team to oversee school implementation and ensure alignment to instruction with support from the BCSD District Arts Coordinator, District STEAM Coordinator, Arts Instructional Specialists, and Artists in Residence. Year 1 planning activities will include preparation to support initial school-level implementation beginning in Year 2 for all target elementary and middle schools, including four QOZ schools. In Year 3, we will expand services to include our two target high schools in Whale Branch and Beaufort. All seven target schools, including our four schools either in or serving students from a QOZ, will pursue STEM certification through Cognia (i.e., formerly known as AdvanceED).

◆**Project-Based Learning:** PBL was chosen as our primary instructional approach for each target school as it has been identified as a highly effective vehicle for teaching and learning to provide context for thematic instruction through specialized curriculum units of study. Through use of small-group interactions, students will collaborate on multi-disciplinary projects, shown to be effective in increasing achievement with a variety of learners and schools (e.g., urban, suburban, rural) and as well as low socioeconomic students (Halvorsen, et al., 2012). Meaningful problem-

solving is linked higher order thinking skills and increased retention of core academic content, particularly in minority and socio-economically disadvantaged students (Condliffe, 2016).

◆Arts-Integration: Target schools will infuse an arts-integrated approach, tailored to students' unique interests, needs, and developmental levels. In- and out-of-school arts enrichment will be available to all K-12 students in target schools including show choir, guitar, drumming, dance, visual art, and drama. **◆Magnet Themes and Key Activities:** *Table 4* outlines each target school.

Table 4: Technology Magnet Theme and Key Activities
Whale Branch Theme: Cybersecurity + Computer Science + Network Engineering
Whale Branch Elementary: ***Technology Awareness***. **Key Activities:** Build understanding of Technology careers; Employ career assessments to identify interests; Meet diverse speakers from the technology field; Participate in five-day technology camps for rising 4th and 5th graders.
Whale Branch Middle: ***Technology Exploration***. **Key Activities:** Learn about targeted technology careers with career-related PBL and simulated industry project assignments; Continued use of career assessments and exploration of the technology field to build individual graduation plans; Participate in workplace tours, guest speakers, career fairs, and job shadowing experiences; Participate in five-day technology-camp for rising 6th through 8th graders.
Whale Branch High: ***Technology Preparation*** with Career Academies in Cybersecurity, Computer Science, and Network Engineering. **Key Activities:** Develop foundational skills in technology academies via career-related PBL; Review and update individual graduation plan selecting secondary courses aligned to academy pathway choices; and Engage in work-based learning with industry partners such as service learning, mentoring, and on-site experiences.
Beaufort Cluster Medical and Biomedical Magnet Theme and Key Activities

Mossy Oaks Elementary: ***Medical Awareness.*** **Key Activities:** Build understanding of a variety of careers available in the medical field and how school relates to work and careers; Employ career assessment instruments to identify interests and learn about goal setting and decision making; Use of diverse guest speakers from the medical field; and Offer summer engagement activities through five-day medical-themed camp for rising 4th and 5th graders.
Lady's Island and Beaufort Middle Schools: ***Medical Exploration*****. Key Activities:** Learn about targeted medical careers and personalize to student interest with career-related PBL and simulated industry projects; Continue to use career assessments and explore medical field and begin development of individual graduation plan; Participate in introductory work-based learning through workplace tours, guest speakers, career fairs, and job shadowing; Offer summer engagement activities through five-day medical-themed camp for rising sixth through eighth graders; and chose Pre-Med or Biomedical track by end of 8th grade for high school academy.
Beaufort High: ***Medical Preparation*** with Career Academies in Pre-Med and Biomedical to develop foundational skills for college and career readiness with career-related PBL; Review and update individual graduation plan for post-secondary college or careers; Engage in work-based learning via service learning, mentoring, and on-site experiences.

◆Afterschool and Summer Programming: Outside of classroom instructional time, students will have the opportunity to take part in arts and academic enrichment opportunities in afterschool and summer programs provided in part by our partners at the YMCA and Boys & Girls Club. We will also provide an annual two-week STEAM arts-integrated camp for rising fourth through eighth graders in our two clusters. Camps will feature in-depth, advanced-level creative workshops taught by professional artists and master teachers, integrating rich STEAM content. Such out-of-

school time programming has been linked to increased student engagement, academic achievement, and educational attainment (Afterschool Alliance, 2018).

A. DESEGREGATION

(1) Effectiveness of plan to recruit students from different backgrounds into schools.

Attending largely segregated schools presents significant academic and social barriers to students, leaving them ill-equipped to succeed academically or to obtain a well-paying job in the technology reliant workplace of the 21st Century (Potter, 2019). BCSD has identified seven schools in the Beaufort cluster (Mossy Oaks Elementary, Lady's Island Middle, Beaufort Middle, Beaufort High) and the Whale Branch cluster (Whale Branch Elementary, Middle, and High). These schools have a higher concentration of minority and socioeconomic isolation than our district (*Table 5*).

Table 5: Beaufort County Schools Demographics (BCSD, 2020)

Student Enrollment				
Beaufort County Schools (All Schools)			***Target Schools***	
Total (K-12)	21,121		3,794	
Elementary Schools	7,979		786	
Middle Schools	6,751		1,267	
High Schools	6,391		1,741	
Student Demographics	**Number**	**Percentage**	**Number**	**Percentage**
African American	5,306	25.1%	1,976	53.2%
White	8,529	40.4%	1,174	31.6%
Hispanic	5,981	28.3%	325	8.8%
Mixed Race	973	4.6%	180	4.9%
Other	332	1.6%	57	1.5%
Community Eligibility Provision (meals reimbursed)			100%	

To address inequities and increase diversity within these largely segregated schools, BCSD will launch *Med-Tech 7,* implementing new magnet projects in the Beaufort and Whale Branch clusters. *Med-Tech 7* Project Goal 1 is to employ recruitment and selection methods that stimulate socioeconomic integration and reduce minority group isolation by creation of two rigorous, evidence-based K-12 whole-school Science, Technology, Engineering, Arts, and Math (STEAM) arts-integrated magnet school clusters, addressing **Competitive Preference Priority 2** (*Appendix F*). Increasing student diversity across multiple racial and socioeconomic subgroups results in both short- and long-term benefits, including gains in math, science, reading, and graduation rates (George & Darling-Hammond, 2019); improvements in critical thinking and communication skills (Johnson, 2016); and higher levels of student persistence and educational attainment (Wang, Herman, & Dockterman, 2018). *Med-Tech 7* students will receive a continuum of aligned STEAM curricula and activities in their elementary and middle school trajectory culminating in a whole-school STEAM magnet and aligned, school-within-a-school career academies including **Pre-Med and Biomedical Science** at Beaufort High School and **Cybersecurity, Computer Science, and Network Engineering** at Whale Branch High. Every Student Succeeds Act encourages creation of magnet programs to promote greater integration, school diversity, and recognizes magnets as an **evidence-based intervention** for low-performing schools (Cook-Harvey, et al., 2016). *Table 6* summarizes our target K-12 schools, their current approach, and proposed magnets.

Table 6: New and Significantly Revised Magnet Schools and Themes	
Target Schools' Current Theme/Curricula	**New or Revised Theme**
K-12 Beaufort Medical Magnet Cluster	
Mossy Oaks Elementary: STEM,	STEAM Arts Integrated

Arts-Infused	Medical Awareness: Pre-Med + Biomedical Science
Lady's Island Middle: STEM, Arts-Infused, Project Lead the Way (PLTW) Gateway	STEAM Arts Integrated
	Medical Exploration: Pre-Med + Biomedical Science
Beaufort Middle: STEM, Arts-Infused	STEAM Arts Integrated
	Medical Exploration Pre-Med + Biomedical Science
Beaufort High: STEM, Arts-Infused, Acceleration Academy with PLTW Biomedical, Classical Studies	STEAM Arts Integrated
	Pre-Med Academy
	Biomedical Science Academy
K-12 Whale Branch Technology Magnet Cluster	
Whale Branch Elementary: STEM, Arts-Infused	STEAM Arts Integrated
	Technology Exploration: Cybersecurity, Computer Science, Network Engineering
Whale Branch Middle: STEAM, Arts-Infused	STEAM Arts Integrated
	Technology Awareness: Cybersecurity, Computer Science, Network Engineering
Whale Branch High: STEM, Arts-Infused, Early College	STEAM Arts Integrated
	Cybersecurity
	Computer Science
	Network Engineering

◆Whole-School STEAM: Racial and economic subgroup gaps begin as early as kindergarten and typically persist throughout a student's academic trajectory, negatively impacting their educational achievement and post-secondary attainment (Morgan, et al, 2016). While all schools in our district currently have a STEM (Science, Technology, Engineering, and Mathematics) focus, *Med-Tech 7* will *significantly revise* curricula and instruction transforming target schools into whole-school arts-integrated Science, Technology, Engineering, Arts, and Mathematics (STEAM) magnets. BCSD's planning committee included district and school leaders and instructional staff, and key stakeholders who chose this career-based STEAM approach based on: 1) **Alignment with the Profile of the South Carolina Graduate:** adopted by the State Board of Education, SC Association of School Administrators, the SC Arts Alliance, SC Chamber of Commerce, and the SC Education Oversight Committee. This profile, detailed in *Table 24*, emphasizes development of world-class knowledge STEM, plus arts and social studies. 2) **STEAM-centric content promotes greater academic achievement and increases long-term educational attainment:** Use of multi-disciplinary STEAM-focused PBL activities promotes building of essential academic and career skills and abilities: design thinking, tech literacy, collaboration, and problem-solving (Catterall, et al., 2012). It also produces better long-term memory in STEM subjects than conventional teaching strategies, especially for students with lower-level reading skills (Hardiman & JohnBull, 2020). 3) **Current Labor Market Trends:** Beaufort County is currently heavily dependent upon hotel and food services jobs tied to our area's tourism, which pay relatively low wages and are often seasonable (SC Dept. of Employment and Workforce, 2020). Our planning team carefully studied the high-demand, industry specific labor market trends for our state and region. From 2020-2026 in South Carolina, it is projected that 11 of the 20 fastest growing occupations will be health and medical related (with technology-related careers ranking in the top

eight) with a predicted 42% increase expected for physician assistants and nurse practitioners (CareerOneStop,2020). Regionally, software occupations ranked as the fastest growing careers with an anticipated 43% increase from 2016-2026 (SC Department of Employment & Workforce, 2020). *Med-Tech 7* will build career pathways to economic advancement for economically disadvantaged and minority students, preparing them with the skills and knowledge necessary to succeed in post-secondary STEAM education programs and careers to fill predicted job openings. *Med-Tech 7* will contribute to diversity in STEM certifications and fields allowing students to enter post-secondary programs and careers, crucially important to our target communities where advanced educational attainment and economic prosperity have long lagged behind our county (Israel, 2017). 4) **STEM TO STEAM:** Emphasis on an arts-integrated STEAM approach will help boost student retention of essential STEM content and promote greater development of meaningful connections across core subjects, as students build important skills in creativity, innovation, critical-thinking, and problem solving, all highly prized in the 21st Century technology-infused labor market (OECD, 2017). The motivational power of the arts can also build and keep student engagement during STEM subject-matter classes, making math and science content less intimidating and more enjoyable (Bieri, et al., 2014). Additionally, four large longitudinal studies from US ED and US Labor conducted from 1998 to 2010 found that students who were exposed to an abundance of art-related experiences were more likely to attend college with a particularly strong effect for students from low socioeconomic backgrounds, similar to our target school populations (Catterall, et al., 2012). **◆Current Recruitment and Selection Activities:** BCSD has an approved desegregation plan through US ED's OCR since 1970 (last reviewed and updated in 2018). To promote greater racial and socioeconomic diversity in our schools, BCSD launched a districtwide School Choice program in 2014, that allows any student living in our district to

attend the school of their choice. However, BCSD is unable to provide transportation for School Choice programs so this is a major barrier. Our school choice options allow parents to select the type of instructional approach and curricula focus that is the best fit for their child and their unique interests. BCSD has tried a variety of methods to market our School Choice programs over the years, including holding a large districtwide event showcasing our School Choice programs at each school. In recent years, schools have conducted their own Showcases and Open Houses. Currently, BCSD has placed a hold on marketing as we conduct instructional and curricular audits of each school choice program to ensure adherence to a defined curricular model. We will also be working on development of a School Choice Manual for parents to debut in the 2021-22 school year which will outline each school's curricular option, entrance requirements (if applicable), and intended benefits, accomplishments, and outcomes. Having choice and motivation about a school can increase student engagement, which in turn, can increase academic achievement, as well as boost students' perceptions of their own competence, engagement, and positive attitudes towards their school and learning process (Vasquez, et al., 2016). BCSD's current School Choice program uses two delivery models: 1) **School-within-a-school:** All schools in our district maintain a STEM focus, which includes arts, world languages, and technology, shown to promote academic achievement (Acar, Tertemiz, & Tasdemir, 2018). In addition to this traditional curriculum, many schools have a school-within-a-school option. For example, Beaufort Elementary offers a traditional K-5 curriculum, but has two additional choice options: Montessori and an Advanced Math, Engineering, and Science (AMES) Academy targeting gifted and high-achieving students. Other school-within-a-school programs include an Early College program at Whale Branch High and Acceleration Academies at other area high schools which offer college credit or national career-related certifications. A middle school Classical Studies program, an elementary Animation

Creation and Design program, Dual-Language programs in Chinese and Spanish at two elementary schools, an International Baccalaureate (IB) program in our Hilton Head cluster schools, plus PLTW at seven elementary, middle, and high schools. 2) **School-wide:** These schools offer a focused instructional model for all students. For example: Lady's Island Elementary utilizes a schoolwide arts-infused approach. Other schoolwide programs include PLTW, Learning through Leadership, and PBL themes. **◆Eligibility and Application Process:** Any student living in Beaufort County may apply to attend the school of their choice. Families do not have to submit an application if their desired option is already available in a school serving their current neighborhood's attendance zone, unless it is a program requiring a program-specific application (i.e., Classical Studies at Beaufort Middle, Montessori at Beaufort Elementary and River Ridge Academy, and the AMES Academies at Beaufort, Pritchardville, and St. Helena elementary schools). Applications are posted annually by February 1 and remain open for 30 days; categories are outlined in *Table 7*.

Table 7: Current School Choice Eligibility
Programmatic Choice: Students can apply to attend the school or program of their choice if the option they want is not within their zone with approval based upon available slots.
Non-Programmatic Choice: Includes Senior Status to allow a student to remain in a school to finish out their academic career if their family has moved out of their school's attendance zone; as a sibling of a student approved for a slot at the same school; Majority to Minority transfers from schools where their race is a majority to any BCSD school where their race is the minority.
Employee Courtesy: Children of full-time BCSD employees may attend the school at which their parent/guardian works or in the event the school does not offer their grade level, the school closest to where their parent/guardian works or in route to/from their parent/guardian's school.

Special Circumstances: Any student who attends a school identified as "persistently dangerous" by the SC Board of Education, or who has been the victim of a violent crime while in or on the grounds of his/her school, is guaranteed a transfer to another BCSD school not classified as persistently dangerous with transportation provided per federal ESSA regulations. Students with Special Needs or health hardships may attend school in another zone if facilities within their home school cannot accommodate their needs.

Following the application deadline, choice applications are reviewed for completion and accuracy and assignments are made, based on availability. Requests can be denied if a student has excessive absences, tardiness, discipline matters or academic concerns. If the number of applicants for a program is greater than the number of available seats, a lottery is used to determine which students are given seats. BCSD makes these student assignments until enrollment reaches 90% of a school's capacity. However, the Superintendent has the legal authority to expand the school limit to fill a program's capacity but cannot open or add a new class within a program if doing so exceeds 95% of the building's capacity. With schoolwide programs, assignment is capped at this capacity limit, but the Superintendent may expand these limits up to 98%. Currently, there are nine such schools in BCSD that are operating at full capacity. Once approved, families are not required to reapply each year for their chosen school as long as they continue to reside in-district with documentation of moves into BCSD or a different area within the county allowed up to July 31. If a child leaves the school choice program outside their regular attendance zone, they are required to enroll at their neighborhood zoned school. **Transfers:** Post-deadline transfers are also allowed for students who move into the district or a new neighborhood zone after the application deadline (but before July 31) contingent on program or school capacity. **Appeals:** Denials can be appealed in writing within two weeks after the district has mailed the notification that an application has been denied.

◆Revised Recruitment and Selection Activities for *Med-Tech 7*: Beaufort County is a study in contrasts ranking as the wealthiest county in SC thanks to our area's coastal location which includes resort areas such as Hilton Head Island and Bluffton. From 2000 to 2017, our county's population grew by 55% with an additional 10% population increase anticipated in the next two years (Bowen, 2018). While the fastest growing income segment of growth is in those earning between $100,000-$149,999 annually, the second-fastest growing segment is in households earning less than $35,000 annually, expected to increase 10.3% by 2022 (Bowen, 2018). Identifying and implementing strategies to reduce the differential exposure of students to highly racially and socioeconomically segregated school environments has been shown to be a catalyst to achieve educational gains in student subgroup populations (Reardon, 2015), see *Table 8*.

Table 8: Beaufort County Community Indicators (Census Indicator, 2018)			
American Community Survey	**BCSD**	**Beaufort**	**Whale Branch**
HS Graduate or higher 25+	92.9%	36.4%	91.7%
College Graduate or higher 25+	40.3%	22.1%	18.0%
Median Household Income	$63,110	$27,297	$39,194

Med-Tech 7 will shift the demographics in our target schools by continuing open enrollment to any student living in our county while making significant revisions to our current recruitment and selection process to decrease minority group isolation, defined as occurring in schools that have a larger racial or ethnic population for a specific subgroup of 15% or greater compared to BCSD.

Table 9: Student Demographics for *Med-Tech 7 (BCSD, 2020)*					
K-12 Beaufort STEAM Medical Magnet Cluster					
	District Average	**Mossy Oaks Elementary**	**Beaufort Middle**	**Lady's Island Middle**	**Beaufort High School**

African American	25.12%	40.15%	44.20%	54.58%	34.0%
American Indian	0.15%	N/A	0.20%	0.19%	0.48%
Asian	1.30%	1.09%	1.83%	1.12%	1.69%
White	40.38%	41.61%	39.71%	30.65%	49.2%
Hispanic	28.32%	7.66%	6.31%	10.28%	9.97%
Other	0.12%	N/A	N/A	0.19%	0.48%
2 or More	4.61%	9.49%	7.74%	2.99%	4.18%

K-12 Whale Branch STEAM Technology Magnet Cluster				
	District	**Elementary**	**Middle**	**High**
African American	25.12%	76.98%	82.23%	80.73%
American Indian	0.15%	N/A	N/A	N/A
Asian	1.30%	N/A	N/A	.23%
White	40.38%	7.94%	6.59%	8.16%
Hispanic	28.32%	9.79%	8.31%	6.35%
Other	0.12%	N/A	.29%	.23%
2 or More	4.61%	5.29%	2.58%	4.31%

◆ **Strategic Enrollment Management (SEM):** Our leadership team will create and utilize a 7-year plan to identify solutions to achieve our identified goal to attract, assign, retain, and graduate our targeted student groups. As recommended by the MSAP TA Center (2017), we will use

Strategic Enrollment Management Practices (SEM) that intertwines marketing and recruitment with high-quality program implementation, instruction and activities, with a supportive array of responsive services to address students' and family needs, before, during, and following their enrollment. The SEM operational model is that as instruction improves, more students will enroll in the program and as more students enroll and student diversity increases, learning environments improve, leading to increased student success and long-term enrollment stability (MSAP TA Center, 2017). *Med-Tech 7's* design utilizes four key strategies for successful SEM: 1) Establish a standard of high-quality to build a shared understanding connecting the quality of magnet services and building sustained enrollment; 2) Differentiate program characteristics, emphasizing the key strengths and differences between our two STEAM pathways; 3) Tailor school services to the needs of our diverse students and their families (MSAP Center, 2017); and 4) Integrate use of academic and enrollment data to design strategies that help students meet academic goals and help schools attract, enroll, and retain targeted students. Similar SEM approaches have been shown to increase student and family satisfaction, promote greater student outcomes, and lead to more stable long-term magnet enrollment (Potter, 2019). Beginning in Year 1, BCSD will begin to implement our data-driven districtwide marketing and recruitment plan. This plan will be informed by district demographic data and each attendance zone including the Whale Branch and Beaufort clusters and projected enrollment of our target schools and district over the next seven years. This will assist in designing targeted recruitment strategies of subgroups to address the minority group isolation identified in our two proposed magnet clusters. This effort will be led by a new, full-time Magnet School Marketing Coordinator, who will hold, at a minimum, a bachelor's degree in marketing or communications and have at least five years' experience creating and implementing high-impact, cost-effective marketing in K-12, higher education, nonprofit or government sectors (*Appendix H).*

1) **Annual Goals:** We will set annual enrollment and diversity goals and will begin our work to shift student enrollment by dividing each school attendance zone into four quartiles of advantage, based on median household income, racial and ethnic composition, percentage of single-parent families, home ownership rates, and adult educational attainment for each targeted zone. This data will be used to set a two-part diversity goal for our magnet clusters designed to balance 1) racial and 2) socioeconomic diversity within target schools. Annual recruitment efforts will then focus on those zones where we can best draw a diversified candidate pool from all four socioeconomic tiers and meet our racial and socioeconomic goals (Potter, 2019). 2) **Community-Based Recruiting:** We will align the social, political, and economic leaders within our community to achieve optimal enrollment as we meet with key stakeholders (*Appendix I)* to outline our project's mission and purpose, goals, and student enrollment targets. This will include presentations on student enrollment and how *Med-Tech 7* is designed to increase academic and long-term outcomes for students in high-demand, well-paying careers (MSAP Center, 2017). Community Open Houses will be held within each attendance zone to further educate and elicit applications from across our county. This will be in conjunction with strategic advertisement throughout target zones using a variety of methods (i.e., radio, billboards, social media, direct mail) to further publicize and promote *Med-Tech 7*. 3) **Equity Audits and Monitoring of Applications:** We will conduct an ongoing equity audit of our application process, track the diversity of our applicant pool, and ensure that families of different backgrounds from multiple zones across our district apply to our program. This will include mapping addresses as applications are submitted to ensure that all zones in our district are fairly represented. We will then send email blasts and work with community leaders to provide additional information to families and community members in zones with lower application rates to increase applications from our target zones. 4) **Follow-Up with Admitted**

Families: Once applications have been accepted, we will continue to follow up with families to determine if there are any commonalities among the students who decline subsequent enrollment versus those who accept as such attrition can impact a school's diversity (Potter, et al., 2016). We want to emphasize to parents that we plan to implement extensive mentoring, tutoring, retention, and support programs to help students be successful in our rigorous STEAM magnets. 5) **School Transition Points:** We will begin recruitment to early childhood programs to market our elementary school options. To address the current drift to non-district programs in the transition from elementary to middle school, we will make presentations at every elementary school in the district and use BCSD website, email, social media, and messaging platforms to make parents aware of our middle to high school STEAM career pathways (Walton et al., 2018). We will also target students and families who live within Beaufort County but who attend charter or private schools, to increase their awareness of our innovative *Med-Tech 7* pathways, to further racial and socioeconomic integration within our schools. 6) **Branding Strategies:** Our Marketing Coordinator, in collaboration with our *Med-Tech 7* Project Director and Management Team, will develop a branding strategy to include a logo for identifying our magnet programs to be placed on our MSAP webpage and all print and digital materials (MSAP Center, 2013). Branding *Med-Tech 7* will aid in increasing community awareness and enhance the new public identity of our target schools, assisting our goal of creating diverse school (Potter, 2019). Marketing in *Table 10*:

Table 10: *Med-Tech 7* Marketing Plan Strategies
Magnet School Webpage: BCSD hosts a School Choice webpage featuring instant access to our choice program timeline, application, and FAQs. We will expand this website to provide links to each of our seven target magnet schools and provide real-time information about our programs, such as videos highlighting unique school curricula offerings, activities, and student

accomplishments. We will track data analytics: page views, application downloads and submissions, and types of features that worked best in attracting views. We will place Magnet School information on the District Home Page with short video highlights of unique school activities and student accomplishments which will be part of "virtual tours" on each program's homepage, allowing parents and students to tour our magnet schools virtually. We will also send out email and text blasts to parents and students as part of our digital marketing strategy.

Advertisements: We will strategically advertise with print and digital visuals in areas of our district to help reduce minority and socioeconomic isolation of students in our magnets (MSAP Center, 2017). Ads placed will reflect our county's diversity and will be available in a variety of reading levels and languages, taking into account that families interested in our career development program may be English as a second language learners (MSAP Center, 2013). We will use microtargeting to decide where to place billboards, flyers, and other print and digital advertisements to target different subgroups and neighborhoods. Other avenues will include radio, press releases, television features, mail, social media, and community-wide publications.

Fall/Spring Open House: In addition to parent information sessions at each target school, we will provide open house events throughout the year to better introduce our programs and schools in an informal setting. This will give prospective students and families the opportunity to interact with current students and parents to learn first-hand the impact and opportunities available through *Med-Tech 7*. Efforts will be made to conduct tours in small groups to allow for ongoing conversations regarding the magnet program with educators from our schools serving as guides. It will also allow our educators to begin developing relationships with students and families.

Magnet Schools Awareness Week: Our Project Director, Management Team, and Marketing Coordinator will plan a Magnet Schools Awareness Week to be held each fall to bring awareness

to School Choice programs, featuring programs on our website, school webpages, and social media. We will invite media representatives to share our program successes and opportunities available to students through our magnet programs to further increase public awareness.
Student Field Trips to Magnet Schools: Our Project Director will coordinate annual field trips for prospective students to visit *Med-Tech 7* schools to generate interest and recruitment.

Throughout the marketing and recruitment process, the Project Director, Management Team, and Marketing Coordinator, will keep data on the number of inquiries that each cluster receives plus the number of outreach activities and points of contact for students and families (MSAP Center, 2017). This will assist the *Med-Tech 7* team in continuing to monitor interest in magnet programs and better target our desired socioeconomic enrollment to balance high-risk schools. **Competitive Preference Priority 3 – Selection of Students and Competitive Preference Priority 4 – Increasing Racial Integration and Socioeconomic Diversity.** In accordance with our OCR approved Desegregation Plan (*Appendix A*), in all decisions regarding school construction, alteration, grade reorganization, or attendance zone changes, BCSD will not use criteria that either 1) intentionally creates schools that are identifiable by their student enrollments, faculty assignments, or other factors as schools for students of a particular race or national origin, or 2) have a disparate, adverse effect upon students of a particular race or national origin, so as to create segregated school environments, without both a substantial, legitimate educational justification for the criteria and an informed determination by BCSD that no comparable alternatives would serve its substantial legitimate educational justification but without the same segregate effects. Students attending our target schools will receive automatic "opt-in" status to our newly created magnet programs with race-neutral approaches used in our planned weighted, random selection lottery to fill remaining magnet school seats in our seven target schools (US ED, 2017). Applicants who

already have a sibling attending the school or a parent employed by BCSD will receive priority. This race neutral approach is backed by guidance from US ED on increasing diversity in schools and uses data related to family socioeconomic status; parental education; household status of the student; geographic location; neighborhood socioeconomic status; composition of area housing; distribution of single-family homes, subsidized housing, rental housing, or public housing (US ED, 2017). This race-neutral approach will give extra weight in our lottery software to applicants from neighborhoods with our desired balance of socioeconomic factors, a practice we will continue once grant funding has ended (US ED, 2017). Our revised recruitment and selection plan will be designed to meet **Competitive Preference Priority 3** (*Appendix E*) and directly supports *Med-Tech 7's* desegregation goal as we implement recruitment and selection approaches that promote socioeconomic integration and reduce minority group isolation. Our Project Director and Management Team will ensure all planning decisions are well-documented to achieve our goal of reducing racial and socioeconomic isolation, launching our new marketing plan and revised recruitment and selection plans fully beginning Year 2. Strategies to track the success of our marketing efforts will include tracks of digital marketing "clicks" and delivery and response from emails and our web portal to determine effectiveness (MSAP Center, 2017). The Management Team will conduct quarterly reviews of our plan effectiveness in attaining diversity and avoiding racial/ethnic group and socioeconomic isolation. This will include school enrollment data; current percentage of students from each racial/ethnic group; current percentage of socioeconomically disadvantaged students at each school; and effectiveness of our STEAM medical- and technology-focused programs in attracting students from different racial, ethnic, and socioeconomic groups compared to the previous year and the number of students enrolled and retained, annually (Potter, et al., 2019). ◆**Anticipated *Med-Tech 7* Enrollment:** *Table 11* overviews anticipated enrollment

over the five-year program period. Anticipated enrollment for both pathways reduces the minority group isolation at our target schools over the five-year program period and brings the projected percentage of African American students enrolled within less than 15% of the district average significantly reducing minority group isolation in our target schools across our five-year project.

Table 11: Projected Enrollment for *Med-Tech 7*						
Grade	**Race**	**Year 1 2020-21**	**Year 2 2021-22**	**Year 3 2022-23**	**Year 4 2023-24**	**Year 5 2024-25**
Projected Enrollment for Beaufort Cluster (Grades 6-8 are LIMS and BMS Combined)						
K	**Black**	41.3%	40.0%	41.3%	42.4%	42.6%
	Asian	1.6%	0%	1.6%	0%	1.6%
	White	41.3%	44.4%	41.3%	40.7%	39.3%
	Hispanic	7.9%	7.9%	7.9%	8.5%	8.2%
	Other	0%	0%	0%	0%	0%
	Two or More	7.9%	7.9%	7.9%	8.5%	8.2%
1	**Black**	41.9%	40.0%	39.7%	40.6%	40.3%
	Asian	3.2%	1.5%	0%	1.6%	0%
	White	32.3%	43.1%	44.4%	42.2%	43.6%
	Hispanic	9.7%	7.7%	7.9%	7.8%	8.1%
	Other	0%	0%	0%	0%	0%
	Two or More	12.9%	7.7%	7.9%	7.8%	8.1%
2	**Black**	43.9%	40.6%	40.0%	39.1%	40.0%
	Asian	0%	3.1%	1.5%	0%	1.5%
	White	40.4%	34.4%	43.1%	45.3%	43.1%
	Hispanic	10.5%	9.4%	7.7%	7.8%	7.7%

Table 11: Projected Enrollment for *Med-Tech 7*						
Grade	**Race**	**Year 1 2020-21**	**Year 2 2021-22**	**Year 3 2022-23**	**Year 4 2023-24**	**Year 5 2024-25**
	Other	0%	0%	0%	0%	0%
	Two or More	5.3%	12.5%	7.7%	7.8%	7.7%
3	**Black**	40.0%	42.4%	40.6%	39.4%	38.5%
	Asian	1.7%	0%	3.1%	1.5%	0%
	White	41.7%	42.4%	34.4%	43.9%	46.2%
	Hispanic	10.0%	10.2%	9.4%	7.6%	7.7%
	Other	0%	0%	0%	0%	0%
	Two or More	6.7%	5.1%	12.5%	7.6%	7.7%
4	**Black**	50.0%	38.7%	42.4%	38.8%	39.4%
	Asian	0%	1.6%	0%	3.0%	1.5%
	White	35.7%	43.6%	42.4%	37.3%	43.9%
	Hispanic	7.1%	9.7%	10.2%	9.0%	7.6%
	Other	0%	0%	0%	0%	0%
	Two or More	7.1%	6.5%	5.1%	11.9%	7.6%
5	**Black**	35.7%	47.7%	38.7%	42.4%	38.8%
	Asian	0%	0%	1.6%	0%	3.0%
	White	46.4%	38.6%	43.6%	42.4%	37.3%
	Hispanic	5.4%	6.8%	9.7%	10.2%	9.0%
	Other	0%	0%	0%	0%	0%
	Two or More	12.5%	6.8%	6.5%	5.1%	11.9%
6	**Black**	43.7%	44.4%	46.3%	39.9%	43.4%
	Asian	0.3%	0.9%	1.7%	1.6%	0.9%
	White	41.2%	38.5%	38.5%	42.8%	39.5%

Table 11: Projected Enrollment for *Med-Tech 7*						
Grade	**Race**	**Year 1 2020-21**	**Year 2 2021-22**	**Year 3 2022-23**	**Year 4 2023-24**	**Year 5 2024-25**
	Hispanic	9.9%	9.3%	9.5%	12.1%	9.0%
	Other	0%	0%	0%	0%	0%
	Two or More	4.9%	6.8%	4.1%	5.9%	7.2%
7	**Black**	52.4%	42.9%	42.9%	44.2%	38.1%
	Asian	1.3%	0.3%	0.9%	1.6%	0.9%
	White	33.4%	42.3%	40.5%	41.3%	43.8%
	Hispanic	8.4%	9.7%	9.0%	9.0%	11.6%
	Other	0.3%	0%	0%	0%	0%
	Two or More	4.3%	4.8%	6.6%	3.9%	5.6%
8	**Black**	46.3%	51.2%	41.9%	41.3%	42.3%
	Asian	1.5%	1.2%	0.3%	0.9%	1.5%
	White	40.4%	34.9%	43.7%	42.8%	43.8%
	Hispanic	7.7%	8.2%	9.4%	8.7%	8.6%
	Other	0.3%	0.3%	0%	0%	0%
	Two or More	3.8%	4.2%	4.7%	6.4%	3.7%
9	**Black**	40.8%	42.9%	47.7%	40.1%	39.2%
	Asian	2.0%	1.7%	2.0%	0.7%	1.0%
	White	38.8%	42.9%	37.4%	44.3%	43.4%
	Hispanic	11.5%	7.8%	8.1%	10.1%	9.4%
	Other	0%	1.0%	0.3%	0%	0%
	Two or More	6.9%	3.7%	4.6%	4.9%	7.1%
10	**Black**	38.3%	40.8%	42.9%	46.8%	40.1%
	Asian	1.3%	2.0%	1.7%	2.0%	0.7%

Table 11: Projected Enrollment for *Med-Tech 7*						
Grade	**Race**	**Year 1 2020-21**	**Year 2 2021-22**	**Year 3 2022-23**	**Year 4 2023-24**	**Year 5 2024-25**
	White	45.7%	38.8%	42.9%	38.6%	44.3%
	Hispanic	10.0%	11.5%	7.8%	7.9%	10.1%
	Other	1.1%	0%	1.0%	0.3%	0%
	Two or More	3.7%	6.9%	3.7%	4.5%	4.9%
11	**Black**	28.9%	38.3%	40.8%	42.5%	46.4%
	Asian	2.0%	1.3%	2.0%	1.7%	2.0%
	White	52.9%	45.7%	38.8%	43.5%	39.1%
	Hispanic	10.4%	10.0%	11.5%	7.7%	7.8%
	Other	0.7%	1.1%	0%	1.0%	0.3%
	Two or More	5.2%	3.7%	6.9%	3.7%	4.5%
12	**Black**	35.1%	28.9%	38.3%	40.4%	41.8%
	Asian	1.0%	2.0%	1.3%	2.0%	1.6%
	White	49.7%	52.9%	45.7%	39.4%	44.4%
	Hispanic	8.7%	10.4%	10.0%	11.4%	7.6%
	Other	1.4%	0.7%	1.1%	0%	1.0%
	Two or More	4.2%	5.2%	3.7%	6.8%	3.6%
Projected Enrollment for Whale Branch Cluster						
K	**Black**	73.5%	73.5%	70.1%	68.5%	65.6%
	Asian	0%	0%	0%	0%	0%
	White	9.6%	12.1%	13.8%	18.0%	19.4%
	Hispanic	9.6%	8.4%	9.2%	7.9%	8.6%
	Other	0%	0%	0%	0%	0%

Table 11: Projected Enrollment for *Med-Tech 7*						
Grade	**Race**	**Year 1 2020-21**	**Year 2 2021-22**	**Year 3 2022-23**	**Year 4 2023-24**	**Year 5 2024-25**
	Two or More	7.2%	6.0%	6.9%	5.6%	6.5%
1	**Black**	75.7%	71.8%	71.8%	67.0%	67.0%
	Asian	0%	0%	0%	0%	0%
	White	5.4%	11.8%	14.1%	17.6%	19.8%
	Hispanic	12.2%	9.4%	8.2%	8.8%	7.7%
	Other	0%	0%	0%	0%	0%
	Two or More	6.8%	7.1%	5.9%	6.6%	5.5%
2	**Black**	69.1%	73.7%	70.1%	68.5%	65.6%
	Asian	0%	0%	0%	0%	0%
	White	11.1%	7.9%	13.8%	18.0%	19.4%
	Hispanic	11.1%	11.8%	9.2%	8.0%	8.6%
	Other	0%	0%	0%	0%	0%
	Two or More	8.6%	6.6%	6.9%	5.6%	6.5%
3	**Black**	75.0%	67.5%	71.8%	67.0%	67.0%
	Asian	0%	0%	0%	0%	0%
	White	8.8%	13.3%	10.3%	17.6%	19.8%
	Hispanic	7.5%	10.8%	11.5%	8.8%	7.7%
	Other	0%	0%	0%%	0%	0%
	Two or More	8.8%	8.4%	6.4%	6.6%	5.5%
4	**Black**	69.2%	73.2%	65.9%	68.3%	65.6%
	Asian	0%	0%	0%	0%	0%
	White	14.1%	11.0%	15.3%	14.6%	19.4%

Table 11: Projected Enrollment for *Med-Tech 7*						
Grade	**Race**	**Year 1 2020-21**	**Year 2 2021-22**	**Year 3 2022-23**	**Year 4 2023-24**	**Year 5 2024-25**
	Hispanic	11.5%	7.3%	10.6%	11.0%	8.6%
	Other	0%	0%	0%	0%	0%
	Two or More	5.1%	8.5%	8.2%	6.1%	6.5%
5	**Black**	81.7%	66.2%	72.5%	62.1%	66.7%
	Asian	0%	0%	0%	0%	0%
	White	9.9%	16.9%	13.8%	19.5%	17.3%
	Hispanic	4.2%	11.7%	6.3%	10.3%	9.9%
	Other	0%	0%	0%	0%	0%
	Two or More	4.2%	5.2%	7.5%	8.1%	6.2%
6	**Black**	80.6%	75.3%	66.3%	66.0%	59.1%
	Asian	0%	0%	0%	0%	0%
	White	6.1%	16.1%	19.0%	20.0%	23.8%
	Hispanic	9.2%	5.4%	10.5%	7.0%	10.5%
	Other	1.0%	0%	0%	0%	0%
	Two or More	3.1%	3.2%	4.2%	7.0%	6.7%
7	**Black**	82.5%	78.2%	73.7%	63.6%	64.7%
	Asian	0%	0%	0%	0%	0%
	White	8.3%	8.9%	17.9%	22.2%	21.6%
	Hispanic	7.2%	8.9%	5.3%	10.1%	6.9%
	Other	0%	1.0%	0%	0%	0%
	Two or More	2.1%	3.0%	3.2%	4.0%	6.9%
8	**Black**	69.5%	80.0%	77.5%	70.7%	62.4%
	Asian	0%	0%	0%	0%	0%

Table 11: Projected Enrollment for *Med-Tech 7*						
Grade	**Race**	**Year 1 2020-21**	**Year 2 2021-22**	**Year 3 2022-23**	**Year 4 2023-24**	**Year 5 2024-25**
	White	12.2%	11.0%	9.8%	21.2%	23.8%
	Hispanic	12.2%	7.0%	8.8%	5.1%	9.9%
	Other	0%	0%	1.0%	0%	0%
	Two or More	6.1%	2.0%	2.9%	3.0%	4.0%
9	**Black**	90.1%	66.0%	73.0%	72.0%	66.7%
	Asian	0%	0%	0%	0%	0%
	White	3.1%	19.8%	19.7%	16.1%	24.3%
	Hispanic	3.8%	10.4%	5.7%	7.6%	6.3%
	Other	0%	0%	0%	1.7%	0%
	Two or More	3.1%	3.8%	1.6%	2.5%	2.7%
10	**Black**	78.5%	88.7%	64.8%	76.7%	70.8%
	Asian	0%	0%	0%	0%	0%
	White	6.6%	4.5%	21.3%	15.5%	17.5%
	Hispanic	7.4%	3.8%	10.2%	6.0%	7.5%
	Other	0%	0%	0%	0%	1.7%
	Two or More	6.6%	3.0%	3.7%	1.7%	2.5%
11	**Black**	76.0%	77.2%	87.4%	62.5%	75.4%
	Asian	0%	0%	0%	0%	0%
	White	16.1%	8.1%	5.9%	24.1%	17.0%
	Hispanic	8.1%	7.3%	3.7%	9.8%	5.9%
	Other	0%	0.8%	0%	0%	0%
	Two or More	0%	6.5%	3.0%	3.6%	1.7%
12	**Black**	76.0%	74.2%	76.0%	84.9%	61.4%

Table 11: Projected Enrollment for *Med-Tech 7*						
Grade	**Race**	**Year 1 2020-21**	**Year 2 2021-22**	**Year 3 2022-23**	**Year 4 2023-24**	**Year 5 2024-25**
	Asian	1.0%	0%	0%	0%	0%
	White	8.7%	18.0%	9.6%	8.6%	25.4%
	Hispanic	8.7%	7.9%	7.2%	3.6%	9.7%
	Other	0%	0%	0.8%	0%	0%
	Two or More	5.8%	0%	6.4%	2.9%	3.5%

(2) Fostering interaction among diverse students in classroom & extracurricular activities.

Students' exposure to others who are different from themselves and the novel ideas and challenges that such exposure brings promotes improved cognitive skills, including critical thinking and problem solving (Wells, et al., 2016). Increasing diversity in largely segregated K-12 schools has been shown to promote greater academic achievement, and cognitive and social gains in minority and high-poverty students including higher test scores and increased post-secondary college enrollment and attainment (Kahlenberg, et al., 2017). It also helps promote development of cross-cultural competencies and accrue social capital benefits through increased connections to expanded networks of influence which promotes and facilitates better post-secondary enrollment and employment (Kahlenberg, et al., 2017). BCSD will conduct regular accountability monitoring and assessment to ensure that our students experience equitable learning environments that provide all students with opportunities to interact with others from different racial and socioeconomic backgrounds. Key strategies in our approach include: **◆Heterogenous Grouping of Students:** To encourage interaction of students between different subgroups in our magnet schools, class enrollments will reflect heterogenous grouping of students in alignment with the overall racial and

socioeconomic diversity targets at each magnet school. Educators will receive PD in diversity and cultural awareness and improving equity outcomes such as the Harvard Graduate School of Education's Online Workshop in Ensuring Success for All through Tools and Practices for Inclusive Schools, which explores the importance of diversity in improving educational outcomes for all and why it should be treated as an asset. Our educators will learn recommended instructional practices, such as using heterogenous grouping for small-group instruction to better promote positive interactions between students and promote respect for others from differing races, cultures, and socioeconomic backgrounds (Kahlenberg, et al., 2019). Diverse teaming has been linked to increased outcomes and creativity of approaches, outperforming homogeneous student groups (Wagstaff & Laporte, 2018). Our Management Team will work with each target principal and instructional facilitator to conduct regular monitoring of classroom instructional activities including student grouping and make changes, as necessary. **◆STEAM:** Ninety-nine percent of STEM jobs in the U.S. require some form of postsecondary education but degree holders in science and engineering fields remain predominantly White and male (Spycher & Haynes, 2019). This results in the exclusion of a large portion of the U.S. workforce which is 46.9% female, 29% underrepresented minorities, with 16.9% identified as immigrants from participating in high-paying, high-growth STEM career fields (Spycher & Haynes, 2019). *Med-Tech 7* expands BCSD's universal STEM plus arts-integration into intentional whole-school magnet schools creating two K-12 pathways in our district's most racially segregated and lowest-economically disadvantaged zones. This arts-infused approach to STEAM is designed to attract, engage, and retain minority and female students in STEAM studies and promote greater classroom diversity (Buschor, et al, 2014). Our approach is specifically designed to promote increased student creativity through STEAM PBL activities specifically designed to take a multi-disciplinary approach to assignments

and encourage new ideas, appropriate risk-taking, trial and error and revision while exploring new materials, all important processes in the scientific method and engineering design process Perignat, et al., 2019). Similar K-12 approaches have produced a higher percentage and wider diversity of students interested in pursuing careers in future-STEM fields (Quigley, et al., 2017).

◆Career Pathways: Minorities including Hispanic and females are underrepresented in STEM fields due to educational inequity, science achievement gaps, and limited educational resources and opportunities (Zhang & Barnett, 2015). Similarly, Blacks and Hispanics are underrepresented in health professions that require an undergraduate or graduate degree; women, Blacks, Hispanics, and American Indians are underrepresented in medical specialties due to barriers: lack of academic preparation, admission requirements, inadequate advisement and limited exposure to health careers (AAMA, 2019). *Med-Tech 7* was designed to promote a continuum of K-12 STEAM career pathways in two distinct areas: Medical in our Beaufort cluster and Cybersecurity, Computer Science, and Network Engineering in our Whale Branch cluster. This continuum will include career awareness (elementary schools), exploration (middle schools), preparation (via high school Career Academies) required for graduation and entrance to postsecondary programs leading to careers. Engaging in early career awareness and exploration improves academic performance and boosts preparation and persistence in females and minorities who are significantly represented in STEAM fields (Vishwanatha, et al., 2019). *Med-Tech 7* will work with community partners, noted in *Appendix I*, to be mentors and role-models from the Technology and Medical sectors for our students which can be pivotal in breaking down barriers to STEAM learning and careers (Powers, et al., 2015). Partners will work with our students to develop field-based experiences, including mentorships and internships as students' progress through their educational trajectory in our K-12 magnet programs (Bonine, et al., 2019). Career development such as work-based learning helps

students cultivate knowledge of the work environment, improve motivation, enrich job-related skills, increase school attendance, and lower dropout rates (Alfeld, et al, 2013). **◆Project-Based Learning:** Each *Med-Tech 7* magnet school will implement a PBL approach to provide all students greater opportunities to interact with others of differing backgrounds. PBL was selected as our instructional approach as it provides a solid framework to support our whole-school STEAM arts-integrated theme as well as promote academic success. PBL uses small-group interactions to help students collaborate on multi-disciplinary projects and learn to build relationships with others and has been shown to be effective in increasing achievement with a wide variety of learners and school types (e.g., urban, suburban, rural) as well as low socioeconomic students (Halvorsen, et al., 2012). Our students will have the opportunity to investigate open-ended problems with real-world tethers that allow them to learn to formulate questions; and develop solutions to authentic, challenging dilemmas incorporating a multi-disciplinary approach (Condliffe, 2016). This meaningful problem-solving approach promotes higher order thinking skills and increases students' motivation (Hutchinson, 2015). PBL has been shown to increase longer-term academic content retention and for minority and disadvantaged students, helps them perform as well or better than traditional learners in high-stakes tests (Condliffe, 2016). Additionally, it helps build critical 21st Century skills including communication, critical thinking, collaboration, and research (Condliffe, 2016).

◆Afterschool and Summer Programming: Outside of instructional time, students will have the opportunity for positive interactions during lunch, afterschool activities, and whole school events. In addition, as the magnet program expands over grade levels in our target schools, we will identify opportunities for older and younger students to interact in their respective magnet. *Med-Tech 7* Open Houses will showcase projects across our two magnet pathways. Enrichment opportunities

will be available to all K-12 students including extra-curricular and in-school options such as show choir, guitar, drumming, dance, visual art, and drama. This will help continued interaction across racial and socioeconomic lines. Students will also have access to afterschool and summer enrichment activities provided by our partners at the YMCA and Boys & Girls Club which will provide opportunities for our students to interact and develop positive relationships. We will also provide an annual two-week STEAM arts-integrated camp for rising 4th – 8th graders in our two clusters. Camps will provide in-depth, advanced-level creative workshops taught by professional artists and master teachers. As summer learning gaps account for two-thirds of the achievement gap between low-income and middle-income students, these programs will help level the playing field and close achievement gaps between subgroups (Afterschool Alliance, 2018). Out-of-school time programs can help students develop greater school engagement, reducing their likelihood of dropping out and helping them set higher aspirations than similar peer groups (Afterschool Alliance, 2018). It can also help build essential communication skills, promote collaborative work, and foster self-confidence, which are linked to the competencies that students need to move through K-12 years and into post-secondary education and careers (Afterschool Alliance, 2017).

(3) Ensuring equal access and treatment for participants traditionally underrepresented.

◆Equitable Access: BCSD's Non-Discrimination Policy and Desegregation Plan both ensure that our programs and activities are available to all persons without regard to race, ancestry, ethnic group identification, national origin, religion, creed, age, actual or perceived sex, sexual orientation, color, physical or mental disability, or marital or parental status. Research has confirmed the linkage between majority minority schools in low-income neighborhoods and lower standardized achievement test scores, as well as decreased levels of college and career readiness (Darling-Hammond, 2019). This lack of college and career readiness is particularly concerning as

research shows that by 2030, 65% of all jobs will require a postsecondary credential. Our Project Director will identify students and educators with special needs in *Med-Tech 7* schools to ensure access to appropriate resources. If not available, the Project Director will work with district leaders to provide needed special assistive devices (e.g., switches, pencil grips, special computer software) or other needed supports for students or employees who require accommodations. All facilities to be used by our project are fully accessible to individuals with disabilities. We will also identify translators for students, their families, and employees who have hearing and/or speech difficulties or who speak a different language to ensure full participation in all planned *Med-Tech 7* activities.

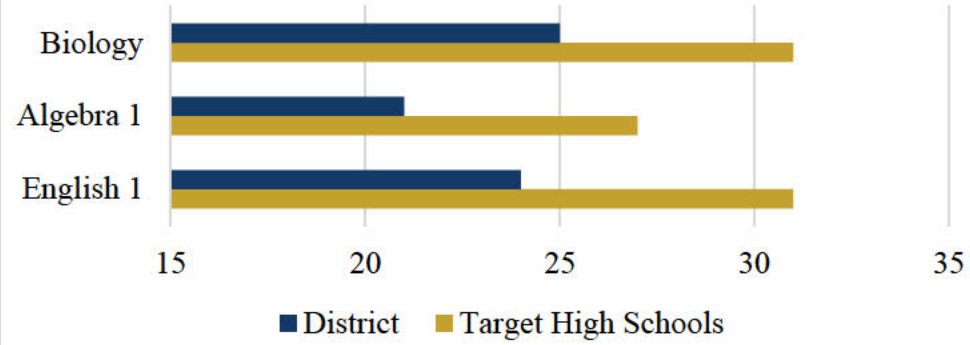
◆Avenues of Appeals: If an individual believes they have been discriminated against on the basis of race, ancestry, ethnic group identification, national origin, religion, creed, age, actual or perceived sex, sexual orientation, color, physical or mental disability, or marital or parental status, concerns will be brought to BCSD leadership for investigation. Our Management Team will provide families of *Med-Tech* 7 students with information on how to contact the Project Director with any concerns or questions. **◆Selection of Magnet Schools:** An at-risk audit of each BCSD's 32 schools completed this year as part of our 2020 Strategic Planning process found 4 of 7 target schools in the Beaufort and Whale Branch clusters ranked in the lowest quartile with the remaining three schools ranking in the bottom 40%. These seven schools account for a third of all Tier 2 and 3 intervention plans in our academic/social-emotional Multi-Tiered System of Supports. Teacher retention in these schools is nearly 10% below the district average with 20% of all middle and high school core subject teachers classified as inexperienced (i.e., less than 5 years in the classroom). *Table 12* shows dismal outcomes for students on two key academic assessments administered to elementary and middle school students: (a) SC College- and Career-Ready (SC Ready) for students

in grades 3-8 for math and English, (b) Palmetto Assessment of State Standards (SC PASS) for 4th-8th graders for science compared to district and state averages (SC School Report Card, 2019).

Table 12: Students Not Meeting Standards or Expectations (2019)			
School	**Math**	**English**	**Science**
Mossy Oaks Elementary	53%	58%	67%
Whale Branch Elementary	77%	80%	76%
Lady's Island Middle	64%	63%	55%
Beaufort Middle	58%	57%	51%
Whale Branch Middle	74%	74%	74%
District	52%	55%	49%
State	55%	55%	51%

As evidenced above, more than half of elementary and middle school students in our target schools do not meet standards or expectations in core academic subjects and perform worse than our district and state averages in all three subject areas. SC's End-of-Course Examination Program is our state's high school accountability assessment system. *Figure 1* illustrates this lack of academic achievement at our two target high schools (SC School Report Card, 2019). Across all three tested subjects, the percentage of failing students far exceeds our district as a whole.

Figure 1: % of Students not Passing End-of-Course Tests



Additionally, over half of graduates at our target high schools test as not college and career ready with Whale Branch at 65% and Beaufort at 54% on the ACT benchmarks which are meant to demonstrate the achievement level necessary for students to have a 50% chance of earning a B or higher or a 75% chance of earning a C or higher in first-year college courses. Less than 15% of students are scoring above benchmarks for all subjects, *Table 13* (SC School Report Card, 2019).

Table 13: % of Students Not Meeting ACT College-Ready Benchmarks (2019)

	English	Math	Reading	Science	All Subjects
Whale Branch High	76%	92%	82%	90%	96%
Beaufort High	54%	75%	69%	77%	85%

◆Barriers to Equitable Participation: Nine of our district's 32 schools, predominantly located in our county's more affluent areas, have school choice programs that are so popular that there are seldom any open slots available within these programs. However, in our two target clusters, we typically receive only a handful, if *any,* requests for school choice transfers with parents expressing a decided preference for available options in the more affluent areas of our district, such as Bluffton and Hilton Head attendance zones, or choosing private or charter schools. Through parental surveys and in-person listening sessions conducted across our district, we have

received input indicating that while our parents are enthusiastic about the many elementary and high school choice options available, they do not feel as strongly about our middle school choice options. We've noted enrollment and attendance patterns within our district where a student begins their educational trajectory in our school choice elementary programs but then withdraws to attend private school or online options in their middle school years, then reenrolling again for high school. ◆***Med-Tech 7* Magnet Schools:** BCSD will recruit students from different social, economic, ethnic, and racial backgrounds to participate in *Med-Tech 7's* evidenced-based whole-school arts-integrated STEAM magnet schools offering technology and medical themed academies at the secondary level. Creating schools with more diverse school populations has been identified as one way to assist all student groups in better learning how to navigate and succeed in an ever-increasing multicultural, global society (Wells, Fox, & Cordova-Cobo, 2016). **◆Transportation:** Lack of access to transportation has presented additional barriers to enrolling students from our most disadvantaged school zones (i.e., Beaufort and Whale Branch) into high-quality program options in other areas of our district and in recruiting students from other parts of our district in attending our target school zones. This has resulted in school populations that are much less diverse than district averages with overall lower levels of academic achievement and educational attainment. Without equal access to high-quality educational programs in their K-12 years, minority students attending our lowest-performing, highest economically disadvantaged schools are at a distinct disadvantage in attaining post-secondary college or career credentials, in comparison to their more affluent, non-minority peers (ExcelinEd, 2019). To address potential barriers to participation due to transportation issues, MSAP grant funds and school district funds will cover the cost of transportation for students who enroll in our target magnet schools. **◆Increasing Equity in Recruitment and Enrollment Practices: 1) Recruitment:** As we are conducting recruitment and

outreach efforts to students and families to *Med-Tech 7*, we will work to overcome any language barriers for families who are interested in learning more about our magnet schools. All recruitment materials will be provided in English and Spanish to accommodate parents or guardians for whom English is a second language. Materials produced to support our MSAP marketing and recruitment will also reflect the varying reading levels of our target audience and will use both print and digital advertising as some families may not have adequate access to technology. In addition, we will place emphasis on encouraging and emphasizing minority students, including females and other historically underrepresented subgroups in STEAM studies to take part in our planned STEAM summer camps. All magnet school recruitment activities will reflect the diversity of our program and showcase students from a variety of backgrounds to interest potential students from underrepresented subgroups to apply to our program. For example, during our annual Fall and Spring Open House Events, we may select a female or minority student to lead a school tour and highlight our STEAM pathways to defy stereotypes of typical STEAM programs. We will also recruit parents of underrepresented subgroups to assist with recruitment outreach in their community and to make presentations through our network of community partners. 2) **Selection:** Students already zoned for our target schools will have to opt out of participation in our STEAM magnets while we seek to diversify the demographic and socioeconomic mix in these schools through our recruitment and selection strategies to increase enrollment. A weighted, random lottery using race-neutral factors such as location and a neighborhood's socioeconomic status will be used to fill remaining slots in our programs. ◆**Instructional Supports:** While it is our intent to retain all students within their neighborhood schools as they transform into STEAM magnets, if a child is interested in attending a school outside of their current neighborhood zone, they will be allowed to submit a transfer request. To help retain these students in our target schools, *Med-*

Tech 7 plans to use a comprehensive set of support structures for students to promote their academic success so they have the resources they need to be successful. 1) **Students:** All BCSD schools have implemented the Multi-Tiered System of Supports (MTSS) which recognizes that student needs exist across a continuum and uses a tiered framework to deliver comprehensive wrap-around interventions and supports. MTSS works to create systemic changes schoolwide by addressing students' behavioral and academic needs and recognizing their reciprocal influence on one another. MTSS is a hybrid model combining the well-researched Response to Intervention (RtI) framework, used to identify and implement interventions for academic issues and Positive Behavioral Interventions and Supports (PBIS) to address students' socio-emotional and behavioral needs (Horner, Sugai, & Lewis, 2015). When well-implemented, MTSS has been shown to lead to improvements in academic and behavioral outcomes with one study estimating that the collective impact of MTSS could result in a 30-40% reduction in the prevalence of identified issues (Kingston, Mihalic, & Sigel, 2016). We will continue using MTSS to identify and provide tiered interventions to all students. Educators will regularly review student academic data in PLCs to identify areas for academic support to ensure that students have equitable access to learning. 2) **Teachers:** The PD goal for *Med-Tech 7* is to provide high-quality PD through the Buck Institute that empowers educators to excel in practice and innovative integration of magnet themes. Our Project Director will be responsible for developing our PD plan and schedule with support from the District Arts Coordinator, District STEAM Coordinator, Curriculum Specialists, Arts Instructional Specialists, and Magnet Advisory Teams. Described in depth in the *Project Design,* our PD plan is guided by three key principles to accomplish high-quality PD (MSAP Center, 2011): a) <u>focus on student achievement</u> by concentrating on the academic and social-emotional needs of diverse students; b) designing a <u>community of practice</u> that establishes a collaborative

culture of shared inquiry and teamwork focused on continuous learning; and c) engaging in a cycle of inquiry that creates a process of continuous assessment on effectiveness of instructional strategies. In collaboration with our partners, teachers will have the opportunity to co-plan and co-teach arts-integrated units with artists in residence to help generate innovative approaches and develop teacher confidence and efficacy in instructional delivery. All teachers will be supported in their implementation of new instructional strategies by participating in PD. Teachers will develop their capacity to assimilate a variety of research-based approaches, curriculum models, and course sequences to develop our medical- and technology-focused academies which will show a clear pathway to earn both high school and college credits. This process will consist of growing skills and knowledge in areas such as: SC Career Guidance Model, US Department of Labor Building Blocks Competency Models, PLTW, SREB Health and Informatics Curricula, SC Computer Science Standards, and industry certifications. Our educators will receive PD on culturally responsive instructional strategies and trauma-informed practices.

◆**Extracurricular Activities:** To ensure that all students have the opportunity to participate in extracurricular activities provided by our magnet school programs, our principals and school staff will identify potential financial barriers. As extracurricular activities, such as extension activities and afterschool programming are provided throughout the year, MSAP funding will cover any associated costs for participation to guarantee equal access of participation by all students.

4) Effectiveness of strategies for elimination, reduction, or prevention of minority isolation.

BCSD defines minority group isolation as occurring at those schools that have a larger racial or ethnic population for a specific subgroup of 15% or greater when compared to the district's averages. In addition to the desegregation strategies previously proposed to include race-neutral approaches in the selection of students for our magnet school programs, BCSD is committed to

implementing other desegregation strategies that reduce minority group isolation in our schools. Consistent with the mandate of Title VI, our Desegregation Plan expressly provides that all facets of the operation of the district, including employment, will be conducted on a racially non-discriminatory, non-segregated basis. Our district recognizes that the racial composition of administrators, faculty, and staff can be a significant indicator of, or contributor to, the racial identifiability or educational comparability of a school, as well as of the racial isolation of a school's students, and has taken steps to ensure this does not occur. Our continued efforts include: 1) Continue to recruit, select, and assign administrators, faculty, and staff in a manner that ensures its operations are consistent with the district's obligations under the Voluntary Desegregation Plan and Title VI; 2) Assess annually whether the racial composition of administrators, faculty, and/or staff at the school, in conjunction with the racial composition of the student body at the school, contributes to the racial identifiability or isolation of the school, and if so, will develop and implement a plan to address such racial identifiability or isolation as appropriate; 3) Provide US ED's OCR with a report biennially, inclusive of the magnet schools, containing (a) the number of administrators, certified staff members, and classified staff members by race at each school; (b) the administration's assessment of whether the racial composition of administrators, faculty, and/or staff at any school, in conjunction with the racial composition of the student body at the school, contributes to the racial identifiability of the school or isolation of its students; and (c) a detailed plan to address the effect of faculty/staff assignments on any such racial identifiability or isolation; 4) Furnish OCR with all information needed to evaluate compliance with the Voluntary Desegregation Plan and make staff available to OCR on a reasonable basis upon request; and 5) Provide OCR with notice and an opportunity for review and approval of any future school construction, alterations, grade reorganizations, or attendance zone changes that may affect the

racial composition of the magnet schools, so OCR can advise whether they are consistent with the Voluntary Desegregation Plan and Title VI. In addition to ensuring that the racial composition of administrators, faculty, and staff in our schools is not a contributor to racial identifiability or educational comparability, BCSD recognizes the necessity to provide our educators with the tools and knowledge needed for implementation of our magnet programs and our program **Goal 1** of reducing minority group isolation in our schools. Our comprehensive PD approach (described in *Project Design),* will provide our administrators and instructional staff the tools and knowledge necessary to create academically challenging, but supportive learning environments that help close the academic achievement gap and reduce minority and socioeconomic isolation in our schools. Numerous studies have documented the ability of magnet school programs to promote greater diversity in formerly segregated schools due to the ability of magnets to entice more affluent, non-minority students to attend these schools (Hinds, 2017). Our new magnet clusters in Beaufort and Whale Branch will combine diversity goals with excellent educational options to increase diversity (racially and socioeconomically) within seven schools. An abundance of research to date indicates important benefits are associated with attending magnet schools, both academically and non-academically. This includes enhanced classroom discussion, more evidence of advanced social and historical thinking, greater commitment to increasing racial understanding, improved racial and cultural awareness, and greater student persistence (Ayscue, et al., 2017). Diverse K-12 experiences help students develop higher education and career aspirations (Ayscue, et al., 2017).

B. QUALITY OF PROJECT DESIGN

(1) Magnet school program will increase academic achievement in instructional areas.

We designed *Med-Tech 7* to meet **Competitive Preference Priority (CPP 2) – New or Revised Magnet Schools Projects** (*Appendix F*) by creating two K-12 pipelines with significantly revised and new magnets at two elementary, three middle, and two high schools. These seven schools include two clusters: Beaufort (Mossy Oaks Elementary, Lady's Island Middle, Beaufort Middle, and Beaufort High) and Whale Branch (Whale Branch Elementary, Middle, and High). These clusters were chosen based on the following opportunities: geographical locations to improve socioeconomic diversity, likelihood to reduce minority group isolation, potential to address student educational needs and increase academic achievement, and district experience in theme-based school choice programs. The needs assessment for our 2020 strategic plan revealed key factors impacting students and making target schools prime candidates for increasing achievement:

- An average poverty index at 74% indicates the target schools experience multiple challenges which is 15% higher than the district average (SC School Report Card, 2019).
- Our district conducted an internal achievement gap and at-risk indicator index based off state assessment data for all 32 schools in our system. The average index at each school indicated that nearly all our target schools ranked below the district average index and in the bottom 40% compared to other schools with four target schools in the bottom 25%.
- Our district met the definition of "significant disproportionality" in the category of discipline with in-school suspensions more than ten days for students who are African American. Further, results from district student engagement surveys at our target schools revealed only 60% of students scored as "committed."
- Analysis of students with MTSS RtI plans revealed that our seven target schools represent a quarter of the students in the district with these intervention plans.

- The teacher retention rate at our target schools (71%) is nearly 10% below the district average, and nearly 20% of teachers in our target middle and high schools are inexperienced teaching in core classes (SC School Report Card, 2019).

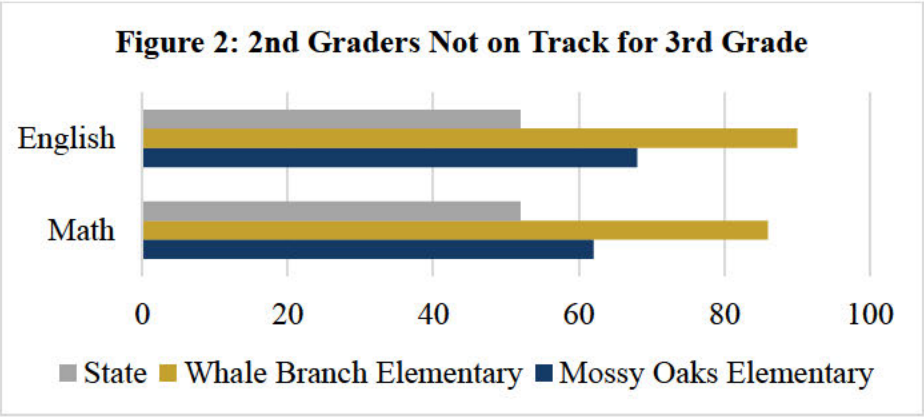
The tables and figures below provide a snapshot of current student academic achievement at each school. There are two key academic assessments administered to elementary and middle school students in South Carolina: (a) SC College- and Career-Ready (SC Ready) for students in grades 3-8 for math and English and (b) SC Palmetto Assessment of State Standards (SC PASS) for students in grades 4-8 for science. *Table 14* shows our dismal outcomes for SC Ready and SC PASS compared to our district and state (SC School Report Card, 2019).

Table 14: Students Not Meeting Standards or Expectations (2019)

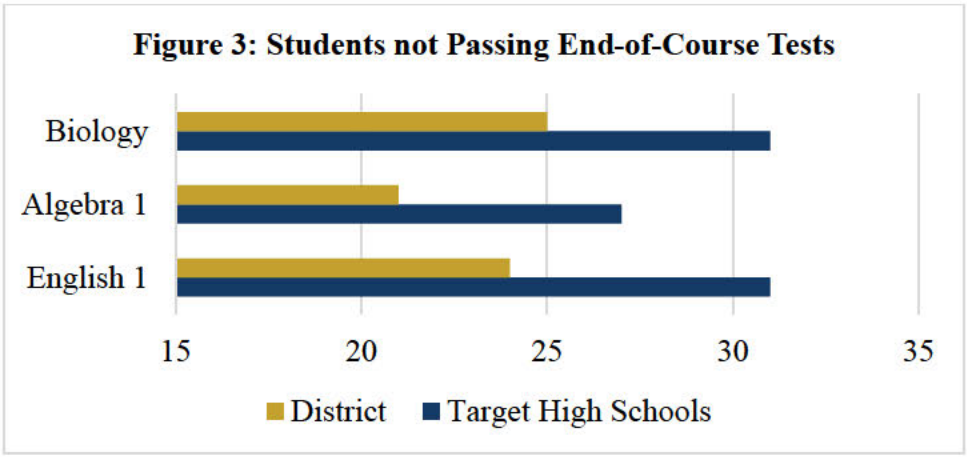
School	Math	English	Science
Mossy Oaks Elementary	53%	58%	67%
Whale Branch Elementary	77%	80%	76%
Lady's Island Middle	64%	63%	55%
Beaufort Middle	58%	57%	51%
Whale Branch Middle	74%	74%	74%
District	52%	55%	49%
State	55%	55%	51%

Table 14 shows that over half of students do not meet standards or expectations and perform worse than our district and state in all three subject areas. Further, the difference between the average of our target schools for each subject compared to both our district and state represents a gap of 10% or more in performance. As noted in *Figure 2*, further analysis revealed a large percent of our

target 2nd grade students are not on track for success in math and English for 3rd grade which is a critical transitional year for future achievement. Our students are performing worse than the state.



The End-of-Course Examination Program is mandated by the Education Accountability Act of 1998 which requires the development of end-of-course examinations in gateway or benchmark courses. *Figure 3* provides a snapshot of the lack of academic achievement at our two target high schools compared to our district (SC School Report Card, 2019). Unfortunately, in all subjects, students perform worse than the district with over a quarter or more not passing core subjects.



Sadly, over half the students at each high school who are diploma earners are not college and career ready with Whale Branch High at 65% and Beaufort High at 54%. ACT benchmarks indicate scores on the ACT subject-area tests that demonstrate the achievement level necessary for students to have a 50% chance of earning a B or higher or about a 75% chance of earning a C or higher in

first-year college courses. Unfortunately, the percent of our high school students not meeting ACT college-ready benchmarks is strikingly high as seen in *Table 15* with less than 15% of students scoring above the benchmarks for all four subjects (SC School Report Card, 2019).

Table 15: Students Not Meeting ACT College-Ready Benchmarks (2019)

	English	Math	Reading	Science	All Subjects
Whale Branch High	76%	92%	82%	90%	96%
Beaufort High	54%	75%	69%	77%	85%

Noticeably, low academic achievement and limited college or career readiness are persistent across our two K-12 clusters of seven schools providing a vital opportunity to increase academic success for all students through evidence-based magnet school programs. **◆Magnet Design:** The vision for *Med-Tech 7* is that learning leads the way for all students to thrive academically through a rigorous, theme-based K-12 pipeline characterized by diverse social, economic, ethnic, and racial backgrounds. To sustain student success, we designed *Med-Tech 7* based on our experiences with school choice and best practices from other successful magnet programs. With increasing student academic achievement as our fundamental purpose, we designed our project using a systematic process based on the Magnet School Development Framework with core element and structure principles that lead to successful magnet schools highlighted in *Table 16* (Walton, et. al., 2018).

Table 16: *Med-Tech 7* Project Design Element and Structure Principles

Effective leadership and management to drive change and ensure optimal use of resources	Coordinated, continuous communication that promotes stakeholder buy-in and participation
Collection of high-quality data with a solid system to support application and decisions	Relevant theme integration with plans embedded in all components of the magnet

High-quality professional learning that develops effective magnet educators	Strategic sustainability plan that protects the investment and enhances effectiveness
Intentional and integral diversity and equity practices to attract a variety of students	Strategic enrollment system to attain and sustain diverse student enrollments
Evidence-based, interdisciplinary curricular and instructional approaches related to theme	School-family relationships to form positive impacts on student attitudes and motivation
Mutually beneficial community partnerships to bring diverse perspectives to enhance program	Planning and implementation approaches that maximize project services

To increase student academic achievement, key project goals and objectives will emphasize the following five areas: (a) **Desegregation:** Employ recruitment and selection methods that stimulate socioeconomic integration and reduce minority group isolation; (b) **Academic Achievement:** Increase academic success through an educationally challenging and diverse learning environment that inspires all students to achieve their potential; (c) **Medical Magnet Theme:** Implement an evidence-based whole school STEAM arts-integrated program with specialized academies of Pre-Med and Biomedical Science for the Beaufort K-12 cluster; (d) **Technology Magnet Theme:** Implement an evidence-based whole school STEAM arts-integrated program with specialized academies of Cybersecurity, Computer Science, and Network Engineering for the Whale Branch K-12 cluster; and (e) **Professional Development:** Provide high-quality professional learning that empowers educators to excel in practice and innovative integration of magnet themes. Built on research that supports increased academic achievement, all schools in both the Beaufort and Whale Branch clusters will employ a whole-school STEAM arts-integrated theme supported by PBL as well as one additional magnet theme using a school-within-a-school approach. At the Beaufort K-12 cluster, specialized slots will be available for middle and high students through our medical

magnet theme with academies of Pre-Med and Biomedical Science at Beaufort High. At the Whale Branch cluster, specialized slots will be available for middle and high students through our technology magnet theme with academies of Cybersecurity, Computer Science, and Network Engineering at Whale Branch High. Since 2014, BCSD has extensive experience implementing a school choice initiative currently with over 12-themed programs across the district (e.g., Animation, Creation and Design; Classical Studies; Dual Language; Acceleration Academy; Advanced Math, Engineering, and Science Academy). Key experiences with the school choice process include employing recruitment and selection processes and policies, designing engaging curricula and instruction, developing supports for struggling students, and fostering interaction among students of diverse backgrounds. The magnet-based themes for our MSAP were selected based on the following factors: (a) From July to September 2019, our superintendent conducted 13 listen and learn sessions which served as the foundation of developing our district strategic plan and MSAP. These sessions were open to all school and community stakeholders throughout different areas of Beaufort County to acquire feedback on areas of pride and strength, areas that need improvement, and increase partnerships with community stakeholders. Feedback from 521 stakeholders revealed the following priorities: delivering an equitable and viable curriculum for all students, adding more choice options especially for STEM and the arts; strengthening the MTSS process to ensure all students receive needed academic and emotional reinforcement, building the skill sets of teachers to meet the demands of learners, employing a human resources model for selection of teachers that builds upon the assets of the teacher to student needs, and developing foundational skills and systems that engage all students and teachers in positive learning that is inclusive of the school community and the community it serves. (b) Described in detail below, an expanding base of research on arts integration has shown a wide range of positive educational

outcomes, particularly for high-need students, by increasing motivation for learning, raising student achievement, and developing desired social skills (Cornett, 2015). Featured in an arts integration book for classroom teachers, our district has extensive experience creating an arts-integrated school at Lady's Island Elementary which is not a target school for our MSAP (Cornett, 2015). This school started with changes in racial makeup caused by a new, nearby elementary school leaving it with just over 200 students, a 75% free- and reduced-lunch rate, and 50% of the teachers leaving. Leadership and educators used a creative inquiry process to design the arts-integrated program beginning with the problem and then collecting information through learning theories, research, and site visits to other successful programs. The school was transformed through arts integration as a whole school model earning a 99.7 on the federal report card for reading and math which was the highest score in the district. Further, the school was considered "value added" under the Teacher Advancement Program in which they achieved an average of two years growth in one year for fourth grade. Based on this success, we have also initially piloted arts-infused initiatives at five of our seven target schools. The implementation of best practices from our Lady's Island Elementary model and the experience from our arts-infused initiatives (periodic arts exposure) provide a strong foundation to create new arts-integrated (integrated across core academic subjects) magnets. (c) Our district also studied the high-demand, industry specific labor market trends for our state and region. For South Carolina, looking at the fastest growing careers from 2016-2026, 11 of the 20 occupations were health and medical related with technology-related careers ranking in the top eight (CareerOneStop, 2020). Regionally, software occupations ranked as the number one fastest growing career estimates from 2016-2026 with a 43% increase expected (SC Department of Employment & Workforce, 2020). Eight of the top 20 fastest growing careers were health and medical related with physician assistants and nurse practitioners at the top with a

42% increase expected. *Table 17* shows the total number of students served per year for our STEAM arts-integration theme and the total number of students served per year once the rollout for the Beaufort medical and Whale Branch technology clusters are complete.

Table 17: Proposed Magnet Themes and Students Targeted Annually		
School	**# of Students**	**Theme**
K-12 Beaufort Medical Magnet Cluster		
Mossy Oaks Elementary	325	STEAM Arts Integrated
	325	Medical Awareness: Pre-Med + Biomedical Science
Lady's Island Middle	501	STEAM Arts Integrated
	120	Medical Exploration: Pre-Med + Biomedical Science
Beaufort Middle	377	STEAM Arts Integrated
	120	Medical Exploration: Pre-Med + Biomedical Science
Beaufort High	1,278	STEAM Arts Integrated
	120	Pre-Med Academy
	120	Biomedical Science Academy
K-12 Whale Branch Technology Magnet Cluster		
Whale Branch Elementary	461	STEAM Arts Integrated
	461	Technology Exploration: Cybersecurity, Computer Science, Network Engineering
Whale Branch Middle	389	STEAM Arts Integrated

	120	Technology Awareness: Cybersecurity, Computer Science, Network Engineering
Whale Branch High	463	STEAM Arts Integrated
	90	Cybersecurity
	90	Computer Science
	90	Network Engineering

The following describes the overarching STEAM arts-integrated theme for our K-12 pipeline in both the Beaufort and Whale Branch clusters as well as the integrated focus areas for each (medical and technology) that will empower improvements in student academic achievement.

All Seven Magnet Schools (K-12): STEAM Arts Integration

◆Rationale and Links to Academic Success: Both the Beaufort and Whale Branch clusters will transform their culture through a whole-school magnet theme of STEAM arts integration. As previously noted, limited academic achievement and low college and career readiness are persistent across our target schools. To tackle these limitations and increase academic achievement, the overarching STEAM arts-integrated theme was selected to align with the *Profile of the South Carolina Graduate* which has been adopted by the State Board of Education. Used as a framework to support district college and career readiness activities, this profile identifies the knowledge, skills, and characteristics a high school graduate needs to be ready for success as they pursue a career or enter college. This framework integrates with our district's efforts to improve college- and career-readiness through PSAT testing to identify national scholars and alignment with the Khan Academy (e.g., math test prep) to strengthen student supports in a virtual world, providing prescriptive development plans for students. The emphasis of this framework is world-

class knowledge which includes rigorous standards in math, language arts, multiple languages, science, technology, engineering, arts, and social sciences. *Table 18* features the core skills and characteristics that will be developed through the STEAM arts-integrated theme (SC ED, 2017).

Table 18: Profile of the South Carolina Graduate	
Life and Career Characteristics	**World-Class Skills**
Interpersonal skills	Knowing how to learn
Integrity	Creativity and innovation
Work ethic	Critical thinking and problem solving
Self-direction	Communication, media, technology
Global perspective	Collaboration and teamwork

Research confirms that early exposure to STEM supports the overall academic growth in diverse learning populations, including the promotion of critical thinking and reasoning skills (National Science Board, 2015). It also enhances later interest in STEM studies and careers, particularly for female and minority students, who are severely underrepresented in STEM fields (National Science Board, 2015). An integrated STEM approach is best achieved by PBL characterized by a blending of disciplines and hands-on learning through collaboration among educators and across subjects (MSAP Center, 2015). To support academic achievement, a PBL approach to teaching and learning will provide a context for thematic instruction through specialized curriculum units of study. PBL was selected as our approach to instruction as it provides a solid framework to support our whole-school STEAM arts-integrated theme as well as academic success. PBL has been shown to be effective with a wide variety of learners and school types (e.g., urban, suburban, rural) and as well as low socioeconomic students (Halvorsen, et al., 2012). Students will be given the opportunity to investigate real, open-ended problems; formulate questions; and develop

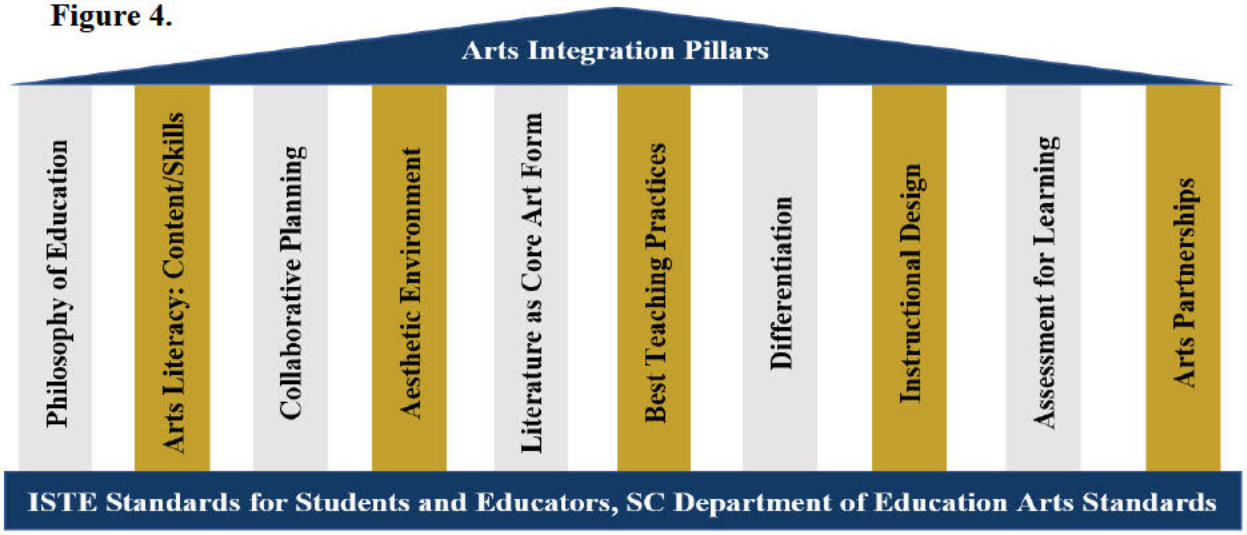
solutions to genuine challenging situations (Condliffe, 2016). Engaging students in such meaningful problem-solving builds higher order thinking skills and increases their motivation to learn (Hutchinson, 2015). Compared to traditional instructional approaches, PBL raises long-term retention of content and helps students perform as well or better than traditional learners in high-stakes tests (Condliffe, 2016). It has also been shown to promote a range of skills highly valued by employers in the global economy of the 21st Century including communication, critical thinking, collaboration, and research skills while building students' ability for self-directed learning, self-perception, and confidence (Condliffe, 2016; Hutchinson, 2015). Arts integration will serve as an approach of creative inquiry with both art content and processes as central to learning across core academic areas (Cornett, 2015). Differentiation will occur naturally in arts-integrated classrooms which teaches creative thinking as students learn how to process the challenges in math, English language arts, science, and social studies using communication tools in the arts. We selected an arts integration theme based upon our previous experience and mounting evidence that this approach improves academic success. Research finds that arts-engaged students perform higher on test scores and as the intensity of arts exposure increases, so do the scores with achievement building over time especially for low-income students (Catterall, et al., 2012). Further, students engaged in art experiences linked to better attendance and higher scores which include improved problem-solving skills, creative capacities, and broader multicultural understanding (Cornett, 2015). Key findings from four longitudinal studies of 18,000 students through the National Endowment for the Arts comparing low socioeconomic status students that had high and low levels of arts engagement revealed the following (Catterall, et al., 2012): eighth graders with sustained arts engagement kindergarten through elementary school had higher test scores in science and writing; high school students were more likely to complete a calculus course,

earn a higher GPA, belong to academic honor societies, and participate in extracurricular activities; and students were also more likely to aspire to college, enroll in competitive colleges, and earn a bachelor's degree. In additional to impacting academic achievement, arts integration provides multiple benefits and positive outcomes for students which include (Cornett, 2015):

- **Diverse Learners:** enables learning to be more equitable and levels the playing field with a variety of styles to understand and express meaning while attracting and accommodating a wide range of learners, including those with special needs and disadvantaged students;
- **Cognitive Effects:** strengthens higher-order and critical thinking skills while improving special reasoning, organization, planning, self-direction, and self-assessment;
- **Learning Environment:** fortifies opportunities for active, engaged, interdisciplinary learning with students and teachers working more collaboratively while empowering students to be more artistic, enthusiastic, and creative;
- **Social Impacts:** develops self-control, communication skills, conflict resolution strategies, sustained focus, and willingness to collaborate and exhibit learning; and
- **Affective/Motivational Effects:** improves school attendance, self-esteem, flexibility, empathy, willingness to tolerate uncertainty, and student motivation to stay in school longer and exhibit more positive attitudes.

◆STEAM Arts Integration Framework: Each school's STEAM arts-integrated approach and processes will be tailored to student interests and needs, school strengths, and developmental levels which will lead to a unique design and evolvement at each location (Cornett, 2015). However, for all schools, the core approach will follow a research-based framework with ten pillars known to support a robust arts integration program as highlighted in *Figure 4*, below (Cornett, 2015).

Figure 4.



The following provides an overview of these ten pillars (Cornett, 2015):

1. **Philosophy of Education:** philosophical beliefs based on five Ps – people, principles, places, programs, and pedagogy; establishing goals for student education taking into account changing societal and personal needs that will play a role in how they learn; solid values for diversity, active learning, creative inquiry, and student independence;
2. **Arts Literacy – Content/Skills:** both arts specialists and classroom teachers know art and how to interpret it using arts as communication tools (i.e., types of texts, forms of literacy); both specialists and teachers directly teach core art content and processes making the role of the creative process as the focus; key aspects of art literacy are integrated into instruction with the purposes of the arts (why), processes of the arts (how), people (who), products or art forms (what), and arts elements, skills, and concepts (what);
3. **Collaborative Planning:** focus on partnering to help students learn different subjects through the arts that provides mutually beneficial, meaningful learning; starting with desired learning outcomes, classroom teachers, arts specialists, and artists in residence co-plan standards-based units and performance-based assessments emphasizing connections among key concepts and skills;

4. **Aesthetic Environment:** context for learning is exceedingly impactful when the classroom demonstrates the teacher's personality and creativity; environment inspires curiosity and desire to learn within the students; both school and classroom create a culture that develops respect, promotes diversity, and encourages risk taking and creative inquiry;
5. **Literature as a Core Art Form:** recognition that literature is the most common and available art form in a school; literacy is the foundation of all subjects and centering literature off the arts provides a basis to integrate art across all subjects;
6. **Best Teaching Practices:** inquiry questions and techniques are central to the following practices – what you teach is who you are, inside-out motivation, active learning, creative inquiry, explicit teaching, application and practice, aesthetic invitations, process and product, management (behavior, time, materials), and independence and self-discipline;
7. **Differentiation:** instructional opportunities are broadened with a focus on arts communication processes, multisensory methods, texts and materials with a variety of intelligences interventions, and multimodal/digital media; key differentiation strategies include: place (learning setting), amount (practice, time, and content), rate (frequency), targets (lesson goals and monitoring), instruction (approaches such as explicit teaching), curriculum (scope and sequence of experiences), utensils (choices of technology and tools); level of challenge (complexity), assistance (scaffolding/flexible grouping), and response options (ways to demonstrate learning);
8. **Instructional Design:** design characterized by flexible but predictable time structures, routines, and rituals embedded into the arts-integration philosophy which ensures arts are permanent in curricula not drop ins; quality arts-integrated strategies include – energizers

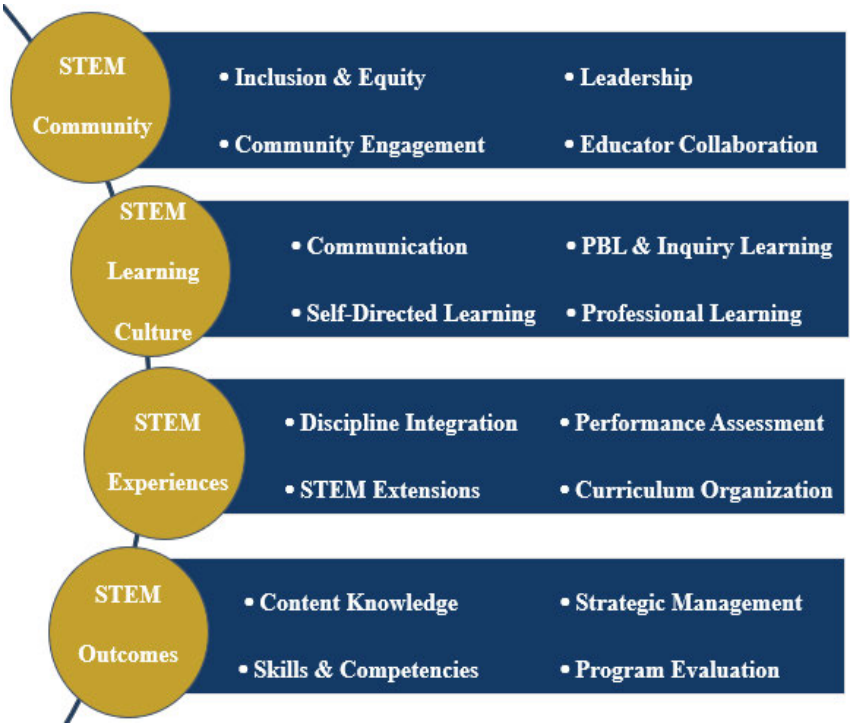
and warm-ups, opening/closing routines, performances and exhibits, grouping, centers and stations, and clubs and projects;

9. **Assessment for Learning:** employing the use of multiple assessments to gather evidence, motivate additional learning, and plan for differentiation; emphasis on clear goals and learning outcomes for students at the beginning, offering ongoing feedback during inquiry, and using student self-assessment compared to expectations criteria; and
10. **Arts Partnerships:** forming collaborations with arts specialists both in and outside the schools to help facilitate co-planning and co-teaching – artist residencies, community art agencies, and cultural organizations.

The use of key pathways and standards will also help provide the foundation for this framework. These include: (a) STEM Pathways to Success: This model links to the nationally recognized career clusters in which the SC Pathways to Success for STEM guide serves as an education- and career-planning framework (SC ED, 2020a). This resource offers a variety of tools to support academic and career development with a map of courses required for graduation and entrance to college as well as suggestions for complimentary course work and extended learning options. (b) International Society for Technology in Education (ISTE) Standards for Students: These student-focused standards are designed to inspire student voice and a student-driven process to flourish in an ever-changing technological landscape (ISTE, 2016). The emphasis is on seven key areas which include empowered learner, digital citizen, knowledge constructor, innovative designer, computational thinker, creative communicator, and global collector. (c) ISTE Standards for Educators: These standards serve as a foundational guide to inspire students to transform into empowered learners focused on deepening practice, promoting peer collaboration, and rethinking traditional methods (ISTE, 2017). The emphasis is on seven key areas which include learner,

leader, citizen, collaborator, designer, facilitator, and analyst. (d) National Core Arts Standards: In 2014, the National Core Arts Standards were released with 27 states adopting revised arts standards in at least one or more art disciplines with a focus on ensuring artistic literacy for all (State Education Agency Directors of Arts Education, 2019). In 2017, the SC Department of Education revised and adopted these standards producing college- and career-ready standards with design and media arts in the following areas: visual and performing arts, choral music, general music, theatre, dance, instrumental music, and visual arts (SC ED, 2017). **◆School-Level Implementation:** The following key processes and activities will occur at each school: (a) Linked to each school's complimentary theme (medical or technology), all STEAM arts-integrated components will be incorporated throughout core academic subjects. Our Arts Integration Council will guide the rollout of this component with a representative educator from each magnet school and the tasks of developing marketing and recruitment strategies, sharing best practices, and addressing implementation processes. Each school will have a Magnet Advisory Team to oversee school-specific implementation and ensure alignment to academics and instruction. Implementation will also be supported by our District Arts Coordinator, District STEAM Coordinator, Arts Instructional Specialists, and Artists in Residence. During Year 1, we will engage in planning and preparation activities to support initial school-level implementation beginning in Year 2 for all target elementary and middle schools and Year 3 for our two target high schools. Year 1 activities include securing staff buy-in, readiness surveys, model school site visits, PD in STEAM arts integration, aligning instruction, and marketing and recruitment. (b) With the support of our Southern Regional Educational Board (SREB), all seven target schools will pursue STEM certification to enhance project activities through Cognia which was previously AdvancED. One of our target schools, Lady's Island Middle, is STEM certified and is currently

up for recertification in 2020. Another target school, Beaufort Middle, has also begun the recertification process and anticipates earning this credential. The STEM certification process has six key steps (Cognia, 2020): STEM application, internal review in which a school-based team completes the STEM certification diagnostic, schedule review and develop presentation of evidence, two-day onsite review conducted by trained STEM reviewers, STEM certification recommendation with findings and recommendations form the team, and the STEM final report and certificate valid for five years. The STEM certification process incorporates 16 standards across four domains. *Figure 5*, below, highlights each domain with the standard themes for each (Cognia, 2020). (c) While some schools have implemented PBL strategies, *Med-Tech 7* will provide the opportunity to strengthen practices and design engaging curriculum units that integrate with our magnet themes. The Buck Institute for Education will provide expertise and PD on how to design, assess, and manage projects that engage and motivate students across grade levels and subject areas linked to magnet themes (BIE, 2020a). Aligned to local, state, and national standards, instructional practices will be tailored to support the STEAM arts integration model across all schools and each school's complimentary magnet theme. Staff time will be provided for collaboration to develop STEAM-integrated lessons with groups that cut



across grades and subjects as well as rotating members, so teachers periodically collaborate with different staff to produce new ideas (MSAP Center, 2015). Grounded in a research-informed model, *Table 19* highlights the essential PBL design elements that emphasize student learning goals linked to standards-based content and skills such as problem solving, critical thinking, communication, self-management, and collaboration (BIE, 2020b).

Table 19: Project-Based Learning Design Elements	
Challenging Problem	Steered by a meaningful problem to address or question to follow given an acceptable level of challenge
Sustained Inquiry	Engagement in an extended, rigorous progression of generating questions, locating resources, and applying information
Authenticity	Use of real-world context, tools, or tasks or is related to student personal concerns or interests
Student Voice and Choice	Decision making about the project and processes and designing what will be generated
Reflection	Reflection on learning and looking at effectiveness of the inquiry and activities, quality of work, and barriers
Critique and Revision	Student feedback on the method to improve the process and products to inspire deeper learning
Public Product	Share project beyond the classroom by explaining, displaying, or presenting to others in the community

(d) Before school arts enrichment opportunities will be available to all K-12 students based on a successful approach from our model arts integration program at Lady's Island Elementary. Based on student interest and needs, the D'Arts opportunity enables students to choose from show choir,

guitar, drumming, dance, visual art, and drama. Activities will be showcased through student performances at local community venues. To enhance learning and provide summer opportunities, a two-week STEAM camp will be available for rising fourth through eighth graders in both the Beaufort and Whale Branch clusters. These camps will provide in-depth, advanced-level creative workshops taught by master teachers and professional artists. Afterschool enrichment activities will also be provided by our partners at the YMCA and Boys & Girls Club of the Lowcountry.

K-12 Beaufort Cluster Pipeline: Four Medical-Themed Magnet Schools

◆Rationale and Links to Academic Success: Four new magnet schools will be formed as a K-12 pipeline with STEAM arts integration and medical career development which emphasize state and regional needs and supported by PBL strategies. These schools include Mossy Oaks Elementary, Lady's Island Middle, Beaufort Middle, and Beaufort High. These needs revealed the opportunity to create 21st Century learners in two key medical pathways: Pre-Med and Biomedical Science. Students will be exposed to a variety of medical career awareness (elementary school) and exploration (middle school) development strategies linked to academic instruction which will amalgamate to the selection of high school academies focused on these two tracks. Research finds that when students are engaged with career awareness and exploration at an early age, academic performance and involvement improve as well as increases in social and interpersonal skills, confidence, competence, and motivation all which contribute to academic success (SC ED, 2020a). Additional benefits also include helping keep students in school and positively impacting their persistence (Adams, 2013). Students who are engaged in career development activities and instruction show a greater understanding of jobs, increased self-esteem, and higher grades, and are more involved in career and academic planning (ACTE, 2018). Career development activities that include work-based learning opportunities help students cultivate knowledge of the work

environment and readiness, improve motivation, enrich job-related skills, increase school attendance, and lower dropout rates (Alfeld, et al., 2013). **◆Medical Magnet Structure:** During Year 1, extensive planning and PD will lead to the implementation in Year 2 of our whole-school STEAM arts-integrated model and PBL strategies previously outlined for all students at four target medical schools. Students will also have the option to apply for medical-themed slots at each school. Using a phased-in execution, extensive planning in Years 1 and 2 will enable our four medical schools to design themes and academies for Pre-Med and Biomedical Science for students beginning in Year 3. At Beaufort High, the Pre-Med and Biomedical academies will be added by grade level each year starting with 9th grade in Year 3. A lead teacher will be designated to oversee each academy, monitor core group of teachers, and serve as a liaison with school staff and industry partners. *Table 20* overviews the magnet theme, key activities, and the total number of students during the five-year grant period that will be served through the medical magnet (SC ED, 2020a).

Table 20: Medical Magnet Theme and Key Activities	
Mossy Oaks Elementary	
Medical Awareness: Pre-Med + Biomedical Science	• Build understanding of a variety of careers available in the medical field and how school relates to work and careers; • Employ career assessment instruments to identify interests and learn about goal setting and decision making; • Use of diverse guest speakers from the medical field; and • Offer summer engagement activities through five-day medical-themed camp for rising fourth and fifth graders
Lady's Island Middle and Beaufort Middle	

Medical Exploration: Pre-Med + Biomedical Science	• Learn about targeted medical careers and personalize to student interest with career-related PBL and simulated industry projects; • Continue to use career assessments and explore medical field and begin development of individual graduation plan; • Participate in introductory work-based learning through workplace tours, guest speakers, career fairs, and job shadowing; • Offer summer engagement activities through five-day medical-themed camp for rising sixth through eighth graders; and • Select Pre-Med or Biomedical track by the end of eighth grade to enter the high school academy
Beaufort High	
Medical Preparation: Pre-Med Academy Biomedical Science Academy	• Develop foundational skills for college- and career-readiness linked to academic skills for Pre-Med or Biomedical Science with career-related PBL; • Continue to review and update individual graduation plan selecting secondary courses aligned to academy and create short- and long-term career plans; and • Engage in work-based learning with industry partners through service learning, mentoring, and on-site experiences

◆Medical Magnet Content: In collaboration with the Magnet Advisory Team, the Pre-Med and Biomedical Science Academy Committees will design content maps to show a clear pathway to earn both high school and college credits as well as links to work-based learning opportunities with our partners. We will consider a variety of research-based approaches, curriculum models,

and course sequences to develop the content for the medical-themed activities and instruction such as: (a) SC Career Guidance Model and Health Science Standards: This model was created with the focus to guide district, parents, and communities to engage students in the lifelong learning process of career development (SC ED, 2020a). The emphasis is to cultivate students for a positive transition from school to work and is designed to strengthen academic and higher order thinking skills and develop personal qualities needed for success in the workplace. This model links to the nationally recognized career clusters in which the SC Pathways to Success for Health Science guide serves as an education- and career-planning framework. This resource offers a variety of tools to support academic and career development with a map of courses required for graduation and entrance to college as well as suggestions for complimentary course work and extended learning options. The SC Health Science Standards will serve as a guide to educators in implementing classroom instruction and include standards, student profile, and equipment list for a variety of courses such as Health Science Careers Health Science Clinical Study, Biomedical Innovation, Human Body Systems, and Sports Medicine. (b) Building Blocks Competency Model: The Employment and Training Administration and their industry partners have collaborated to design this model which defines the foundational and technical competencies needed to educate and prepare a globally competitive workforce. Incorporating these building blocks, we will use the Fundamentals of Health Care Competency Model which was developed in collaboration with the Health Professionals Network and other technical and subject matter experts (US DOL, 2018a). This model includes five tiers of competencies: personal effectiveness, academic, workplace, industry wide (health industry fundamentals, health care delivery, health information, ethics, laws and regulations, and safety systems), and industry sector (patient interaction, health and disease, infection control, medication, documentation, and diagnostic procedures). We will also use the

Bioscience Competency Model which was developed in collaboration with education, business, and industry leaders from the Bioscience Community of Practice (US DOL, 2018b). This model includes five tiers of competencies: personal effectiveness, academic, workplace, industry wide (bioscience fundamentals; research and development; quality control and assurance; and health, safety, and security), and industry sector (drugs and pharmaceuticals; medical devices and equipment; and research, testing, and medical laboratories). (c) PLTW: Through elementary school launch modules, middle school gateway units, and high school courses, the K-12 Biomedical Science Pathway offers a research-based approach that provides real-world, applied learning experiences with hands-on activities to discover and explore interests and transform students into confident problem solvers (PLTW, 2020a). All pathways are aligned to Common Core, Next Generation Science, and National Health Standards. Modules such as infection detection and variation of traits at the elementary school level help students explore with hands-on activities such as proposing methods to prevent the spread of illness. Units at the middle school level help strengthen understanding through projects such as being medical detectives to analyze genetic testing results to diagnose disease and measuring and interpreting vital signs. Courses at the high school level include principles of biomedical science, human body systems, medical interventions, and biomedical innovation and encourage students to study in-depth challenges such as investigating the death of a fictional person. (d) SREB: SREB uses an Advanced Career approach which is a rigorous, relevant combination of academic and technical skills with authentic projects (SREB, 2013). This approach offers ready-to-implement course work for students, comprehensive training for teachers, tools, and resources for PBL, end-of-course assessments, and opportunities for industry certification and dual credit. The health informatics pathway introduces students to using technology and software to analyze data about health care that results in better

decisions by consumers and health care providers. Courses include data and use, transforming data into information, transforming information into knowledge, and problems and solutions. (e) Applied Educational Systems: We will use the HealthCenter21 digital curriculum to support learning (Applied Educational Systems, 2020). Helping prepare students for certifications, this tool provides interactive multimedia lessons to keep students engaged, real-time grading for students to receive immediate feedback and progress monitoring, and a customizable curriculum to mix and match topics to suit classroom needs. Topics include physical exams, phlebotomy, pharmacology, patient assessment, medical terminology, infection control, bloodborne pathogens, and legal and ethical responsibilities. (f) Industry Certifications: We have an extensive partnership with the Technical College of the Lowcountry through our dual enrollment at Beaufort High and certification opportunities. The college currently has health science industry certifications which we will explore during the planning phase to determine the best fit for Pre-Med and Biomedical Science Academies such as healthcare case management and medical assisting.

K-12 Whale Branch Cluster Pipeline: Three Technology-Themed Magnet Schools

◆Rationale and Links to Academic Success: Three new magnet schools will be formed as a K-12 pipeline with STEAM arts-integrated and technology career development which emphasize state and regional needs and supported by PBL strategies. These schools include Whale Branch Elementary, Middle, and High. A needs assessment revealed the opportunity to create 21st Century learners in three key technology pathways: Cybersecurity, Computer Science, and Network Engineering. Students will be exposed to a variety of technology career awareness (elementary school) and exploration (middle school) development strategies linked to academic instruction which will amalgamate to the selection of a high school academy focused on these tracks. Research highlighted in the previous section documented the links of career awareness, exploration, and

preparation to future academic success and development of 21st Century skills. **◆Technology Magnet Structure:** During Year 1, extensive planning and PD will lead to the implementation in Year 2 of our whole-school STEAM arts integration model and PBL strategies previously outlined for all students at the three target technology schools. Students will also have the option to apply for technology-themed slots at each school. Using a phased-in execution, extensive planning in Years 1 and 2 will enable our three target schools to design technology-focused themes and academies for Cybersecurity, Computer Science, and Network Engineering beginning in Year 3. At Whale Branch High, the three academies will be added by grade level each year starting with 9th grade in Year 3. A lead teacher will be designated for each academy to oversee the academy, monitor the core group of teachers, and serve as a liaison with school staff and industry partners. *Table 21* provides an overview of the magnet theme and the total number of students during the five-year grant period that will be served through the technology magnet option (SC ED, 2020a).

Table 21: Technology Magnet Theme and Key Activities	
Whale Branch Elementary	
Technology Awareness: Cybersecurity + Computer Science + Network Engineering	• Build understanding of a variety of careers available in the technology field and how school relates to work and careers • Employ career assessment instruments to identify interests and learn about goal setting and decision making • Use of diverse guest speakers from the technology field • Offer summer engagement activities through five-day technology-themed camp for rising fourth and fifth graders
Whale Branch Middle	

Technology Exploration: Cybersecurity + Computer Science + Network Engineering	• Learn about technology careers and personalize to student interest with career-related PBL/simulated industry projects • Continue to use career assessments and explore technology field and begin development of individual graduation plan • Participate in introductory work-based learning through workplace tours, career fairs, and job shadowing • Offer summer engagement activities through five-day technology-themed camp for rising 6th through 8th graders • Select Cybersecurity, Computer Science, or Network Engineering track by the end of 8th grade to enter high school
Whale Branch High	
Technology Preparation: Cybersecurity Academy Computer Science Academy Network Engineering Academy	• Develop foundational skills for college- and career-readiness linked to academic skills for Cybersecurity, Computer Science, and Network Engineering with career-related PBL • Continue to review and update individual graduation plan selecting secondary courses aligned to academy and create short- and long-term career plans • Engage in work-based learning with industry partners through service learning, mentoring, and on-site experiences

◆Technology Magnet Content: In collaboration with the Magnet Advisory Team, the Cybersecurity, Computer Science, and Network Engineering Academy Committees will design content maps to show a clear pathway to earn both high school and college credits as well as links to work-based learning opportunities. We will consider a variety of research-based approaches,

curriculum models, and course sequences to develop the content of the medical-themed activities and instruction such as: (a) SC Computer Science Standards: The SC Computer Science and Digital Literacy Standards (K-8) and the SC Computer Science Standards for High School (9-12) include content standards that represent a balance of procedural and conceptual knowledge and outline the specify the content that students will master at each grade level (SC ED, 2017; SC ED, 2018). Process standards delineate the ways in which students individually and collaboratively interact with the content standards. Key grade-level concepts include digital literacy, computing systems, networks, data and analysis, algorithms, and impact on computing. (b) SC Career Guidance Model and Information Technology Standards: This model was created with the focus to guide district, parents, and communities to engage students in the lifelong learning process of career development (SC ED, 2020a). The emphasis is to cultivate students for a positive transition from school to work and is designed to strengthen academic and higher order thinking skills and develop personal qualities needed for success in the workplace. This model links to the nationally recognized career clusters in which a SC Pathways to Success for Information Technology guide serves as an education- and career-planning framework. This resource offers a variety of tools to support academic and career development with a map of courses required for graduation and entrance to college as well as suggestions for complimentary course work and extended learning options. The SC Information Technology Standards will serve as a guide to educators in implementing classroom instruction for a variety of courses such as Advanced Cybersecurity, Computer Forensics, Computer Programming, and Computer Service Technology. (c) Building Blocks Competency Model: The Employment and Training Administration and their industry partners have collaborated to design this model which defines the foundational and technical competencies needed to educate and prepare a globally competitive workforce. Incorporating these

building blocks, we will use the Cybersecurity Competency Model which was developed in collaboration with the National Initiative for Cybersecurity Education (US DOL, 2019). This model includes five tiers of competencies: personal effectiveness, academic, workplace, industry wide (cybersecurity technology, information assurance, risk management, incident detection, and incident response and remediation), and industry sector (security provision, operate and maintain, oversee and govern, protect and defend, analyze, collect and operate, and investigate). We will also use the Information Technology Competency Model which was developed in collaboration with partners such as the National Center for Information and Communications Technology and the National Convergence Technology Center (US DOL, 2012). This model includes five tiers of competencies: personal effectiveness, academic, workplace, industry sector, and industry wide (principles of information technology, databases and applications, networks, software development and management, user and customer support, digital media and visualization, compliance, and risk management). (d) (PLTW): Through elementary school launch modules, middle school gateway units, and high school courses, the K-12 Computer Science Pathway offers a research-based approach that provides real-world, applied learning experiences with hands-on activities to discover and explore interests and transform into confident problem solvers (PLTW, 2020b). All pathways are aligned to Common Core, Next Generation Science, and Computer Science Teachers Association Standards. Elementary school modules such as spatial sense and coding, animals and algorithms, animated storytelling, programming patterns, and robotics and automation help students explore computer science methods. Units at the middle school level help strengthen understanding through activities such as designing mobile apps, applying the design process to solve problems, and blending hardware design and software development. Courses at the high school level include computer science essentials, computer science principles, and

cybersecurity and challenge students to study in-depth challenges such as automation to process and analyze DNA-sequence data. (e) SREB: SREB uses an Advanced Career approach which is a rigorous, relevant combination of academic and technical skills with authentic projects (SREB, 2014). This approach offers ready-to-implement course work for students, comprehensive training for teachers, tools, and resources for PBL, end-of-course assessments, and opportunities for industry certification and dual credit. The informatics pathway introduces students to the design of information systems to solve problems. Examples of courses include computers, networks, and databases; design for the digital world; databases in the cloud; and developing a cloud presence. (f) Industry Certifications: We have an extensive partnership with the Technical College of the Lowcountry through for seamless transitions with the Whale Branch Early College model. The college currently has a variety of computer industry certifications which we will explore during the planning phase to determine what best complements our Cybersecurity, Computer Science, and Network Engineering Academies such as A+ computer servicing, computer applications, cybersecurity, network administrator, and network engineer.

(2) Professional development services are sufficient to lead to improvements in practice.

The PD goal for *Med-Tech 7* is to provide high-quality PD that empowers educators to excel in practice and innovative integration of magnet themes. The focus of our PD is to cultivate effective educators that increase student academic success through an educationally challenging and diverse learning environment that inspires all students to achieve their potential. With the uncertainty of the impact of COVID-19, central to our plan is the recognition that we will need to build the capacity of teachers to provide instruction in a virtual world and/or classroom environment set ups that are vastly different than the traditional norm. To keep alternative instructional options open and flexible, our district received authorization for a SC Virtual Franchise. Our Project Director

will be responsible for developing our PD plan and schedule in collaboration with the District Arts Coordinator, District STEAM Coordinator, Curriculum Specialists, Arts Instructional Specialists, and Magnet Advisory Teams. Our plan will be guided by three key principles to accomplish high-quality PD (MSAP Center, 2011): (a) focus on student achievement that emphasizes the conditions for increasing student learning and success by concentrating on the needs of diverse students; (b) designing a community of practice that establishes a collaborative culture of shared inquiry and teamwork focused on continuous learning, experimentation, high expectations, participatory decision making, open communication, and accountability and recognition for progress; and (c) engaging in a cycle of inquiry that studies current practices and outcomes, discusses these practices, and researches best practices which creates a process of continuous assessment, planning, and evaluation of fidelity. We will engage in a continuous PD process that considers all target schools, each magnet cluster, and individual schools through the following (MSAP Center, 2011): conducting a needs assessment linking goals to quantitative and qualitative data, designing specific PD goals based on the assessment, selecting content and targeted activities that meet goals, securing resources and researching best practices, employing PD activities, assessing staff and student outcomes with predefined measures, sharing results with stakeholders, and enhancing the plan based on the results. Studies show that if teachers engage in substantial PD at an average of 49 hours, then they have the potential to improve student achievement by 21 percentile points (Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). Our plan assimilates a range of services with sufficient intensity and duration that will lead to continual improvements in practice resulting in improved student academic success. Staff from all seven target schools will engage in PD that supports magnet themes at least 50 hours annually. PD will range from program-wide to individual trainings based on grade-level and staff needs. Due to COVID-19, we recognize the delivery of

PD may need to be modified to a virtual format to protect the safety of our teachers in which our plan will provide a contingency option to ensure quality training. Delivered through a variety of resources and experts, *Table 22,* PD will enable our educators to excel in practice and integration.

Table 22: *Med-Tech 7* Professional Learning Services	
Thematic and PBL Unit Writing Days	**10 days/year**
• Expert support to guide teachers in unpacking standards and creating integrated lesson plans • Dedicated planning days for teachers to collaborate to write curriculum for thematic units	
Classroom Support via Coaching and Co-Teaching	**Weekly**
• In-class support with modeling lessons and troubleshooting to enhance STEAM integration • Coaching through classroom observations and providing feedback and support • Afterschool support in groups as needed focused on content and curricular implementation • Co-teaching with artists in residence and arts specialists to enhance delivery	
On- and Off-Site Training/Conferences	**Monthly**
• Training based on school-level and teacher needs and tailored to specific magnet themes • Teacher externships with relevant industry partners related to medical or technology themes	
Vertical and Horizontal Curricular Collaboration	**Monthly**
• PLCs to share best practices; PBL units vertically and horizontally aligned; PD needs stated	
Summer Institute	**5 days/year**
• Pinpointing characteristics of effective program models and deepening theory and practice related to magnet themes with connections to standards and STEAM-based content • Developing teacher capacity in delivering a blended model for instruction, differentiated instruction, cultural diversity, and trauma-informed care	

• Connecting with arts-based organizations and medical- and technology-based industry partners to support link of classroom content and projects to experiences in the work setting	
Online Professional Development	**Quarterly**
• Online training activities based on individuals (webinars, courses, communities of practice) • Videoconferencing with experts for opportunities to check in, problem solve, and address other identified training needs with support from university partners and other experts	
On-Site or Virtual Visits to Model Magnet Schools	**Biannually**
• Connecting with model magnet programs that have similar themes to learn best practices and obtain examples of high-quality PBL units and curriculum writing	

◆STEAM Arts Integration: Using the approaches in *Table 22*, PD for STEAM arts integration at our seven schools will be supported by our Arts Integration Council, District Arts Coordinator, District STEAM Coordinator, Arts Instructional Specialists, and the Southern Regional Educational Board. The foundation of our training will emphasize arts integration as an "approach to teaching and learning through which content standards are taught and assessed equitably in and through the arts" (REL Mid-Atlantic, 2016). Our transformation of school culture to STEAM arts-integrated magnet schools will be achieved through educators developing the ability to understand and integrate the research-based framework. This framework is grounded on ten pillars known to support a robust arts integration program in which PD will develop teacher capacity in the following areas (Cornett, 2015): developing a philosophy of education, cultivating arts literacy through content and skills, engaging in collaborative planning, designing an aesthetic environment, viewing literature as core art form, implementing best teaching practices, using differentiation to support diverse learners, using instructional design that ensures arts are permanent in curricula not drop ins, assessing for learning, and creating meaningful arts partnerships. Training will support

teachers in using creative process elements (describe, analyze, interpret, create, presentation, evaluate, and reflect) and connecting them with National Core Arts Standards and Common Core Standards (REL Mid-Atlantic, 2016). This process will also consist of growing skills and knowledge in STEAM through the following: SC STEM Pathways to Success, ISTE Standards for Students, ISTE Standards for Educators, and SC Department of Education Arts Standards. PD will also emphasize the ladder of arts integration with the recognition that the journey is a process that builds upon the previous step (REL Mid-Atlantic, 2016): show and tell (exploring existing arts-integrated lessons and showcasing a strategy); core-based strategies (identifying common vocabulary using the elements of art); standards and assessment alignment (curriculum mapping starting with just two standards and building up); lessons (use of curriculum map to create lesson plans gradually and make refinements); and documenting evidence (collecting a variety of work such as portfolios, student interviews, concept map, and journal entries). In collaboration with our partners, teachers will have the opportunity to co-plan and co-teach arts-integrated units with artists in residence to help generate innovative approaches and develop teacher confidence and efficacy in instructional delivery. Research finds benefits when classroom teachers and teaching artists co-plan and co-teach arts-integrated units (Schlaack & Steele, 2018): teacher observations of heightened student engagement; improved social and emotional learning and active creative problem solving; increases in teacher self-efficacy; ability to support diversity in student learning; and positive influence on teacher beliefs and confidence to implement arts-integrated strategies.

◆STEM Certification: All seven target schools will pursue STEM certification from Cognia, and as schools undergo this process, a tailored training plan will be developed based on identified needs. Training will be developed around the four key domains (Cognia, 2020): STEM community (inclusion and equity, community engagement, leadership); STEM learning culture

(communication, self-directed learning, PBL and inquiry learning); STEM experiences (discipline integration, STEM extensions, performance assessment, curriculum organization); and STEM outcomes (content knowledge, skills and competencies, strategic management). To support certification and STEAM integration, teachers will engage in PD to build their capacity to implement seven essential project-based teaching practices highlighted in *Table 23*.

Table 23: Project-Based Teaching Practices	
Design and Plan	Create or adapt project from launch to finish in student context enabling some student voice and choice
Align to Standards	Assimilate standards into project planning ensuring it covers key knowledge and understanding for the subject areas
Build the Culture	Encourage student independence, growth, open-ended inquiry, team spirit, and attentiveness to quality
Manage Activities	Collaborate with students to organize tasks and schedules, set check-ins, find, and use resources, and create public products
Scaffold Student Learning	Use a wide range of lessons, tools, and instructional strategies to empower students to reach project goals
Assess Student Learning	Employ formative and summative assessments of knowledge and understanding using self and peer assessment of work
Engage and Coach	Connect in learning and creating with students and pinpoint when skill-building, redirection, and encouragement is needed

Based on the needs of teachers at each school, we will use the Buck Institute of Education to provide a variety of online and on-site PD such as (BIE, 2020c): (a) Project Slice: This workshop provides a transformative experience that models the key features of the PBL process which

mirrors the flow of a larger project culminating with team presentations of their product. Examples of projects include redesigning a public space to promote a social benefit, managing shared resources for a sustainable future, and using data to tell a story about our community. (b) PBL 101: This foundational three-day course emphasizes launching PBL practice which trains teachers how to get started in their classroom and leaving with a draft of a standards-based, PBL unit that can be finished and implemented with students. (c) Sustained Support: This service provides online and on-site instructional support for teachers who have participated in PBL 101 and implemented at least one project in their classroom. This process is designed to deliver support with project design, assessment, management, and other components of PBL teaching. SREB will also serve as another key PD provider to build the capacity of teachers in STEAM instruction through a variety of online and on-site PD each year to include: (a) Year 1 will be used for planning the implementation of STEAM in target elementary schools. Schools will have an initial training of three days and will focus on math and science content, conceptual and computational thinking. Elementary teachers will deconstruct SC standards and determine which ones align with model STEAM projects aligned to a given magnet pathway. Teachers will integrate activities into their math and science lessons to lay the groundwork for more advanced STEAM activities in the middle grades. (b) Year 2 will include ongoing PD, job-embedded support for elementary teachers and utilize a digital platform to work with teachers bimonthly during their PLC meetings. Teachers will deconstruct standards, analyze data, and focus on high-yield teaching strategies to deepen students understanding of math and science objectives. A five-day summer training for middle school teachers will prepare them to implement STEAM-related activities into their classes. (c) Year 3 will focus on continuing the support for elementary teachers as well as providing job-embedded support for teachers implementing the STEAM courses in the middle grades. Summer

training for teachers implementing the SREB Advance Career course will last five days. (d) Year 4 will focus on continuing the support for elementary and middle grades teachers. Job-embedded support for teachers implementing the SREB Advance Career approach will be added. Summer training for teachers implementing the SREB Advance Career course will last five days. (e) Year 5 will focus on continuing the support for middle and high school teachers along with summer training for teachers implementing the Advance Career course.

◆Medical and Technology Themes: PD will strengthen the capacity of educators to amalgamate a structured approach to provide instruction and meaningful activities through each theme to increase student academic achievement. With the support of Magnet Advisory Teams and Academy Committees, teachers will collaborate to share best practices and plan units on medical- or technology-themed instruction and projects and become confident in exposing students to a variety of career awareness (elementary school), exploration (middle school), and preparation (high school) strategies. Teachers will also develop their capacity to assimilate a variety of research-based approaches, curriculum models, and course sequences to develop our medical- and technology-focused academies which will show a clear pathway to earn both high school and college credits. This process will consist of growing skills and knowledge in areas such as: SC Career Guidance Model, US Department of Labor Building Blocks Competency Models, PLTW, SREB Health and Informatics Curricula, HealthCenter21, SC Computer Science Standards, and industry certifications. Using the PD services in *Table 23*, training will emphasize several key areas: (a) developing foundational skills for college- and career-readiness linked to academic skills for each theme with career-related PBL; (b) creating connections to coursework linked to student learning outcomes and applied, transferable career skills; (c) assisting students in designing robust individual graduation plans as well as short- and long-term career plans; (d) contextualizing

learning in real-world applications that are connected to technical content through PBL units; (e) linking instructional components to support academics, technical skills and knowledge, and work-based learning; and (f) engaging in work-based learning opportunities with industry partners through service learning, mentoring, and theme-related experiences. As work-based learning experiences for students are being cultivated, teachers will build partnerships with businesses, develop hands-on ways to engage students using real-world examples, generate PBL strategies, and identify student learning opportunities. To boost the connection of classroom content to work-related functions, teachers will also participate in externships and a five-day summer institute with our industry partners. This approach will engage teachers in medical- or technology-based environments to understand the practical function of theories and concepts used in the classroom.

(3) Services provided by project involve collaboration of appropriate partners.

To maximize *Med-Tech 7* effectiveness, collaboration with a variety of new and longstanding partners will be essential to delivering project services. *Table 24* highlights our key project service areas and carefully selected partners and experts dedicated to our vision for all students to thrive academically through a rigorous, theme-based K-12 pipeline characterized by diverse social, economic, ethnic, and racial backgrounds. Detailed partner commitments are in *Appendix I*.

Table 24: Key Project Services and Community Partners

Project Service	Partner or Expert
STEAM Arts-Integrated Magnet Schools: Beaufort Cluster + Whale Branch Cluster (7 total)	
Arts Integration Council	Arts Center of Coastal Carolina; Beaufort Digital Corridor; Penn Center; Beaufort Community Partnership; Boys & Girls Club of the Lowcountry; Beaufort-Jasper YMCA

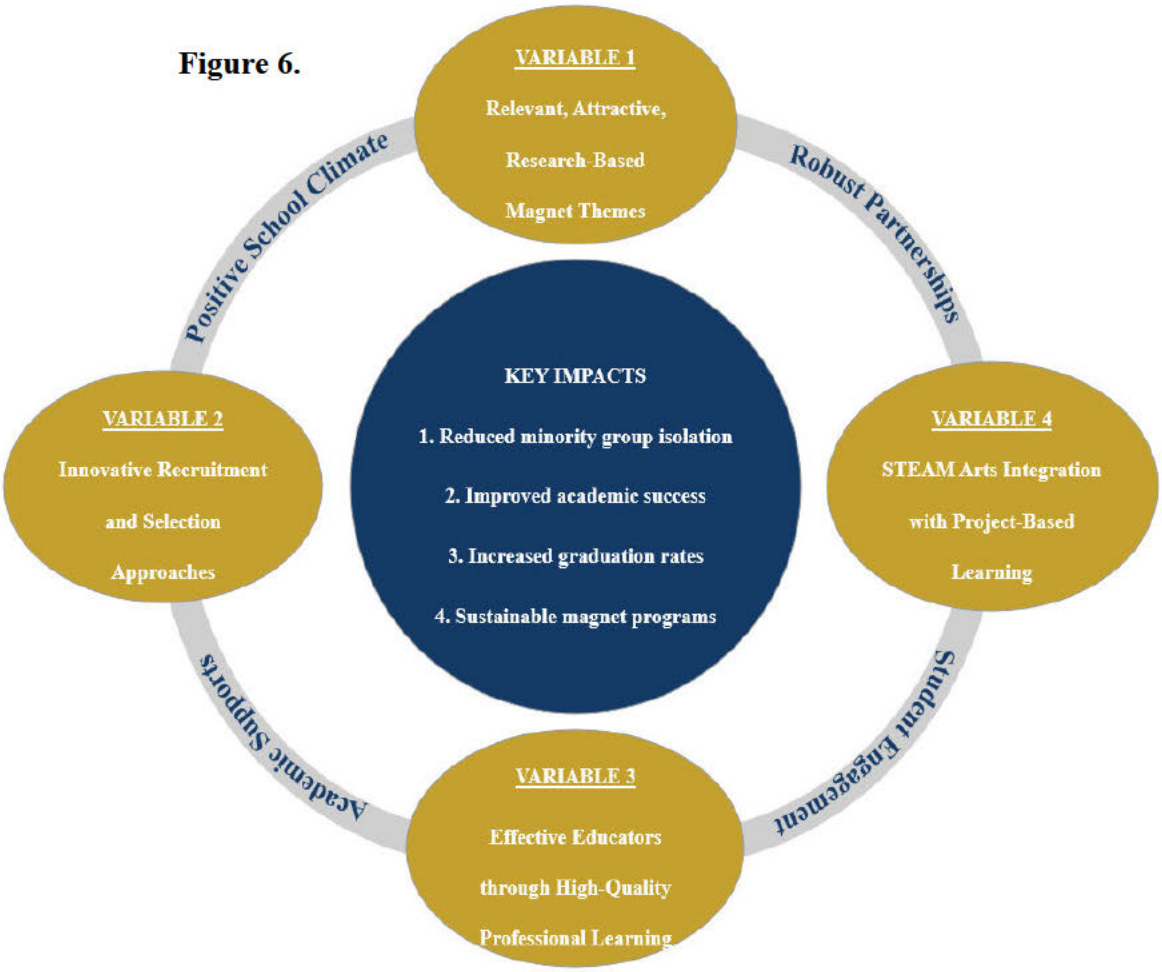
Artists in Residence	Arts Center of Coastal Carolina; Community: Anita Singleton-Prather, Dr. Marlene Smalls, Hank Herring, Roland Jackson
Teacher and Student Field Experiences	Beaufort Regional Chamber of Commerce; Black Chamber of Commerce; Technical College of the Lowcountry; Beaufort Digital Corridor; Marine Corps Air Station
On-site Career Development	Marine Corps Air Station; Technical College of the Lowcountry; Steven Murray (Councilman/Business Owner)
Afterschool and Summer Enrichment	Arts Center of Coastal Carolina; Beaufort Regional Chamber of Commerce; Boys & Girls Club of the Lowcountry; Beaufort-Jasper YMCA; Black Chamber of Commerce
Professional Development	Arts Center of Coastal Carolina; Technical College of the Lowcountry; Boys & Girls Club; USC-Beaufort; SREB
K-12 Beaufort Cluster Pipeline: Four Medical-Themed Magnet Schools	
Magnet Advisory Team	USC-Beaufort; Beaufort Regional Chamber of Commerce; Sheldon Township Partnership; Gullah Church Nurses Association
Academy Committees	USC-Beaufort; BJH Comprehensive Health Services; Beaufort Regional Chamber of Commerce; Navy Hospital Beaufort; Beaufort Memorial Hospital; Medical University of SC
Teacher and Student Field Experiences	USC-Beaufort School of Nursing and Health Professions; BJH Comprehensive Health Services; Gullah Church Nurses Association; Beaufort Regional Chamber of Commerce; Black Chamber of Commerce; Technical College of the Lowcountry;

	Dr. James Simmons (Pediatrician); Gullah Church Nurses Association; USC-Beaufort Nursing; Medical University of SC
On-site Career Development	USC-Beaufort School of Nursing and Health Professions; BJH Comprehensive Health Services; Dr. James Simmons; Beaufort Memorial Hospital; Technical College of the Lowcountry; Gullah Church Nurses Association; USC-Beaufort Nursing; Medical University of SC; Navy Hospital Beaufort
Afterschool and Summer Enrichment	BJH Comprehensive Health Services; Beaufort Regional Chamber of Commerce; Boys & Girls Club of the Lowcountry; YMCA; Black Chamber of Commerce
Professional Development	Technical College of the Lowcountry; USC-Beaufort; Boys & Girls Club; USC-Beaufort Nursing Program; SREB
K-12 Whale Branch Cluster Pipeline: Three Technology-Themed Magnet Schools	
Magnet Advisory Team	USC-Beaufort; Beaufort Regional Chamber of Commerce; Beaufort Digital Corridor; Sheldon Township Partnership
Academy Committees	USC-Beaufort; Beaufort Regional Chamber of Commerce
Teacher and Student Field Experiences	Beaufort Regional Chamber of Commerce; Black Chamber of Commerce; Technical College of the Lowcountry; Beaufort Digital Corridor; Marine Corps Air Station
On-site Career Development	Marine Corps Air Station; Technical College of the Lowcountry; Beaufort Digital Corridor
Afterschool and Summer Enrichment	Beaufort Regional Chamber of Commerce; Beaufort Digital Corridor; Boys & Girls Club; Black Chamber of Commerce

Professional Dev.	Technical College of the Lowcountry; USC-Beaufort; SREB

(4) A conceptual framework underlying proposed research and quality of that framework.

Figure 6.



The vision of *Med-Tech 7* is that learning leads the way for all students to thrive academically through a rigorous, theme-based K-12 pipeline characterized by diverse social, economic, ethnic, and racial backgrounds. Five main goals underly our conceptual framework for our proposed demonstration activities: (a) **Desegregation:** Employ recruitment and selection methods that stimulate socioeconomic integration and reduce minority group isolation; (b) **Academic Achievement:** Increase academic success through an educationally challenging and diverse

learning environment that inspires all students to achieve their potential; (c) **Medical Magnet Theme:** Implement an evidence-based whole school STEAM arts-integrated program with specialized academies of Pre-Med and Biomedical Science for the Beaufort K-12 cluster; (d) **Technology Magnet Theme:** Implement an evidence-based whole school STEAM arts-integrated program with specialized academies of Cybersecurity, Computer Science, and Network Engineering for the Whale Branch K-12 cluster; and (e) **Professional Development:** Provide high-quality professional learning that empowers educators to excel in practice and innovative integration of magnet themes. Our field-initiated innovations will be tested through a K-12 pipeline of seven high-need schools. These schools provide a strong setting to test strategies that improve student achievement and socioeconomic diversity and include a significant traditionally underrepresented student population as well as high-need students. Our rigorous, comprehensive study will include both a formative component to assess program implementation and a summative component to assess achievement of the program's goals and performance measures as well as an impact study to document the program's promising evidence of effectiveness in improving student academic achievement. *Figure 6*, above, provides an overview of our conceptual framework. Our detailed logic models (district, medical cluster, technology cluster) in *Appendix G* link inputs to activities and indicates predicted short-, mid-, and long-term outcomes tied to our overarching vision. Our model is built on learning theories as well as a variety of practices and strategies from peer-reviewed journals and research with research citations provided in *Appendix J*. Two articles to support our evidence of promise as outlined in **Competitive Preference Priority 2 (CPP 2)** are in *Appendix F*. Our approach uses a research-based framework which is centered on four key connected variables hypothesized to improve student academic achievement and school success. Rather than taking a piecemeal approach focusing on one variable, we predict the operational

relationships and cumulative effect of all four components will have a positive impact on improving achievement and attainment for high-need students. The quality of our conceptual framework is based on research findings that suggest our proposed strategies are likely to improve student outcomes which include: (a) Variable 1 – Research-Based Magnet Themes: Research confirms that early exposure to STEM supports the overall academic growth in diverse learning populations, including the promotion of critical thinking and reasoning skills (National Science Board, 2015). It also enhances later interest in STEM studies and careers, particularly for female and minority students, who are underrepresented in STEM fields (National Science Board, 2015). Arts-integration is grounded in a variety of theories and philosophies such as constructivism, creative inquiry, multiple intelligences, stages of cognitive development (Piaget), hierarchy of needs (Maslow), and social development (Vygotsky) (Cornett, 2015). Research has found a variety of positive outcomes between arts engagement and academic achievement, cognitive/higher order thinking, literacy/math, affective/motivational changes, social growth, learning environment, and diverse learners (Cornett, 2015). Studies show that arts-engaged students perform higher on test scores and as the intensity of arts exposure increases, so do the scores with achievement building over time especially for low-income students (Catterall, et al., 2012). Further, students engaged in art experiences linked to better attendance and higher scores which include improved problem-solving skills, creative capacities, and broader multicultural understanding (Cornett, 2015). Designed similar to our proposed project, one study found that students, whose teachers received training, implemented arts-integrated units in a core class, and co-taught with professional artists, showed greater improvement on standardized tests than students whose teachers implemented the usual curriculum **(CPP 2, *Appendix F*)** (Graham & Brouilette, 2016). Based on labor market relevance, students will be exposed to a variety of medical or technology career awareness

(elementary school) and exploration (middle school) development strategies linked to academic instruction which will amalgamate to the selection of a high school academy focused on these tracks. Research finds that when students are engaged with career awareness and exploration at an early age, academic performance and involvement improve as well as increases in social and interpersonal skills, confidence, competence, and motivation all which contribute to academic success (SC ED, 2020a). Additional benefits also include helping keep students in school and positively impacting their persistence (Adams, 2013). Students who are engaged in career development activities and instruction show a greater understanding of jobs, increased self-esteem, and higher grades, and are more involved in career and academic planning (ACTE, 2018). Career development activities that include work-based learning opportunities help students cultivate knowledge of the work environment and readiness, improve motivation, enrich job-related skills, increase school attendance, and lower dropout rates (Alfeld, et al., 2013). (b) Variable 2 – Recruitment and Selection Approaches: Outlined in detail in Section A: *Desegregation*, we will recruit students from different social, economic, ethnic, and racial backgrounds to participate in the magnet schools created through *Med-Tech 7*. One study found students who were randomly selected via lottery to attend magnet schools experienced significantly higher reading and math scores than students who applied but were not selected to attend magnet schools (Bifulco, Cobb, & Bell, 2009). Further, magnet schools in the study saw significantly increased diversity with more minority students attending suburban magnet schools and fewer attending urban magnet schools. Increasing diversity in K-12 schools has been shown to promote greater academic achievement and cognitive and social gains in minority and high-poverty students including higher test scores and increased post-secondary college enrollment and attainment (Kahlenberg, Cookson, Shaffer, & Basterra, 2017). When schools contain students from multiple racial and socioeconomic groups,

it helps prevent lifelong biases as it counters stereotypes, reducing prejudices and decreasing discriminatory attitudes and practices. (Kahlenberg, Cookson, Shaffer, & Basterra, 2017). Identifying and implementing strategies designed to reduce the differential exposure of students to highly racially and socioeconomically segregated school environments can serve as a catalyst to achieving meaningful gains in academic achievement and educational attainment for all student subgroups in the U.S. (Reardon, 2015). Research has shown that having choice and motivation about a school can increase student engagement in their learning process, which in turn, can increase academic achievement, as well as boost students' perceptions of their own competence, engagement, and positive attitudes towards their school and learning process (Vasquez, et al., 2016). Well-designed racially diverse learning environments are strongly linked to both short- and long-term benefits, including gains in math, science, reading, and graduation rates (George & Darling-Hammond, 2019); improvements in critical thinking and communication skills (Johnson, Fostering culturally diverse learning environments, 2016); and higher levels of student persistence and educational attainment (Wang, Herman, & Dockterman, 2018). Additionally, students attending more diverse magnet schools report more positive academic attitudes and behaviors than their peers in non-magnet schools leading to improvements in overall school climate (Ayscue, Levy, Siegel-Hawley, & Woodward, 2017). (c) Variable 3 – PD: Our PD plan includes multiple opportunities for training, modeling, practicing skills, coaching, and feedback. Studies show that if teachers engage in substantial PD at an average of 49 hours, then they have the potential to improve student achievement by 21 percentile points (Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). Educators from all seven magnet schools will engage in PD at least 50 hours annually that empowers staff to excel in practice and innovative integration of magnet themes. (d) Variable 4 – Project-Based Learning: PBL has been shown to be effective with a wide variety of learners and

school types (e.g., urban, suburban, rural) as well as low socioeconomic students (Halvorsen, et al., 2012; Hixson, Ravitz, & Whisman, 2012; Hung, Jonassen, & Liu, 2008). Compared to traditional instructional approaches, PBL raises long-term retention of content and helps students perform as well or better than traditional learners in high-stakes tests (Condliffe, 2016). It has also been shown to promote a range of skills highly valued by employers in the global economy of the 21st Century including communication, critical thinking, collaboration, and research skills while building students' ability for self-directed learning, self-perception, and confidence (Condliffe, 2016; Hutchinson, 2015). A three-year study found that low-achieving students who participated in STEAM learning experiences had statistically significant academic growth rates in mathematics and that lower performing student benefitted the most from this type of curricula and instructional approach, while also decreasing the academic achievement gap (Han, Capraro, & Capraro, 2015). To enhance PBL activities, *Med-Tech 7* will include PLTW as an intervention strategy in the medical and technology magnet programs. One study found that students who participated in PLTW had significantly higher achievement scores in math and science than students who did not participate in the intervention **(CPP 2, *Appendix F*)** (Rethwisch, et al., 2012).

C. QUALITY OF MANAGEMENT PLAN

(1) Adequacy of plan to achieve objectives of project on time and within budget.

With the ultimate emphasis on improving student academic achievement, the development of our STEAM arts-integrated and medical and technology-themed magnet programs has been a long-term focus of BCSD. *Med-Tech 7* will enable us to concentrate on offering rigorous academic opportunities while reducing minority group isolation. Our management plan incorporates our operation framework, timelines, and responsibilities to achieve project objectives.

◆Operation Framework: Our management framework will ensure effective administration and high-quality implementation of project tasks to achieve objectives on time and within budget. The qualifications and responsibilities of key personnel are detailed in *Quality of Personnel* with resumes and job descriptions provided in *Appendix H*. Our operation framework will be based on the following components: (a) Management Team (MGT): Meeting monthly, the MGT will be responsible for monitoring program and strategy implementation to maximize the quality of service provision across the district and inform the Board of Education regarding progress. Guided by our district- and cluster-level logic models, other responsibilities include allocating resources and providing budget oversight; studying evaluation findings to identify any corrective adjustments needed; examining progress towards increasing racial integration and socioeconomic diversity; developing partner commitments; assessing school results to ensure the project is on course to meet intended outcomes; and visiting target schools to support implementation and gather feedback. The team will also periodically assess and modify our sustainability plan to ensure our processes and resources are incorporated into district practices, future replication, and multi-year allocations budget. Management team members consist of the following district staff: Superintendent, Project Director, Chief Instructional Services Officer, Officer of Innovative Initiatives, Director of Accountability, Director of Special Revenue, Director of Career and Technical Education (CTE), District Arts Coordinator, District STEAM Coordinator, Marketing Coordinator, and Magnet School Curriculum Specialists. (b) Project Director (PD): The full-time PD will assume primary responsibility for overseeing the project and supporting a sustainability plan. Key duties include project leadership, fiscal management, monitoring recruitment and selection processes, school-level program implementation, and training. (c) Marketing Coordinator (MC): The full-time MC will assume primary responsibility for directing the

marketing, recruitment, application, and student selection process. Key duties include developing communication plans to inform parents, stakeholders, and community at large about project strategies, challenges, and results and cultivating marketing strategies, product launches, event marketing, brand management, and advertising. (d) Principals: Daily ongoing activities and staff will be monitored by the principals of each target school at an estimated 25% of their time. These duties include supervising the rollout of the magnet theme, ensuring continual stakeholder buy in, reinforcing teachers in the implementation of PBL strategies, evaluating training needs, participating in school-level magnet teams, and working with the Project Director to improve practices. (e) STEAM Arts Integration Council (AIC): Meeting quarterly, this district council will guide the rollout of the whole school component across all magnet schools which includes developing marketing and recruitment strategies, sharing best practices, and addressing implementation processes. Members include District Arts Coordinator, District STEAM Coordinator, Arts Instructional Specialists, principals, lead art teachers, artists in residence, and arts-focused community partners (e.g., Arts Center of Coastal Carolina, Penn Center). (f) Magnet Advisory Teams (MAT): Meeting monthly at each target school, these teams will oversee school-specific implementation and progress and ensure alignment to academics and instruction and will link to existing school improvement councils to ensure parent and stakeholder involvement and input. Members include Magnet School Curriculum Specialists, principals, lead teachers (LT) in core subject areas, art teachers, parents, students, and university experts. (g) Academy Committees (AC): Meeting monthly, each high school academy (Pre-Med, Biomedical Science, Cybersecurity, Computer Science, and Network Engineering) will have a committee that integrates research-based approaches and curriculum models, develops course sequences, and designs hands-on learning opportunities and work-based learning opportunities with our community partners.

Members include Magnet School Curriculum Specialists, school staff to be determined by principal as appropriate for school and academy theme, university experts, and industry partners. (h) District-Level Support: Our Human Resources Department and Human Resources Officer (HRO) will support *Med-Tech 7* by helping recruit and hire highly qualified staff. MSAP budget management will be overseen by our Project Director with support from our Chief Financial Officer (CFO) to ensure the proper fiscal administration. Collaborating with our Office of Transportation, our Project Director will work with the Director of Transportation (DT) to deliver bus services to magnet students utilizing federal and local funding. (i) Evaluator: The Evaluation Group (TEG) will serve as our independent evaluator to conduct a project evaluation which enables continuous feedback and improvement focused on project objectives. TEG has more than 30 years of experience delivering comprehensive evaluation services for schools, including a 2017 MSAP grant, with expertise in project evaluation, research design, data collection, instrument construction, and data analysis and reporting. A participatory, utilization-focused approach to evaluation will be employed that provides timely information and informed decision-making. Monthly meetings: review of district- and cluster-level logic models; assessment of progress on performance objectives; analysis of implementation, as measured by the fidelity index; and plans for continuous quality improvement generated via formative feedback. **◆Milestones, Timelines, Responsibilities:** *Table 25* summarizes our management plan to achieve objectives on time and within budget during the five-year grant. With October 1, 2020 start date, Year 1 will emphasize extensive planning and PD in the theme-based magnets to prepare for a phased-in, school-level implementation beginning Year 2. Planning will enable our team to develop contingency plans and modify project management due to uncertainties surrounding COVID-19. Plan focuses on: (a) oversight, planning, evaluation; (b) recruitment, selection processes; (c) magnet rollout; (d) PD.

Table 25: *Med-Tech 7* Management Plan (October 2020 – September 2025)																
Oversight, Planning, and Evaluation	**Staff Responsible**	**Year 1 by Months**												**Years 2-5**			
		1-3			**4-6**			**7-9**			**10-12**			**2**	**3**	**4**	**5**
Assemble Management Team (MGT) and review grant requirements	Superintendent																
Post job openings, hire, and train new project staff	HRO																
Confirm community partner commitments	MGT																
Implement attendance and event tracking tools (quarterly)	TEG																
Engage in Management Team meetings (monthly)	PD																
Monitor fiscal plan based on MSAP budget (quarterly)	CFO, PD																
Convene Arts Integration Council (AIC) (Y1: monthly, Y2-5: quarterly)	PD																
Assemble Magnet Advisory Teams (MAT) (monthly)	Principals, LT																
Convene five Academy Committees (AC) (monthly)	CTE, Principals																
Update evaluation plan/establish data collection and observation schedule	TEG																
Collect and compile fidelity data (monthly)	TEG																
Purchase curricula, technology, and instructional supplies for classrooms	PD, LT																
Design and provide project snapshot reports (annually)	TEG																

Collect student achievement and graduation data (annually)	TEG																
Submit performance report to district and MSAP office (annually)	TEG																
Create PBL rubric and conduct teacher observations (annually)	TEG																
Produce and develop PBL report (annually)	TEG																
Administer Teacher Self Efficacy Scale and Staff Survey (annually)	TEG																
Develop magnet transportation plan (annually)	DT, PD																
Conduct rigorous QED longitudinal impact study	TEG																
Recruitment and Selection Processes	**Staff Responsible**	**Year 1 by Months**												**Years 2-5**			
		1-3			**4-6**			**7-9**			**10-12**			**2**	**3**	**4**	**5**
Develop magnet school recruitment and selection plan (updated annually)	MGT, MC																
Design marketing plan for magnet school clusters (updated annually)	MC																
Launch new magnet website and social media options (updated quarterly)	MC																
Create family and student engagement plan for magnet schools (annually)	MC																
Host magnet school sessions to heighten awareness about magnets	MC, Principals																
Implement magnet application process and select students via lottery	PD, MAT																
Notify parents and students of selection results	PD, Principals																

Magnet Theme Rollout: STEAM, Medical, and Technology	Staff Responsible	Year 1 by Months												Years 2-5			
		1-3			4-6			7-9			10-12			2	3	4	5
Execute extensive planning for STEAM arts-integrated model and PBL	AIC, Principals																
Execute extensive planning for medical and technology themes	MAT, AC																
Begin whole-school STEAM arts-integrated model at K-8 schools	Principals, LT																
Provide 2-week STEAM camp for rising grades 4-8	PD, Principals																
Continue planning for STEAM arts-integrated model at high schools	MAT, AIC																
Begin whole-school STEAM arts-integrated model at high schools	Principals, LT																
Add medical theme in elementary/middle Beaufort cluster	Principals, LT																
Add technology theme in elementary/middle Whale Branch cluster	Principals, LT																
Provide medical and technology-themed camps	PD, Principals																
Begin Pre-Med and Biomedical Academies: Beaufort High (grade 9)	Principals, AT																
Begin three Technology Academies: Whale Branch High (grade 9)	Principals, AT																
Begin afterschool programming with STEM camps	PD, Principals																
Begin Pre-Med and Biomedical Academies: Beaufort High (grade 10)	Principals, AT																
Begin three Technology Academies: Whale Branch High (grade 10)	Principals, AT																

Begin Pre-Med and Biomedical Academies: Beaufort High (grade 11)	Principals, AT																
Begin three Technology Academies: Whale Branch High (grade 11)	Principals, AT																
Continue planning for grade 12 academies implementation for Year 6	Principals, AT																
Professional Learning Services	**Staff Responsible**	**Year 1 by Months**												**Years 2-5**			
		1-3			**4-6**			**7-9**			**10-12**			**2**	**3**	**4**	**5**
Design professional learning plan and schedule	PD																
Schedule on-site or virtual visits to model magnet schools (biannually)	PD																
Offer on- and off-site training and conferences (monthly)	PD																
Engage in online professional development (quarterly)	Teachers																
Conduct thematic and PBL unit writing days (x days/year)	LT																
Participate in vertical and horizontal curricular collaboration (monthly)	LT																
Participate in summer institute (5 days/year)	Teachers																
Provide classroom support via coaching and co-teaching (weekly)	LT, Experts																

(2) Ensure a diversity of perspectives are brought to bear in operation of the project.

The following highlights how our project will incorporate a variety of perspectives in the operation of *Med-Tech 7*: (a) The Evaluation Group (TEG): Our external evaluators will serve as a key resource to ensure a variety of stakeholders have input into our project. TEG will gather and provide ongoing feedback to key informants and decision makers by monitoring progress, identifying project adjustments, and providing information on accountability. The sources of qualitative data used to assess the implementation and operational fidelity include stakeholder interviews, open-ended survey questions, and observations. Our logic model in *Appendix G* provides an overview of the performance feedback loop that will supply our continuous improvement cycle that incorporates stakeholder input. (b) Parents and Students: Our Project Director will collaborate with the Marketing Coordinator to develop a Family Engagement Plan. We will provide open house events at several points during the academic year for families to be introduced to the program, tour the school, and learn more about the magnet school programs in an informal setting. This plan will incorporate electronic and traditional engagement tools to share and receive feedback on our magnet program services with families on a quarterly basis. Further, at each school, Magnet Advisory Teams will oversee school-specific implementation and progress and ensure alignment to academics and instruction and will link to existing school improvement councils to ensure parent and stakeholder involvement and input. (c) District: Staff, including principals and teachers, will have a variety of avenues to provide input in the operation of our project which are described in detail above and include the Management Team, district STEAM Arts Integration Council, Magnet Advisory Teams, and Academy Committees. (d) Community Partners and Experts: Outlined previously in the *Quality of Project Design*, we have a variety of community partners that will collaborate to maximize project effectiveness and bring perspective

on project operations. These diverse perspectives incorporate the business community, universities, local art experts, and medical and technology professionals such as the Technical College of the Lowcountry, Black Chamber of Commerce, Medical University of SC, Arts Center of Coastal Carolina, Beaufort Memorial Hospital, and Beaufort Digital Corridor. As described above, these partners will have the opportunity to provide operational input as members through the STEAM Arts Integration Council, Magnet Advisory Teams, and Academy Committees.

(3) Demonstrates that it has resources to operate project beyond length of grant.

BCSD is committed to operate *Med-Tech 7* beyond the life of the grant; we have a financial and operating model, demonstrated commitment of partners, and evidence of broad support from stakeholders critical to success. **◆Operating Model:** The expansion of our existing initiatives and creation of new magnet programs has been a long-term district focus to offer rigorous, relevant academic opportunities and reduce minority group isolation. Our solid commitment to future expansion and sustainability of our magnets is evidenced by the district's efforts to provide engaging school choice options the past six years. We have committed extensive resources and funding to support our school choice initiatives currently with over 12-themed programs across the district (e.g., Animation, Creation and Design; Classical Studies; Dual Language; Acceleration Academy; Advanced Math, Engineering, and Science Academy). To develop our magnet themes, we studied the high-demand, industry specific labor market trends for our state and region. This process enabled us to identify themes that were relevant and meaningful for students and families and likely to lead to strong career options with a livable wage which include medical- and technology-related careers. *Med-Tech 7* will continue our school choice momentum and improve student academic achievement through new magnet programs with high-demand themes. *Table 26* summarizes expansions of magnet programs during the grant and five years beyond.

Table 26: Long-Term Magnet Plan		
School Year	**Beaufort Medical Cluster**	**Whale Branch Technology Cluster**
Current	♦Magnet plan, projections established ♦All schools maintain STEM focus with varying implementation ♦Early college model enables students to earn certifications and dual credits	♦Magnet plan, projections established ♦All schools maintain a STEM focus with varying implementation ♦Elementary and middle schools have begun initial pilots with arts infusion
Year 1 2020-2021	♦Continue planning activities; provide extensive PD in theme magnets	♦Continue planning activities; offer extensive PD in theme magnets
Year 2 2021-2022	♦Begin whole-school STEAM arts-integrated model at all K-8 schools	♦Begin whole-school STEAM arts-integrated model at all K-8 schools
Year 3 2022-2023	♦Begin whole-school STEAM arts-integrated model at Beaufort High (9-12) ♦Add medical theme exploration activities: Mossy Oaks Elementary (4-5), Lady's Island Middle (6-8), Beaufort Middle (6-8) ♦Begin Pre-Med and Biomedical Academies: Beaufort High (grade 9)	♦Begin whole-school STEAM arts-integrated model at Whale Branch High (9-12) ♦Add technology theme exploration activities: Whale Branch Elementary (4-6), Whale Branch Middle (7-8) ♦Begin Cybersecurity, Computer Science, and Network Engineering Academies: Whale Branch High (grade 9)

Table 26: Long-Term Magnet Plan		
School Year	**Beaufort Medical Cluster**	**Whale Branch Technology Cluster**
Year 4 2023-2024	♦Add Pre-Med and Biomedical Academies: Beaufort High (grade 10)	♦Cybersecurity, Computer Science, Network Engineering Academies: Whale Branch High (grade 10)
Year 5 2024-2025	♦Pre-Med and Biomedical Academies: Beaufort High (grade 11)	♦Cybersecurity, Computer Science, Network Engineering Academies: Whale Branch High (grade 11)
Year 6 2025-2026	♦Pre-Med and Biomedical Academies: Beaufort High (grade 12)	♦Cybersecurity, Computer Science, Network Engineering Academies: Whale Branch High (grade 12)
Years 7-10 2026-2031	♦Continue full implementation of K-12 medical cluster ♦Consider one additional medical-focused academy such as dental or physician assistant	♦Continue full implementation of K-12 technology cluster ♦Consider one additional technology-focused academy such as digital art technologies

To ensure our long-term magnet plan is realized, our Management Team will be responsible for developing a sustainability plan beyond the life of the grant and will contain the following core components (MSAP Center, 2013): (a) history, progress, and future plans section which outlines the case for each school through general background information and key strengths and weaknesses; (b) achieving goals and strategic considerations section which details how external circumstances can impact our magnet schools and how the goals will be achieved under these conditions; (c) financing plan section which highlights the assumptions about each school's future

funding needs and how they will be met along with alignment to sustainability goals; (d) action plan and timeline section which includes definitive tasks and benchmarks for each sustainability strategy and who is responsible for each; and (e) conclusion section which delineates the anticipated outcomes which results in a sustained project beyond federal funding. Since 2014, our district has significantly invested in our current school choice programs to transform student learning and academic success and will continue to do so during our five-year MSAP project and beyond. These investments include major costs such as transportation, curriculum, ongoing PD and teacher certification, assessment, evaluation, and facilities renovations. Through our STEM and arts infusion initiatives, we have already invested an initial million dollars at the seven target schools. For *Med-Tech 7*, we have committed substantial in-kind resources and support to ensure success and sustainability such as administrative expertise and support, District Arts Coordinator, District STEAM Coordinator, magnet teachers, curriculum teachers, school facilities, the MTSS process to ensure all student are receiving needed academic and emotional reinforcement, substitutes for teachers during PD, and refreshments during family engagement efforts and teacher PD. We also have a variety of existing and new project management structures that will continue to function beyond the life of the grant to ensure high-quality project operations, ongoing PD, and sustainability of our magnet programs such as the *Med-Tech 7* Management Team, STEAM Arts Integration Council, Magnet Advisory Teams, Academy Committees, principals, Director of Transportation, Human Resources Officer (recruitment of highly qualified teachers and instructional staff), and Chief Financial Officer (monitoring of magnet budgets to ensure adequate resources are available to sustain programs). Based on evaluation results and stakeholder feedback, our district will assume the costs of successful components to continue our magnet programming and long-term plan through our general fund, grants, and partnerships. Several resources

established through our MSAP grant will also inherently continue to support our magnets with limited or no additional costs such as PBL curriculum units, technology and educational software, whole-school STEAM arts integration strategies, and a train-the-trainer approach for PD. **◆Commitment of Partners:** To maximize *Med-Tech 7* effectiveness, collaboration with a variety of new and longstanding district partners will be essential to delivering project services beyond the life of the grant. Outlined previously in *Quality of Project Design*, these community partners and experts are dedicated to our vision for all students to thrive academically through a rigorous, theme-based K-12 pipeline characterized by diverse social, economic, ethnic, and racial backgrounds. Detailed partner commitments through letters of support are provided in *Appendix I* and offer continuing commitment in areas such as serving on committees and councils, teacher and student field experiences, on-site career development, afterschool and summer enrichment, and PD. Vital partners such as: Arts Center of Coastal Carolina; Beaufort Digital Corridor; Penn Center; Beaufort Community Partnership; Boys & Girls Club of the Lowcountry; Beaufort-Jasper YMCA; Artists in Residence; Beaufort Regional Chamber of Commerce; Black Chamber of Commerce; Technical College of the Lowcountry; Marine Corps Air Station; Steven Murray (Councilman/Business Owner); University of SC at Beaufort; Beaufort Memorial Hospital; USC-Beaufort (School of Nursing and Health Professions and School of Computational Science, ranked #1 as most Computational Science undergraduate program in the US in 2020); Sheldon Township Partnership; BJH Comprehensive Health Services; Dr. James Simmons (Pediatrician); Gullah Church Nurses Association; Medical University of SC; and Navy Hospital Beaufort. **◆Broad Stakeholder Support:** Summarized in *Appendix I*, we have multiple dedicated, ongoing support and involvement from key stakeholders during our MSAP project and future multi-year magnet plan that is critical to our long-term success as verified by the following: (a) Community Support:

The selection of our magnet themes was based on extensive community input and labor market demands. From July to September 2019, our superintendent conducted 13 listen and learn sessions which served as the foundation of developing our district strategic plan and MSAP project. These sessions were open to all school and community stakeholders throughout different areas of Beaufort County to acquire feedback on areas of pride and strength, areas that need improvement, and how community stakeholders can be a partner to support these needs. Feedback from 521 stakeholders revealed the following priorities: delivering an equitable and viable curriculum for all students, adding more choice options especially for STEM and the arts, building the skills sets of teachers to meet the demands of learners, employing a human resources model for selection of teachers that builds upon the assets of the teacher to student needs, and developing foundational skills and systems that engage all students and teachers in positive learning that is inclusive of the school community and the community it serves. (b) Board of Education: Satisfying a Unitary Desegregation Plan in *Appendix A*, the district's long-term plan is to expand relevant, meaningful school choice and magnet options for students while increasing academic success. This support is evidenced by the fact that the board has already significantly invested in our current school choice programs to transform student learning and academic success as well as initial investments in STEM and arts infusion strategies in our target schools. (c) Superintendent: As noted in our long-term magnet plan, our Superintendent is dedicated to the personal and academic success of students in BCSD. Serving on the *Med-Tech 7* Management Team, his long-term vision is to continue to create innovative, relevant programs through specialized school choice options and other evidence-based strategies. (d) Principals: Each target school principal has participated in the planning of *Med-Tech 7* and is dedicated to collaborating with project staff to reach the goals and objectives of our MSAP project. This commitment is confirmed by a MOU, *Appendix I*. Principals

will support strategies by serving on the school's Magnet Advisory Team, coordinating curriculum development with target schools, supporting teacher PD, and contributing to sustainability to move key strategies forward beyond the grant. Principal commitment to empowering transformation through magnet programming is also evidenced by their participation in over 22 hours our leadership training during the most recent school year. (e) Magnet Advisory Teams: To support implementation and future planning efforts, this team consists of a variety of broad stakeholders (e.g., administrators, teachers, university experts, parents, students) critical to the success of our magnets and will continue to serve on the team after the federal grant. Each team is dedicated to providing input to the Management Team, ensuring collective decisions to address challenges, instituting improvements and enhancements, and encouraging stakeholder participation.

D. QUALITY OF PERSONNEL

(1) Extent to which the project director, other key personnel, and teachers are qualified.

To ensure high-quality management and implementation of *Med-Tech 7*, we have carefully selected key personnel and identified new staff necessary to ensure project success. Resumes and job descriptions for key personnel are in *Appendix H*. An overview of qualifications follows.

(a) Project Director is Qualified to Manage Project

A full-time Project Director will be hired to direct the day-to-day operations of our MSAP and will report to the district's Chief Instructional Services Officer. This staff will hold a Master of School Administration or Leadership degree from a four-year college or university and meet all SC Department of Education certification requirements. An essential qualification will be at least five years prior experience implementing large-scale school reform and improvement projects with experience in school choice or theme-based programs, desegregation, teaching diverse student

populations, fiscal monitoring, curriculum development, PD, collaborating with community partners, and sustainability plans. The following provides an overview of the key responsibilities of this position, and the selection committee will use this as a guide to assess each candidate's qualifications and experience to successfully implement these duties: (a) Project Leadership: Provide overall direction and guidance to project staff; serve as the key liaison with the US Department of Education; manage the implementation of the magnet rollout plan; ensure grant funded personnel's time is spent on activities outlined in the proposal; attend meetings for the Management Team, Arts Integration Council, and Magnet Advisory Teams; and work with the Management Team to create a sustainability plan beyond federal funding. (b) Fiscal Management: Manage all fiscal aspects of the project; work in collaboration with the district's finance department; secure project records; file necessary reports with the US Department of Education; and ensure project funds are spent appropriately. (c) Recruitment and Selection: Monitor project activities to ensure they are continually focused on promoting desegregation; and oversee the marketing, recruitment, and student selection process in collaboration with district staff. (d) Program Implementation: Assist principals with school-level MSAP project implementation; ensure project activities are implemented effectively and on time based on the management plan; maintain and develop existing and new community partnerships to maximize implementation; help identify relevant opportunities for students and teachers for theme-related, industry-specific experiences; work with external evaluators to collect and analyze data; and develop recommendations to the Management Team for project improvements. (e) Professional Learning: Assess teacher PD needs in collaboration with Magnet Advisory Teams; plan and coordinate PD for project staff; and collaborate with partners to ensure adequate teacher training and certification.

(b) Other Key Personnel are Qualified to Manage Project

◆**Management Team:** Meeting monthly, this team will be responsible for monitoring program and strategy implementation to maximize the quality of service provision across the district and inform the Board of Education regarding our progress. Representatives from the district office will serve on this team dedicating .10 FTE each to provide a variety of expertise to manage the project with time contributions provided by district funds. The following provides an overview of the key qualifications of our team: (a) Dr. Frank Rodriguez, Superintendent: With over 27 years of experience, Dr. Rodriguez has a M.Ed. in Curriculum and Instruction and a Ph.D. in Educational Leadership. He has served as a classroom teacher, assistant principal, principal, assistant superintendent, and superintendent providing leadership in academics, operations, human capital, and community engagement. Additional educational experiences include Harvard University Institutes for Strategy in Action, School Turnaround Leaders, and Superintendents and District Leaders. Dr. Rodriquez has served as superintendent of the 10th largest school district in the nation in which he designed a continuous improvement model for progress monitoring and school performance and executed instructional reviews designed to identify and eliminate barriers to effective instruction. He has also successfully improved school ratings, increased proficiency and growth in math and English language arts, closed achievement gaps, and raised the graduation rate. (b) Dr. Mary Stratos, Chief Instructional Services Officer: With over 30 years of experience, Dr. Stratos has a master's degree in ESOL K-12 and has completed all but her dissertation from Columbia University to obtain an ED.D. in Educational Leadership and Organizational Science. She has also completed graduate work in instructional leadership and brain studies at NOVA Southeastern University. She has served as a teacher, assistant principal, principal, and administrator in districts with significant numbers of Title I schools and has extensive experience in school choice models. As BCSD Chief Officer, she conducts the development and supervision

of instructional programs, academic operations, staff development, curriculum planning, instructional grant initiatives, and long-term strategic planning and policies. She oversees critical functions of the district including adult education, early childhood education, exceptional student education, career and technical education, English as a second language, and 32 PreK-12 principals. Dr. Stratos is skilled in empowering student academic gains and using data effectively as a tool to drive instruction. For example, as a principal of a Title I high school for eight years, the graduation rate improved by 30% with a 30% increase of students successfully passing industry certifications and a 55% increase in students receiving International Baccalaureate diplomas. (c) Dr. N'kia Campbell, Officer of Innovative Initiatives: With 22 years of experience, Dr. Campbell has Master of Education Administration and a Doctorate in Education and has served as an elementary teacher, assistant principal, principal, and director of academic initiatives. She currently serves in a leadership role for the district. Dr. Campbell has extensive experience with developing data initiatives, designing PD, coordinating school choice programs, and facilitating and recruiting minority males into elementary education. (d) Daniel Fallon, Director of Accountability: With 16 years of experience, Mr. Fallon has a Bachelor of Science in Computer Science and has served as a district data specialist, data coordinator, and data director. He currently serves in a leadership role for the district and coordinates the district- and school-level gathering of data and narratives as it relates to state and federal accountability. Mr. Fallon has extensive experience in the following areas: facilitating analysis and interpretation of data for instructional services; establishing high standards for performance while ensuring accuracy of reports; maintaining a solid relationship with key stakeholders to ensure information exchange and coordination of efforts; providing creative solutions and ideas around data collection and analysis; and ensuring a systematic approach to data services including the development, implementation,

and evaluation of programs. (e) Terry Bennett, Director of Special Revenue: With over 35 years of experience, Mr. Bennett has a Bachelor of Arts in Education and a Master of Education in Administration and has served as a classroom teacher, assistant principal, principal, and administrator. He currently serves in a leadership role for the district and manages all special revenue such as Title I, Title II, Title III, Title IV, and Technical Assistance funds and has chaired numerous board community committees. Mr. Bennett has extensive knowledge and experience in the following areas: implementation of standards, criterion reference tests, continuous progress, and curriculum mapping and development; designing arts-infused schools and school choice options; supervision and evaluation of professional staff; collection and analysis of data; accelerated schools; special education; reading recovery and programs; year round transition; student assessment; and elementary and middle school curricula. (f) Karen Gilbert, Director of Career and Technical Education (CTE): With over 34 years of experience, Ms. Gilbert has a Bachelor of Science in Middle Grades English Language Arts and Social Studies and a Master of Educational Media and Instructional Technology and has served as a classroom teacher, youth employment coordinator, learning center coordinator, and CTE director. In her current role with the district, she provides oversight of career pathways and technical programs to include work internships, dual enrollment, and business and industry partnerships and supports student achievement as defined by federal CTE indicators and SC career readiness goals. Ms. Gilbert has extensive experience providing curriculum and instructional resources for CTE teachers through online platforms, managing federal and state Perkins grants and CTE budgets, and designing ongoing PD for CTE teachers and school counselors. (g) Nicole Turnbach, District STEAM Coordinator: With over six years of experience, Ms. Turnbach has a Bachelor of Science in Aerospace Administration, a Master of Science in Logistical Management, and a Master of Arts

in Elementary Education. She has served as a fourth-grade math and science teacher at an arts magnet school in which she improved and exceeded student test data expectations by 75%. She is skilled in a variety of STEAM-related areas such as incorporating PBL, hands-on activities, and technology into daily class lessons; differentiating instruction and using targeted curriculum; creating a collaborative team of instructors and support staff to ensure students' educational and developmental needs are met; designing and implementing PD for staff and administration; and implementing coaching and mentoring opportunities. (h) District Arts Coordinator: This position will be paid by local district funds to offer professional leadership, consultation, and support of arts integration across academic areas and provide teachers with knowledge regarding research, theory, and practice the meets the district's goals and state standards. Key qualifications include a SC teaching certificate, master's degree, fine arts curriculum experience, work with adult learners, and at least four years of related experience in curriculum development and mapping. Essential functions include engaging teachers in collaborative planning and research and curriculum development using best practices, assisting in articulating the vertical and horizontal arts-integrated curriculum for the district, defining PD, and monitoring student test results in targeted content areas to inform future work and make recommendations to redirect current practices for optimal student achievement. ◆**Marketing Coordinator:** A full-time Marketing Coordinator will be hired to direct the marketing, recruitment, application, and student selection process and serve on the Management Team. This staff will hold a bachelor's degree in a related field such as communications or marketing from a four-year college or university. An essential qualification will be at least five years prior experience creating and implementing high impact and cost-effective integrated marketing communications in higher or K-12 education, nonprofit, or government sectors. The following provides an overview of the key responsibilities of this

position, and the selection committee will use this as a guide to assess each candidate's qualifications and experience to successfully implement these duties: (a) developing communications to inform parents, stakeholders, and community at large about project strategies, challenges, and results; (b) disseminating information on key project accomplishments and results to stakeholders; (c) collaborating with creative teams, graphic designers, and web developers in both print and online mediums; (d) cultivating marketing strategies, product launches, event marketing, brand management, and advertising; (e) supporting magnet programs by creating integrated marketing and parent engagement plans to serve as a roadmap to recruit students from different social, economic, ethnic, and racial backgrounds; and (f) developing a branding strategy and collecting data on the number of inquiries magnets receive as well as the number of outreach activities and points of contact for students and families. **◆Magnet School Curriculum Specialists:** Two full-time specialists will be hired with a focus on either the medical cluster or technology cluster. Key qualifications include a master's degree from an accredited institution of higher education; a valid SC teacher's license; four years relevant experience in an educational position focused on STEM, technology or medical themes, and problem-based learning; and skill in teacher development and coaching of curricula units, instructional sequences, and performance-based assessments. The following provides an overview of the key responsibilities of this position, and the selection committee will use this as a guide to assess each candidate's qualifications and experience to successfully implement these duties: (a) supporting School Magnet Advisory Teams with the development and integration of content to ensure alignment to academics and instruction related to the magnet theme; (b) assisting each Academy Committee (Pre-Med, Biomedical Science, Cybersecurity, Computer Science, and Network Engineering) in integrating research-based approaches and curriculum models, developing course sequences, and designing hands-on

learning opportunities; (c) helping PLCs with unit implementation, pacing guides, and instructional sequences for each grade level; (d) empowering teachers to develop competency with interdisciplinary and theme-based approaches via in-class coaching and co-teaching; and (e) collaborating with the Project Director to assess and identify PD needs. **◆Arts Instructional Specialists:** Two full-time specialists will be hired to support the rollout of our STEAM arts integration approach with one specialist focusing on the elementary level and the other on the secondary level. Key qualifications include a master's degree from an accredited institution of higher education; a valid SC teacher's license; four years relevant experience in an educational position focused on STEM, art integration approaches, and problem-based learning; and skill in teacher development and coaching of curricula units, instructional sequences, and performance-based assessments. The following provides an overview of the key responsibilities of this position, and the selection committee will use this as a guide to assess each candidate's qualifications and experience to successfully implement these duties: (a) providing leadership to the STEAM Arts Integration Council to guide the rollout of the whole school component across all magnet schools, sharing best practices, and addressing implementation issues; (b) supporting school teams with the development of arts content integrated across core academic subjects and collaborating with artists in residence; (c) assisting school teams with integrating research-based approaches, developing course sequences, and designing hands-on learning opportunities; (d) helping PLCs in the implementation of units, pacing guides, and instructional sequences for each grade level; (e) empowering teachers to develop competency with interdisciplinary and arts-integrated approaches via in-class coaching and co-teaching; and (f) collaborating with the Project Director to assess and identify PD needs. **◆Artists in Residence:** Our district will contract with local experts to serve as an artist resident to support our whole-school magnet theme of STEAM arts integration and will

serve on our Arts Integration Council. Essential qualifications include at least three years serving as an artist in one or more of the areas such as visual arts, theatre, music, creative writing, dance, films, or other mediums. Artist residents will demonstrate skills in the following: (a) recognizing and celebrating the interconnections between the arts through culturally responsive pedagogical framework; (b) collaborating across disciplinary fields and with Arts Instructional Specialists and teachers to develop arts-integrated curricula and deliver meaningful instruction through the creative inquiry process; and (c) helping Arts Instructional Specialists and teachers design and deliver advanced-level creative summer workshops. **◆External Evaluators:** Our district will contract with The Evaluation Group (TEG), an independent, third-party provider, to design, conduct, and disseminate a high-quality project evaluation. TEG has over 30 years of experience evaluating large federal, state, and foundation grant programs, including a 2017 MSAP project, and has provided evaluation services to more than 200 K-12 school districts, universities, and nonprofits across the southeastern U.S. Employing a highly skilled team in all facets of evaluation, each evaluator has demonstrated expertise in grant project evaluation including research design, data collection, instrument construction, data analysis, and reporting. The evaluators who will provide services for *Med-Tech 7* include: (a) Dr. Catherine Snyder, has over 20 years of evaluation experience and 15 years of experience evaluating SAMHSA grants. She designs research and evaluation studies, establishes process and outcome criteria, and conducts ongoing evaluations. Dr. Snyder earned a PhD in Educational Psychology and Research, a Master of Arts in Psychology with an emphasis in statistical analyses and research methodology, and a Bachelor of Science in Psychology. (b) Olivia Stevenson assists with data collection, management, and analysis in her role as a Data Architect. She works to ensure data is collected, secured, and analyzed effectively for all users and supports the design of research and program evaluations by providing expertise

on data analysis, data management, and computer software. Ms. Stevenson earned a Master of Science in Applied Statistics and Research Methods and a Bachelor of Science in Psychology.

(c) Teachers are Qualified to Implement Special Magnet School Curricula

◆Professional Learning: Empowering teachers to deliver high-quality instruction and integration of magnet themes in their respective schools, we will provide training and PD to continuously improve the effectiveness of teachers and link with our district PD standards. Detailed in *Project Design*, our plan offers a variety of services with sufficient intensity and duration that will result in continual improvements in practice and student academic success. Through communities of practice, staff from all seven magnet schools will engage in PD and training that supports magnet themes at least 50 hours annually. PD will range from program-wide to individual trainings, based on grade-level and staff needs and will develop teacher qualifications in areas such as STEAM arts integration, STEM certification, PBL, and medical and technology magnet themes. **◆Qualified Magnet Teachers:** Our district uses Expanded ADEPT which is South Carolina's system for assisting, developing, and evaluating professional teaching to ensure teachers are qualified and effective in their content area (SC ED, 2020b). Based on the ADEPT Performance Standards that are aligned with nationally recognized professional standards, the ADEPT system forms a seamless continuum for educators throughout their careers that offers actionable and constructive feedback to support professional growth. This system encompasses multiple sources of evidence that demonstrate a teacher's typical performance relative to SC Teaching Standards such as lesson plans, classroom observations, reflections on instruction and student learning, professional review, and student learning objectives. Teachers are rated on a four-point scale (i.e., Unsatisfactory, Needs Improvement, Proficient, and Exemplary). *Table 27* highlights the percent of teachers at our target schools that have been rated Proficient or Exemplary

from recent evaluations. As demonstrated in the data, over 90% of our teachers in the target schools are performing at a Proficient or Exemplary level.

Table 27: ADEPT Performance Results for Target Schools		
	Exemplary	**Proficient**
Elementary	64%	27%
Middle	38%	52%
High	68%	32%

◆**Lead Magnet School Teachers:** To provide teacher leadership at each magnet school, we will identify lead art teachers and lead teachers in core subject areas as well as lead academy teachers for the medical and technology clusters at the high schools. Working closely with their School Magnet Advisory Team, lead teachers will collaborate as a planning team to link the K-12 STEAM arts integration and medical or technology career development continuum. Lead teacher roles will require a bachelor's degree in elementary or secondary education supplemented by at least five years of teaching experience in a related magnet theme. ◆**Theme-Based Specialty Teachers:** To ensure high-quality instruction and the innovative development of each academy, we will hire two medical-focused teachers for Beaufort High and two technology-focused teachers for Whale Branch High. These teachers will serve on the Academy Committees at their respective school to provide expertise in the theme-based area and assist in designing content maps to show a clear pathway to earn both high school and college credits as well as links to work-based learning opportunities. The Health Sciences Teacher will meet the following qualifications: have an associate's degree or higher in a CTE healthcare related discipline; registered nurse or other SC state approved industry credential within the healthcare field; licensed to teach Health Sciences Technology; experience with Health Occupations of America; hands-on work experience in areas

of infection control, anatomy and physiology, HIPPA laws, CPR/first aid, and knowledge of the SC Career and Technology Standards for Health Sciences. The Information Technology Teacher will meet the following qualifications: have an associate's degree or higher in an information technologies-related discipline; license to teach Information Technologies; current industry certification equivalent to CompTIA A+, Network +, or other industry recognized credential; experience facilitating career planning opportunities in the information technology industry and obtaining certifications; and hands-on work experience in the area of information technology. This teacher will also possess knowledge of SC Career and Technology Standards for information technologies to include topics related to networks; installation, operation, maintenance, and repair of computer-based hardware and software; computer science applications; and cybersecurity.

(2) Experience and training in fields related to objectives of project.

Qualifications of key personnel (*Table 28*) to manage the project, including experience in *Med-Tech 7*, have been documented with resumes in *Appendix H*. For new staff hired, priority will be given to applicants who have knowledge of and experience in our magnet themes, curriculum development, and desegregation strategies. In addition, all staff will be provided with ongoing training from expert consultants related to curriculum development for our magnet themes, desegregation strategies, socioeconomic diversity, and recruitment and selection processes.

Table 28: Experience Related to Project Objectives

Key Staff	Experience and Training
Dr. Frank Rodriguez Superintendent	Experience as area superintendent and superintendent at district with extensive school choice programing including such as STEM, arts, technology, biomedical science, pre-med,

	cybersecurity, and computer science and career as well as a MSAP grant to strategically recruit and promote a diverse student population
Dr. Mary Stratos Chief Instructional Services Officer	13 years of experience with school choice programming and students of diverse academic and ethnic backgrounds; earned a MSAP grant focused on increasing the representation of minority students into high-level course work as middle school principal; experience implementing PBL initiatives; developed arts integration program with museum through English classes; expanded fine arts department to include digital art design; developed in-house choice programs to provide greater career pathways and access to post-secondary experiences; and redefined choice program to include English Language Learners with a facilitated support instructional model
Dr. N'kia Campbell, Officer of Innovative Initiatives	Served as Director of Academic Initiatives for 12 years; coordinating school choice programming and facilitating PD
Daniel Fallon, Director of Accountability	Earned a degree in computer science; expertise will support the development of technology theme and CS Academy for the Whale Branch Cluster; uses data for school choice selection
Terry Bennett, Director of Special Revenue	Provided leadership to transform an elementary school into an arts-integrated school, featured in published book; school started with changes in racial makeup caused by a new, nearby elementary school leaving it with just over 200 students, a 75%

	free- and reduced-lunch rate, and 50% of the teachers leaving; transformed the school earning a 99.7 on the federal report card for reading and math which was the highest score in the district
Karen Gilbert, Director of Career/Technical Education	Skilled in developing and maintaining business, college, and community partnerships to offer student and teacher opportunities with industry-specific experiences; experience facilitating career-related events and curriculum development
7 Target School Principals (resumes in *Appendix H*)	Summary of training: last school year, all principals participated in over 22 hours of leadership training (e.g., cultural awareness, consistency of practice, data analysis, STEM, marketing schools); other relevant experiences: restructuring/redesigning CTE and high school programs to ensure impact on student achievement and culturally responsive practices; designing PD that builds teacher capacity; developing arts-infused initiatives; participating in PBL training and STEM certification process; coordinating school choice options; writing curriculum

E. QUALITY OF PROJECT EVALUATION

(1) Extent to which methods of evaluation will produce promising evidence.

The Evaluation Group (TEG), with more than 30 years of experience in planning, implementing, and evaluating federal grant programs, will serve as the evaluator for *Med-Tech 7*. TEG's capacity to conduct a rigorous, objective evaluation along with experience evaluating a 2017 MSAP grant make them highly qualified to serve as our external evaluator. The evaluation will be led by Dr.

Catherine Snyder and supported by Data Architect, Olivia Stevenson, M.S., each with extensive experience in all areas of evaluation, including research design; measurement; benchmarking; test and survey construction; and data analysis and reporting. TEG has completed more than 180 evaluations of education programs, many of which have focused on teacher education and PD and improving student achievement in rural, high-need areas, like our *Med-Tech 7* partnership. Dr. Snyder and Ms. Stevenson will focus the evaluation on assessing program implementation; providing timely, reliable data that project stakeholders can use for program monitoring; tracking progress on performance measures; determining the impact of the project on teachers and students; and meeting federal reporting requirements. Evaluation team resumes are in *Appendix H*. TEG will employ a multi-level, utilization-focused, participatory approach to evaluation to ensure that results are timely, relevant, and address specific evaluation questions. With this approach, evaluation is not done "to" but *with* the project team as partners. Stakeholders will be invited to participate in the evaluation process. This approach increases learning among program stakeholders and evaluation capacity building (Bowen & Martens, 2006), and use of evaluation results (Rebien, 1996). In addition, this collaborative approach will ensure that all stakeholder needs are met throughout all stages of the evaluation. The evaluation will use a mixed-methods design that combines qualitative data (e.g., interviews, focus groups, open-ended survey questions) and quantitative data (e.g., demographic data, enrollment data, academic achievement test scores, school climate data, teacher and student surveys). This evaluation design increases the validity of findings and ensures that results are useful for continuous quality improvement (Cresswell & Plano Clark, 2017). The mixed-methods evaluation approach will be critical in providing comprehensive formative and summative data. The *Med-Tech 7* evaluation will be guided by our logic model (*Appendix G*) that will direct program design, evaluation, and interpretation of findings (Knowlton

& Phillips, 2012). The logic model specifies the key components and activities (e.g., magnet themes, academic support, PD, real-world experiences), mediators (e.g., teacher knowledge and practices, student engagement), and outcomes (e.g., student achievement and reduced minority isolation). Our theory is that if we provide the necessary inputs/resources and implement the proposed activities, we will successfully achieve our expected short-term, mid-term, and long-term outcomes. All evaluation data collection efforts are designed specifically to address each logic model component. The primary goals of the evaluation are to support the development and implementation of *Med-Tech 7* and document its impact on student academic achievement. The evaluation will include two key components: 1) a **formative evaluation** that will provide ongoing feedback on project implementation that will support the project team in making mid-course corrections, and 2) a **summative evaluation** that will enable us to determine the project's short-, mid-, and long-term outcomes. ◆**Formative Evaluation:** will: 1) provide program stakeholders with data needed to monitor progress in implementing program activities; 2) identify challenges and facilitators to implementation; 3) assess the extent of integration of the magnet models into the schools; and 4) make mid-course program corrections as needed. We will combine quantitative program data from an **implementation fidelity index** (*Appendix G*) that will be created specifically for this project with qualitative data from interviews and focus groups with teachers and students. Measuring fidelity of implementation of the program will be critical, as research has shown that higher fidelity of implementation of a program is linked to better program outcomes (Nelson et al., 2012). We will use our fidelity data to assess the extent to which program activities are being implemented as planned and on schedule. For information to be useful in evaluation, fidelity data must be collected in an explicit and systematic manner (Nelson, et al., 2012). To that end, we will develop an implementation of intervention fidelity index that will allow us to

document and track the extent to which our MSAP is being implemented at each school. Analyses of *Med-Tech 7* implementation data will inform other LEAs about the most critical components for replication and have the greatest impact on student outcomes. We will collect fidelity of implementation data from multiple sources (e.g., program records, teacher surveys, PD logs). Each school's fidelity index will be created with input from school staff and program stakeholders to ensure that each school's index reflects their unique needs and contexts. Each fidelity index will be comprised of indicators that align with the program components and strategies identified in our logic model (e.g., PD, enrollment, academic supports) with minimum thresholds for determining "adequate" fidelity. For each program component, fidelity scores will be computed based on student-, teacher- and/or school-level indicators of adherence (i.e., number of teacher PD hours), exposure (i.e., number of arts-integrated units implemented), quality (i.e., number of teachers who use the essential elements of problem-based learning in their classrooms daily), and responsiveness (i.e., number of students who report increased engagement) to give us a comprehensive assessment of the implementation of each component. Component fidelity scores will be summed to compute an overall school fidelity score, and school fidelity scores will be combined to determine an overall program score. Targets for each fidelity indicator will be established a priori using baseline data, scaling targets, and input from subject-area experts. TEG will provide school-specific reports on progress toward the implementation targets semi-annually to support continuous, iterative program improvements. Fidelity index data will be supplemented with interviews/focus groups with teachers and magnet students. Data collection will focus on program strengths, areas for improvement, challenges to implementation, and changes that will improve implementation. TEG's participation in monthly meetings with program staff will allow for timely and ongoing discussions of developments, challenges, and successes. **◆Summative Evaluation:** Our

summative evaluation will focus on determining the extent to which we achieve our five primary goals and performance measures and *Med-Tech 7* impact on student achievement. We will answer the questions:

- To what extent is *Med-Tech 7* reducing minority isolation?
- What effect does *Med-Tech 7* have on teacher knowledge and pedagogy specific to arts-integration and magnet theme instruction?
- What effect does *Med-Tech 7* have on students' attitudes about school?
- What effect does *Med-Tech 7* have on student academic achievement?

Table 29 demonstrates the *Med-Tech 7* outcome data collection plan with short-term, mid-term, and long-term outcomes included along with indicators, measures, methods, key person(s) leading data collection, and the timeline for each data collection activity.

Table 29: *Med-Tech 7* Outcome Data Collection Plan				
Outcome	**Indicator**	**Measure/Method**	**Data Collector**	**Timeline**
Short-Term Outcomes				
Increased enrollment of traditionally under- represented students in magnet themes	Number and percent of magnet enrollees who are from traditionally under-represented groups (performance measure 1.1 and 1.2)	School enrollment records	Project Director Evaluator	Annually
Increased educator self-efficacy in evidence-based arts-integration and magnet theme content and instruction	▪ Percentage of teachers reporting self-efficacy to teach arts-integrated curriculum (performance measure 5.3) ▪ Percentage of teachers reporting self-efficacy to teach magnet theme curriculum (performance measure 5.4) ▪ Percentage of teachers reporting that PD was effective at preparing them to teach arts-integrated curriculum and	▪ Teacher Beliefs of Self-Efficacy Survey (for arts-integration) ▪ Teacher Efficacy and Attitudes Toward STEM (T-STEM) Survey – Technology and Science Teachers	Evaluator	Annually

Table 29: *Med-Tech 7* Outcome Data Collection Plan				
Outcome	**Indicator**	**Measure/Method**	**Data Collector**	**Timeline**
	magnet theme curriculum (performance measure 5.5 and 5.6)	▪ Post-PD teacher survey, focus groups and interviews		
Increased community involvement with magnet programs	Number of partnerships formed with community organizations	Interviews or surveys with project staff	Project Director Evaluator	Annually
Mid-Term Outcomes				
Improved socioeconomic diversity and racial integration in schools	Enrollment by race/ethnicity in each Med-Tech school (performance measure 1.2)	School enrollment records	Project Director Evaluator	Annually
Increased student engagement in school	Percentage of students who report a high level of engagement in school	Panorama Student Survey – Engagement Scale (5 items)	Evaluator	Baseline Sept 2020; annually in June

Table 29: *Med-Tech 7* Outcome Data Collection Plan				
Outcome	**Indicator**	**Measure/Method**	**Data Collector**	**Timeline**
Increased student knowledge of career options in magnet-theme fields	Percentage of students reporting they are aware of career options in medical and technology fields (performance measures 3.2 and 4.1)	Evaluator-developed student survey	Evaluator	Annually
Increased student interest in high-demand magnet theme careers	Percentage of students reporting interest in magnet-themed careers (performance measure 3.3 and 4.2)	Student Attitudes Toward STEM Survey (S-STEM) – Your Future Scale (12 items)	Evaluator	Annually
Improved student preparation for high-demand magnet-theme careers	Percentage of students reporting they have the skills needed to pursue high-demand magnet-themed careers (performance measures 3.3 and 4.2)	Skills for Everyday Living Assessment (16 items)	Evaluator	Annually

Table 29: *Med-Tech 7* Outcome Data Collection Plan				
Outcome	**Indicator**	**Measure/Method**	**Data Collector**	**Timeline**
Teacher implementation of effective magnet-themed instructional strategies	Percentage of teachers reporting use of arts-integration and magnet-themed instructional strategies in the classroom (performance measure 2.11, 5.7, and 5.8)	▪ Teacher survey and focus groups ▪ Records documenting development and implementation of PBL, arts-integrated and theme-based units	Evaluator Project Director	Annually
Long-Term Outcomes				
Improved student performance on State assessments in math	▪ Percentage of students scoring "meets expectations" or better by race/ethnicity (GPRA and performance measure 2.2 and 2.5) ▪ Percentage of students passing (performance measure 2.8)	▪ SC READY Math for Grades 3-8 ▪ End of Course Examination Program: Algebra I for high school students	District	Annually

Table 29: *Med-Tech 7* Outcome Data Collection Plan				
Outcome	**Indicator**	**Measure/Method**	**Data Collector**	**Timeline**
Improved student performance on State assessments in reading	▪ Percentage of students scoring "meets expectations" or better (GPRA and performance measure 2.1 and 2.4) ▪ Percentage of students passing (performance measure 2.7)	▪ SC READY ELA for Grades 3-8 ▪ End of Course Examination Program: English I in high school	District	Annually
Improved student performance on State assessments in science	▪ Percentage of students scoring "meets expectations" or better (performance measure 2.6) ▪ Percentage of students passing (performance measures 2.9)	▪ SC PASS Science for Grades 4 and 6 ▪ End of Course Examination Program: Biology in high school	District	Annually
Schools meet state annual measurable achievement objectives and for high school, graduation rate targets	▪ Percentage of schools that meet achievement objectives in math, reading, and science (GPRA)	District records	District	October 2028

Table 29: *Med-Tech 7* Outcome Data Collection Plan				
Outcome	**Indicator**	**Measure/Method**	**Data Collector**	**Timeline**
	▪ Percent of high schools that meet graduation rate targets			
Increased college and career readiness	Percent of 11th grade students scoring "Bronze" or higher (PM 2.10)	Ready to Work Assessment	District	Annually
Improved school climate	Percent of students reporting their school provides a diverse, integrated, and fair climate (PM 1.4)	Panorama Equity and Inclusion Student Survey (19 items)	District	Annually
Reduced minority group isolation	Reduced gap in enrollment between minority and non-minority students (performance measure 1.1 and 1.2)	School enrollment records	Project Director	Annually
Med-Tech 7 sustained beyond funding period	Administrators and teachers report having resources and support necessary to sustain the magnet programs beyond the funding period (GPRA)	Interviews, focus groups, surveys	Evaluator	End of last grant year

Our summative evaluation will include a rigorous, quasi-experimental impact study to determine the impact of the *Med-Tech 7* arts-integrated curriculum on student academic achievement by answering the question: What is the impact of *Med-Tech 7* on the academic achievement of students in grades 3-11 after four years of full programming? The study will use a quasi-experimental comparative interrupted time series (CITS) design that will meet What Works Clearinghouse (WWC) 4.1 evidence standards with reservations. The CITS design has been shown to provide internally valid estimates of the impact of school-level interventions by comparing outcomes of students at treatment schools to outcomes of students attending schools that do not adopt an intervention (Somers, Zhu, Jacob, & Bloom, 2013). In this case, the "interruption" is the implementation of *Med-Tech 7* starting in Year 1. We will use five years of pre-intervention achievement data (2015-16 through 2018-19 and 2020-21; normally we would use 2016-17 through 2020-21, but 2019-20 achievement data are not available due to school closings related to COVID-19 and four years of post-intervention data (2021-22 through 2024-25) to compare student achievement at the *Med-Tech 7* schools to 35 comparison schools that do not implement an arts-integrated curriculum. Comparison schools that are similar in baseline achievement will be selected using a 1:5 nearest neighbor propensity score matching (PSM) model without replacement; this matching approach is designed to increase generalizability to other South Carolina schools. Schools will be matched on baseline math, science, and ELA achievement test scores. Academic achievement will be measured using the SC READY End-of-Grade (EOG) ELA and Mathematics Tests for students in Grades 3-8; the SC PASS Science Test for students in Grades 4 and 6; and end-of-course (EOC) exams in Algebra I, Biology, and English I for students in Grades 9-12. For the elementary and middle schools, we will use SC READY and SC PASS **school-level mean standard test scores** from 2019 to test baseline equivalence of the treatment

and comparison schools prior to implementation of *Med-Tech 7*. For the high schools we will use the school-level percentage of students who pass the EOC exams. Data from the grade-level cohorts will be pooled and compared at the end of the 2024-25 school year to produce a combined impact estimate for students in Grades 3-12, after the program has been fully implemented for four years (Year 1 is a planning year so full implementation will occur during Years 2-5). Outcome data for the CITS will be analyzed using three-level hierarchical linear modeling (HLM) with repeated observations over time (level 1) on grades (level 2) nested in schools (level 3). Effect sizes will be computed. An a priori power analysis indicates we have sufficient power to detect a minimum detectable effect size of 0.61 (alpha=.05, power=.80). *Table 30* specifies the impact study design parameters.

Table 30. *Med-Tech 7* CITS Impact Study Design Summary

School Level	Elementary (grades 3-5), middle, and high
Unit of Analysis	Grades nested in schools
Sample Size	42 schools: 7 treatment schools and 35 comparison schools
Confirmatory Outcome(s)	Academic achievement measured by: ▪ SC READY ELA and Mathematics for Grades 3-8 ▪ SC PASS Science for Grades 4 and 6 ▪ EOC tests in English I, Biology, and Algebra I for students in Grades 9-12
Propensity Score Matching	Schools matched on baseline SC READY ELA and Mathematics scores, SC PASS Science scores, EOC pass rates

Table 30. *Med-Tech 7* CITS Impact Study Design Summary	
Covariates (school level)	
Statistical Analysis	Three-level HLM model with repeated observations over years (level 1) with multiple grades (level 2) nested in schools (level 3)
Minimum Detectable Effect Size	0.61 (alpha .05, power .80, *Appendix I*)
Statistical Model	$Y_{ij} = \beta_0 + \beta_1 Treatment_k + \beta_2 TreatmentYear_{ik} + \beta_3 Treatment_k TreatmentYear_{ik} + \beta_4 BaselineScore_{jk} + \beta_5 Grade_{jk} + \mu_j^{schools} + r_{jk}^{Grades} + \epsilon_{ijk}^{Years}$

We will also conduct additional analyses examining the impact of *Med-Tech 7* on academic achievement by gender, race, ethnicity, and grade level.

(2) Evaluation includes objective performance measures related to intended outcomes.

In collaboration with key stakeholders, the *Med-Tech 7* evaluation team has established five primary goals and 30 associated performance measures that are aligned with the district and magnet cluster logic models and include all GPRA reporting requirements.

Objective 1-Desegregation: *Employ recruitment and selection methods that stimulate socioeconomic integration and reduce minority group isolation.* To assess minority group isolation, the evaluation team will analyze school enrollment data, provided by the district each fall and disaggregated by race, to determine if minority isolation is decreasing according to each

school's minority enrollment target. We will compare actual enrollment to the projected enrollment at each school. The extent to which the magnet schools provide an inclusive climate will be assessed annually using the Panorama Education Inclusion and Equity Survey (Panorama Education, 2019). Confirmatory factor analysis confirmed two scales measured by the survey – Cultural Awareness and Action and Diversity and Inclusion – and Cronbach's alpha for the scales are 0.83 and 0.84, indicating high reliability.

Objective 2-Academic Achievement: *Increase academic success through an educationally challenging and diverse learning environment that inspires all students to achieve their potential.* The performance measures related to student achievement include the federally required GPRA measures as well as additional measures related to student success. Student engagement in school will be measured by the School Engagement scale of the Panorama Student Survey (Panorama Education, 2015). Data to assess students' academic achievement will include results on the SC READY Math and ELA and SC PASS Science standardized tests (for students in Grades 3-8), as well as results of End-of-Course Examination Program (EOCEP) Algebra I, Biology, and English I (for students in Grades 9-12). Test scores will be provided to the evaluation team each fall so that we can track the percentage of students that are meeting standards on an annual basis. In addition, 11th grade students' career readiness will be assessed by performance on the Ready to Work (R2W) assessment by tracking the percentage of students who score at the "Bronze" level or higher on the assessment, indicating that they qualify for certificates they can use to apply for jobs anywhere in the nation. The R2W assessment is administered annually to all 11th grade students by the South Carolina Department of Education. We will assess reliability of this assessment in Year 1 by running Cronbach's alpha. Student surveys will be used to capture students' self-reported preparedness to pursue magnet theme-related careers. Finally, we will track the development and

implementation of at least five arts-integrated, PBL curricular units annually per grade level that meet the Buck Institute standards for PBL design, as assessed by the Buck Institute PBL Project Design Rubric (Buck Institute for Education, 2015). Fully implementing the required number of units will be critical to increasing student academic achievement.

Objective 3-Medical Magnet Theme: *Implement an evidence-based whole school STEAM arts-integrated program with specialized academies of Pre-Med and Biomedical Science for the Beaufort K-12 cluster.* This magnet theme will be assessed through annual student surveys to assess knowledge and interest in careers in the medical field using the Student Attitudes Toward STEM Survey (S-STEM) – Your Future Scale (Friday Institute for Educational Innovation, 2012). Exploratory factor analysis identified four scales with Cronbach's alpha ranging from 0.84 to 0.91. In addition we will have high school students complete the Skills for Everyday Living Assessment (Mincemoyer & Perkins, 2003) each year to measure their perceptions of having the skills they need to be successful in these high-demand careers. This instrument measures 10 skill areas and Cronbach's alpha ranges from 0.71 to 0.94, indicating high levels of reliability.

Objective 4-Technology Magnet Theme: *Implement an evidence-based whole school STEAM arts-integrated program with specialized academies of Cybersecurity, Computer Science, and Network Engineering for the Whale Branch K-12 cluster.* This magnet theme will be assessed through the student surveys described above in Objective 3 to assess knowledge and interest in careers in the technology and computer science fields, as well as their perceptions of having the skills they need to be successful in high-demand technology careers.

Objective 5-Professional Development: *Provide high-quality professional learning that empowers educators to excel in practice and innovative integration of magnet themes.* The evaluation will track attendance and use evaluator-developed teacher surveys to assess outcomes

(increased self-efficacy in using arts-integrated and magnet-theme instructional strategies) of PD offered to *Med-Tech 7* teachers. The Teacher Beliefs of Self-Efficacy Survey (Garrett, 2010) will be used to assess teacher's preparedness to teach arts-integrated curriculum. Reliability was established with a split-half reliability coefficient of 0.987 and validity was determined by expert review of the survey content. The T-STEM Survey (Friday Institute for Educational Innovation, 2012) will be used to assess teachers' self-efficacy in teaching the medical and technology-themed curriculum. Reliability of the T-STEM survey was established with Cronbach's alpha ranging from 0.814 to 0.948. Factor analysis confirmed five scales. Annual follow-up teacher surveys will be used to assess the extent to which teachers are implementing evidence-based instructional strategies related to arts integration and magnet themes. Our performance measures are defined in *Table 31*.

Table 31. *Med-Tech 7* Goals and Performance Measures

Performance Measure	Targets	Timeline
Fidelity of Implementation		
Each year, all *Med-Tech 7* schools will implement the key program components with 75% fidelity in Year 1, increasing by five percentage points each year in Years 2-5 or until 95% fidelity is met. **Measure:** *Med-Tech 7* Fidelity Index	7 schools 7 schools 7 schools 7 schools 7 schools	September 30, 2021 September 30, 2022 September 30, 2023 September 30, 2024 September 30, 2025
Goal 1. Diversity/desegregation: Employ recruitment and selection methods that stimulate socioeconomic integration and reduce minority group isolation.		
1.1 (GPRA 1). The number and percentage of magnet schools receiving assistance whose student	7 schools (100%) 7 schools (100%)	September 30, 2021 September 30, 2022

enrollment reduces, eliminates, or prevents minority group isolation. **Measure:** School enrollment records, analyzed and reported annually.	7 schools (100%) 7 schools (100%) 7 schools (100%)	September 30, 2023 September 30, 2024 September 30, 2025
1.2 Each year, the percentage of students enrolled in magnet programs who are from traditionally under-represented groups will increase by three percentage points each year over the 2020-21 baseline. **Measure:** School enrollment records by race/ethnicity, analyzed and reported annually.	Baseline (B) B + 3 points B + 6 points B + 9 points B + 12 points	September 30, 2021 September 30, 2022 September 30, 2023 September 30, 2024 September 30, 2025
1.3 By June 1 of each project year, each magnet school will conduct or participate in a minimum of 8 recruitment and/or marketing activities. **Measure:** Recruitment and marketing records, analyzed and reported annually.	7 schools 7 schools 7 schools 7 schools 7 schools	June 1, 2021 June 1, 2022 June 1, 2023 June 1, 2024 June 1, 2025
1.4 Starting in Year 2, the percentage of students in Grades 6-12 who report their school provides a diverse, integrated, and fair climate will increase by five percentage points each year over the fall 2020 baseline, or until we reach 90%. **Measure:** Panorama Equity and Inclusion Survey, analyzed and reported annually.	Baseline (B) B+5 points B+10 points B+15 points B+20 points B+25 points	January 2021 May 31, 2021 May 31, 2022 May 31, 2023 May 31, 2024 May 31, 2024
Goal 2. Increase academic success through an educationally challenging and diverse learning environment that inspires all students to achieve their potential.		

2.1 The percentage of students who report being engaged at school will increase by 5 percentage points each year over the fall 2020 baseline, or until we reach 90%. **Measure:** Panorama Student Survey, analyzed and reported annually.	Baseline (B) B+5 points B+10 points B+15 points B+20 points B + 25 points	January 2021 June 2021 June 2022 June 2023 June 2024 June 2025
2.2 (GPRA 2). The percentage increase of students from major racial and ethnic groups in magnet schools receiving assistance who score proficient or above on State assessments in reading/language arts as compared to previous year's data (baseline will be 2018-19). **Measure:** SC READY ELA and EOCEP English I, analyzed and reported annually. *Data will be reported for each major racial and ethnic group by school annually.*	Baseline (B) B + 2 points B + 4 points B + 6 points B + 8 points B + 10 points	2018-19 October 1, 2021 October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025
2.3 (GPRA 3). The percentage increase of students from major racial and ethnic groups in magnet schools receiving assistance who score proficient or above on State assessments in mathematics as compared to previous year's data (baseline will be 2018-19). **Measure:** SC READY Mathematics and EOCEP Algebra I, analyzed and reported annually.	Baseline (B) B + 2 points B + 4 points B + 6 points B + 8 points B + 10 points	2018-19 October 1, 2021 October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025

Data will be reported for each major racial and ethnic group by school annually.		
2.4 (GPRA 5). The percentage of magnet schools that received assistance that meet the State's annual measurable objectives and, for high schools, graduation rate targets at least three years after Federal funding ends. **Measure:** District records.	7 schools (100%)	October 2028
2.5 The percentage of students in grades 3-8 who score Meets Expectations or higher on the SC READY ELA will increase by two percentage points each year above the 2019 baseline (34%). **Measure:** SC READY ELA, analyzed and reported annually.	36% 38% 40% 42% 44%	October 1, 2021 October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025
2.6 The percentage of students in grades 3-8 who score Meets Expectations or higher on the SC READY Mathematics will increase by two percentage points each year above the 2019 baseline (35%). **Measure:** SC READY Mathematics, analyzed and reported annually.	37% 39% 41% 43% 45%	October 1, 2021 October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025
2.7 The percentage of students at the high schools who pass the EOCEP English I will increase by two percentage points over the 2019 baseline (69%). **Measure:** EOCEP English I, analyzed and reported annually.	71% 73% 75% 77% 79%	October 1, 2021 October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025

2.8 The percentage of students at the high schools who pass the EOCEP Algebra I will increase by two percentage points over the 2019 baseline (73%). **Measure:** EOCEP Algebra I, analyzed and reported annually.	75% 77% 79% 81% 83%	October 1, 2021 October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025
2.9 The percentage of students at the high schools who pass the EOCEP Biology will increase by two percentage points over the 2019 baseline (69%). **Measure:** EOCEP Biology, analyzed and reported annually.	71% 73% 75% 77% 79%	October 1, 2021 October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025
2.10 The percentage of students in Grade 11 who score at "Bronze" or higher on the Ready to Work (R2W) Assessment will increase by three percentage points over the 2019 baseline (77% average for the two high schools). **Measure:** R2W Assessment, analyzed and reported annually.	80% 83% 86% 89% 92%	October 1, 2021 October 1, 2022 October 1, 2023 October 1, 2024 October 1, 2025
2.11 By the end of Year 2 and annually thereafter, develop and implement at least five problem-based learning, arts-integrated curriculum units per grade level at each school integrated across all subjects that meet the Buck Institute PBL standards. **Measure:** Project records and the Buck Institute PBL Project Design Rubric, analyzed and reported annually.	n/a 145 145 145 145	June 1, 2021 June 1, 2022 June 1, 2023 June 1, 2024 June 1, 2025

Goal 3. Implement an evidence-based whole school STEAM arts-integrated program with specialized academies of Pre-Med and Biomedical Science for the Beaufort K-12 cluster.		
3.1 (GPRA 4). The percentage of magnet schools that received assistance that are still operating magnet school programs three years after Federal funding ends. **Measure:** District records.	7 schools (100%)	October 2028
3.2 The percentage of high school students who report increased interest in careers in the medical field will increase by five percentage points each year over the 2020-21 baseline, or until we reach 90%. **Measure:** S-STEM Survey, analyzed and reported annually.	Baseline (B) B+5 points B+10 points B+15 points B+20 points B + 25 points	January 2021 June 2021 June 2022 June 2023 June 2024 June 2025
3.3 The percentage of students who report having the skills needed to be successful in high-demand medical fields will increase by five percentage points over the 2021 baseline. **Measure:** Skills for Everyday Living Assessment, analyzed and reported annually.	Baseline (B) B+5 points B+10 points B+15 points B+20 points B + 25 points	January 2021 June 2021 June 2022 June 2023 June 2024 June 2025
Objective 4. Implement an evidence-based whole school STEAM arts-integrated program with specialized academies: Cybersecurity, Computer Science, and Network Engineering.		
4.1 The percentage of high school students who report increased interest in careers in technology will increase by five percentage points each year over the	Baseline (B) B+5 points B+10 points	January 2021 June 2021 June 2022

2020-21 baseline. **Measure:** S-STEM Survey, analyzed and reported annually.	B+15 points B+20 points B + 25 points	June 2023 June 2024 June 2025
4.2 The percentage of students who report having the skills needed to be successful in high-demand technology fields will increase by five percentage points over the 2021 baseline. **Measure:** Skills for Everyday Living Assessment, analyzed and reported annually.	Baseline (B) B+5 points B+10 points B+15 points B20 points B + 25 points	January 2021 June 2021 June 2022 June 2023 June 2024 June 2025
Objective 5. Provide high-quality professional learning that empowers educators to excel in practice and innovative integration of magnet themes.		
5.1 The percentage of school staff (administrators and educators) at each school who participate in at least 25 hours of annual PD on arts-integration will... **Measure:** Project training attendance logs, analyzed and reported annually.	75% 80% 85% 90% 95%	June 1, 2021 June 1, 2022 June 1, 2023 June 1, 2024 June 1, 2025
5.2 The percentage of educators at each school who participate in at least 25 hours of annual PD on magnet theme-based instructional strategies will… **Measure:** Project training attendance logs, analyzed and reported annually.	75% 80% 85% 90% 95%	June 1, 2021 June 1, 2022 June 1, 2023 June 1, 2024 June 1, 2025
5.3 The percentage of teachers who believe they are effective in teaching arts-integrated curriculum will	50% 60%	June 1, 2021 June 1, 2022

increase by five percentage points each year over the 2020-21 baseline. **Measure:** Teacher Beliefs of Self-Efficacy Survey, analyzed and reported annually.	70% 80% 90%	June 1, 2023 June 1, 2024 June 1, 2025
5.4 The percentage of teachers who believe they are effective in teaching computer science and technology-related curriculum will increase by five percentage points each year over the 2020-21 baseline. **Measure:** Teacher Efficacy and Attitudes Toward STEM (T-STEM) Survey, analyzed and reported annually.	50% 60% 70% 80% 90%	June 1, 2021 June 1, 2022 June 1, 2023 June 1, 2024 June 1, 2025
5.5 The percentage of educators participating in PD who rate PD as effective in preparing them to implement arts-integration instructional strategies… **Measure:** Evaluator-developed PD teacher survey, analyzed and reported annually.	50% 60% 70% 80% 90%	June 1, 2021 June 1, 2022 June 1, 2023 June 1, 2024 June 1, 2025
5.6 The percentage of educators participating in PD who rate PD as effective in preparing them to implement magnet instructional strategies… **Measure:** Evaluator-developed PD teacher survey, analyzed and reported annually.	50% 60% 70% 80% 90%	June 1, 2021 June 1, 2022 June 1, 2023 June 1, 2024 June 1, 2025
5.7 The percentage of educators participating in PD who report implementing magnet theme-based	50% 60%	June 1, 2021 June 1, 2022

instructional strategies…**Measure:** Evaluator-developed survey, analyzed and reported annually.	70% 80% 90%	June 1, 2023 June 1, 2024 June 1, 2025
5.8 The percentage of educators participating in professional development who report implementing arts-integration instructional strategies will… **Measure:** Evaluator-developed teacher survey, analyzed and reported annually.	50% 60% 70% 80% 90%	June 1, 2021 June 1, 2022 June 1, 2023 June 1, 2024 June 1, 2025

Making evaluation results available to the team will be critical to *Med-Tech 7* success. To increase evaluation utility, TEG will strive to ensure that data collection, data analysis, and report dissemination efforts are conducted in a timely manner to ensure that staff have the data needed to monitor progress, assess implementation, and track outcomes. TEG will provide reports throughout implementation to support implementation and refinements as noted in *Table 32*.

Table 32: Evaluator Reports to Stakeholders

Type of Report	Date Submitted
Federal Annual Performance Report (APR)	Spring each year
Federal Ad Hoc Report	Fall each year
Implementation Fidelity Report	March and September yearly
Teacher and student survey snapshots	July each year
School climate profiles for each school	July each year
Final evaluation report and Impact study report	September 2025

Additionally, TEG will keep staff informed via monthly meetings and ad hoc reports.

(3) Extent to which costs are reasonable to objectives, design, significance of project.

The cost of a comprehensive program evaluation reflects the scope and comprehensiveness of the evaluation plan and represents the investment made in both the program and the program participants. The *Med-Tech 7* team has proposed a rigorous, comprehensive evaluation that includes both a formative component to assess program implementation, and a summative component to assess achievement of the program's goals and performance measures, as well as an impact study to document the program's promising evidence of effectiveness in improving students' academic achievement. Taken together, the proposed evaluation will provide the program staff with data that can be used to guide program implementation, development and improvement, and document program outcomes. The cost of this evaluation is directly related to the amount of in-depth information that will be collected regarding the key factors that support the program's success. We anticipate that the evaluation costs will remain constant across the project years; it has been our experience that while activities in Year 1 may differ from the activities in the following years, there are not typically **fewer** activities and the costs remain stable. **Our costs are reasonable to the objectives.** The evaluation of *Med-Tech 7* will address all five program goals: 1) reduce minority isolation, 2) improve academic success, 3) implement a medical magnet program, 4) implement a technology magnet program, and 5) provide high-quality educator PD. In addition, we will be tracking 28 performance measures across seven schools. We have also included a fidelity of implementation component to the evaluation to track implementation at all *Med-Tech 7* schools across all five years of the grant. Tracking fidelity requires the collection and analysis of data across multiple indicators for each individual school. To monitor progress toward the performance measures and adequately measure program outcomes, we will be collecting a great deal of data. The variety of data collection tools we will be using, including the fidelity index,

teacher and student surveys, teacher interviews and focus groups, student focus groups, district enrollment records, and other program records will allow us to monitor progress at all seven schools. The inclusion of qualitative data collection methods (e.g., interviews, focus groups) adds to the cost as the analysis of such data is time consuming and labor intensive. Overall, the time, expertise, and technology put towards our data collection efforts is fully in line with the cost of the evaluation. **Our costs are reasonable to potential significance of the proposed project.** As the result of tracking implementation fidelity at all *Med-Tech 7* schools, monitoring progress on our objectives and associated performance measures, and conducting our impact study, we will be able to demonstrate that our program outcomes are correlated with program implementation. We will also be able to identify program components that are most critical to achieving positive outcomes. Designed to meet What Works Clearinghouse group design standards with reservations, our impact study will provide promising evidence of effectiveness of *Med-Tech 7* and support program replication in other districts. The investment in this rigorous study is justified as we expect the findings to be reliable and valid. Further, our findings will contribute to establishing evidence-based best practices in the field of education. **◆Commitment:** *Med-Tech 7* will allow BCSD to reach its vision of all students thriving academically through a rigorous, theme-based K-12 pipeline characterized by diverse social, economic, ethnic, and racial backgrounds. Through MSAP funding, BCSD will be able to implement field-initiated innovations tested through a K-12 pipeline of seven high-need schools, improving student achievement and socioeconomic diversity and increasing the number of traditionally underrepresented and high-need students pursuing STEAM careers. BCSD is committed to cost effectively implementing *Med-Tech 7* in collaboration with community, university, and industry leaders to ensure our processes and resources are incorporated into district practices, future replication, and annual budget allocations.

Med-Tech 7 Budget Narrative						
Budget Category and Justification	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Total**
1. PERSONNEL						
A. Management Team: Meeting monthly, this team will be responsible for monitoring program and strategy implementation to maximize the quality of service provision across the district and inform the Board of Education regarding our progress. Representatives from the district office will serve on this team dedicating 0.10 FTE each to provide expertise to manage the project: Superintendent, Chief Instructional Services Officer, Officer of Innovative Initiatives, Director of Accountability, Director of Special Revenue, Director of Career and Technical Education, District STEAM Coordinator, and District Arts Coordinator. ***Cost:*** Time contributions provided by district funds.	0	0	0	0	0	**0**

Budget Category and Justification	Year 1	Year 2	Year 3	Year 4	Year 5	Total
B. District STEAM Coordinator: With over six years of experience, our District STEAM Coordinator will support our MSAP project by helping teachers with incorporating project-based learning, hands-on activities, and technology into daily class lessons. The STEAM Coordinator will be responsible for creating a collaborative team of instructors and support staff to ensure students' educational and developmental needs are met, designing and implementing professional development workshops, and implementing coaching and mentoring opportunities. ***Cost:*** Time contributions provided by district funds.	0	0	0	0	0	**0**
C. District Arts Coordinator: A full-time District Arts Coordinator will be hired to provide professional leadership, consultation, and support of arts integration across academic areas and provide teachers with knowledge regarding research, theory, and practice that meets the district's goals and state standards. The Coordinator will hold a Master's degree and have at least four years of experience in fine arts curriculum, working with adult learners, and curriculum development and mapping. ***Cost:*** Time contributions provided by district funds.	0	0	0	0	0	**0**

Budget Category and Justification	Year 1	Year 2	Year 3	Year 4	Year 5	Total
D. *Med-Tech 7* Principals: At each of our seven Med-Tech 7 elementary, middle, and high schools, the school principal will oversee the daily activities of the magnet program. ***Cost:*** Time contributions provided by district funds.	0	0	0	0	0	**0**
E. Project Director: A full-time Project Director will be hired to direct the day-to-day operations of our MSAP project and will report to the district's Chief Instructional Services Officer. The Director will hold a Master of School Administration or Leadership degree and have at least five years prior experience implementing large-scale school reform and improvement projects with experience in school choice or theme-based programs, desegregation, teaching diverse student populations, fiscal monitoring, curriculum development, professional development, collaborating with community partners, and sustainability plans. ***Cost :*** $68,000 annual salary x 1 FTE with an annual 3% cost of living increase.	68,000	70,040	72,141	74,305	76,534	**361,020**

Budget Category and Justification	Year 1	Year 2	Year 3	Year 4	Year 5	Total
F. Marketing Coordinator: A full-time Marketing Coordinator will be hired to direct the marketing, recruitment, application, and student selection process and serve on the Management Team. The Coordinator will hold a bachelor's degree in communications or marketing and have at least five years prior experience creating and implementing high impact and cost-effective integrated marketing communications in K-12 or higher education, nonprofit, or government sectors. ***Cost :*** $50,632 annual salary x 1 FTE with an annual 3% cost of living increase.	50,632	52,151	53,716	55,327	56,987	**268,813**
G. Magnet School Curriculum Specialists: Two full-time Specialists will be hired with a focus on either the medical cluster or the technology cluster. The Specialists will hold a Master's degree and have at least four years of experience in an educational position focused on STEM, technology or medical themes, and project-based learning as well as proven skills in teacher development and coaching of curricula units, instructional sequences, and performance-based assessments. ***Cost:*** $50,000 x 2 FTE with an annual 3% cost of living increase.	100,000	103,000	106,090	109,273	112,551	**530,914**

Budget Category and Justification	Year 1	Year 2	Year 3	Year 4	Year 5	Total
H. Arts Instructional Specialists: Two full-time Specialists will be hired to support the rollout of our STEAM arts integration approach with one specialist focusing on the elementary level and the other on the secondary level. The Specialists will hold a Master's degree and have at least four years of experience in an educational position focused on STEAM, art integration approaches, and project-based learning as well as proven skills in teacher development and coaching of curricula units, instructional sequences, and performance-based assessments. ***Cost:*** $50,000 x 2 FTE with an annual 3% cost of living increase.	100,000	103,000	106,090	109,273	112,551	**530,914**
I. Medical-Focused Teachers: Two full-time Medical Teachers will be hired to teach in the Pre-Med and Biomedical Science Academies at Beaufort High School. The Teachers will support students with developing foundational skills for college- and career-readiness linked to academic skills for Pre-Med or Biomedical Science with career-related project-based learning. ***Cost*** $50,000 x 2 FTE with an annual 3% cost of living increase.	100,000	103,000	106,090	109,273	112,551	**530,914**

Budget Category and Justification	Year 1	Year 2	Year 3	Year 4	Year 5	Total
J. Technology-Focused Teachers: Two full-time Technology Teachers will be hired to teach in the Cybersecurity, Computer Science, and Network Engineering Academies at Whale Branch High School. The Teachers will support students with developing foundational skills for college- and career-readiness linked to academic skills for Cybersecurity, Computer Science, and Network Engineering with career-related project-based learning. ***Cost:*** $50,000 x 2 FTE with an annual 3% cost of living increase.	100,000	103,000	106,090	109,273	112,551	**530,914**
K. Curriculum Development Stipends: Meeting daily for two weeks during the summer months, teachers will collaborate and utilize the expertise of industry partners to develop cross curricular art lessons, create Grand Challenges units of study, and design curriculum for our medical and technology academies that aligns with our state standards. ***Cost:*** $100 per day x 5 days per week x 2 weeks x 6 teachers per magnet school x 7 schools.	42,000	42,000	42,000	42,000	42,000	**210,000**

Budget Category and Justification	Year 1	Year 2	Year 3	Year 4	Year 5	Total
L. Professional Development Stipends: Empowering teachers to deliver high-quality instruction and integration of magnet themes, we will compensate our magnet school teachers for participating in training, industry externships, and a five-day summer institute to deliver a blended model for instruction, differentiated instruction, cultural diversity, and trauma-informed care to continuously improve teacher effectiveness and link with our district professional development standards. ***Cost:*** $100 per day x 10 days per summer x 20 teachers per magnet school x 7 schools.	140,000	140,000	140,000	140,000	140,000	**700,000**
M. STEAM Arts-Integrated Camp Teachers: We will provide a two-week STEAM arts-integrated camp for rising fourth through eighth graders in both the Beaufort and Whale Branch clusters to provide in-depth, advanced-level creative workshops taught by master teachers and professional artists. ***Cost:*** $275 per day x 10 days per summer x 10 teachers per camp x 2 camps, beginning in Year 1.	55,000	55,000	55,000	55,000	55,000	**275,000**
N. Medical-Themed Camp Teachers: We will provide a five-day medical themed camp for rising fourth through eighth graders. ***Cost:*** $275 per day x 5 days per summer x 10 teachers per camp x 2 camps, beginning in Year 3.	0	0	27,500	27,500	27,500	**82,500**

Budget Category and Justification	Year 1	Year 2	Year 3	Year 4	Year 5	Total
O. Technology-Themed Camp Teachers: We will provide a five-day technology themed camp for rising fourth through eighth graders. ***Cost:*** $275 per day x 5 days per summer x 10 teachers per camp x 2 camps, beginning in Year 3.	0	0	27,500	27,500	27,500	**82,500**
P. Substitute Teachers: We will hire substitute teachers to allow our magnet school teachers time to participate in 50 hours annually of professional development opportunities. ***Cost:*** Time contributions provided by district funds.	0	0	0	0	0	**0**
Personnel Subtotal	**755,632**	**771,191**	**842,217**	**858,724**	**875,725**	**4,103,489**
2. FRINGE BENEFITS						
A. Fringe Benefits: As required by State and Federal law, fringe benefits will include FICA, federal/state unemployment, Medicare, Workers' Compensation, retirement, and health and life insurance. ***Cost:*** 39.46% of full-time wages of grant-funded staff.	298,172	304,312	332,339	338,852	345,561	**1,619,236**
Fringe Benefits Subtotal	**298,172**	**304,312**	**332,339**	**338,852**	**345,561**	**1,619,236**
3. TRAVEL						
A. MSAP National Travel: Our *Med-Tech 7* Project Director, School Principals, and our Lead External Evaluator will attend an annual conference hosted by the MSAP Program Office or the national Magnet Schools of America. ***Cost:*** $675 airfare plus $350 per day for hotel, per diem, and transportation x 5 days x 9 staff.	21,825	21,825	21,825	21,825	21,825	**109,125**

Budget Category and Justification	Year 1	Year 2	Year 3	Year 4	Year 5	Total
B. Local Travel: Our *Med-Tech 7* Project Director, Marketing Coordinator, Magnet School Curriculum Specialists, and Arts Instructional Specialists will travel between magnet schools for meetings, observations, professional development, and coaching to ensure transparency and consistency in program implementation. ***Cost:*** 95 miles per month x $0.575 per mile x 6 staff x 12 months per year.	3,933	3,933	3,933	3,933	3,933	**19,665**
C. Model Site Visits: In Year 1, *Med-Tech 7* staff will travel across the state and region to visit schools effectively implementing magnet programs. ***Cost:*** 175 miles per visit x 2 vans x .80 per mile x 2 visits plus $45 per diem x 28 educators (4 teachers per magnet school x 7 schools) x 2 visits in Years 1 and 2.	3,080	3,080	0	0	0	**6,160**
D. Industry and College Visits: Students will visit colleges with STEAM programs, tour the Medical University of South Carolina to see simulations, and explore local businesses that specialize in medicine, bioscience, cybersecurity, computer science, network engineering, and the arts. ***Cost:*** $17 per hour per bus driver x 3 bus drivers x 6 hours per day x 4 days per year plus $0.80 per mile x 90 miles per trip x 4 trips per year plus $12 per student for meals x 60 students per trip x 4 trips per year, beginning in Year 3.	0	0	4,392	4,392	4,392	**13,176**

Budget Category and Justification	Year 1	Year 2	Year 3	Year 4	Year 5	Total
E. Student Transportation: We will maximize access to our magnet schools by providing student bus transportation. Beaufort County Schools will sustain student transportation costs upon completion of our MSAP grant through local funds. ***Cost:*** $17 per hour x 6 hours per day x 180 days per year x 7 bus drivers plus $0.80 per mile x 60 miles per day x 180 days per year x 7 buses, beginning in Year 2. Funding for 30 days of transportation budgeted in Year 2.	0	31,500	189,000	189,000	189,000	**598,500**
F. Student Afterschool Transportation: We will remove barriers to students participating in afterschool enrichment activities provided in partnership with our partners at the YMCA and Boys & Girls Club of the Lowcountry by providing transportation home in the afternoons. Cost: $17 per hour x 3 hours per day x 4 days per week x 32 weeks per year x 7 bus drivers plus $0.80 per mile x 30 miles per day x 4 days per week x 32 weeks per year x 7 buses, beginning in Year 3. Funding for 4 weeks of transportation budgeted in Year 2 when academies begin.	0	8,400	67,200	67,200	67,200	**210,000**

Budget Category and Justification	Year 1	Year 2	Year 3	Year 4	Year 5	Total
G. Summer STEAM Arts-Integrated Camp Transportation: We will maximize participation in our annual summer STEAM Arts-Integrated Camps by providing student bus transportation. ***Cost:*** $17 per hour x 6 hours per day x 10 days per summer x 3 bus drivers plus $0.80 per mile x 60 miles per day x 10 days per summer x 3 buses, beginning in Year 1.	4,500	4,500	4,500	4,500	4,500	**22,500**
H. Summer Medical-Themed Camp Transportation: We will maximize participation in our annual summer Medical-Themed Camps by providing student bus transportation. ***Cost:*** $17 per hour x 6 hours per day x 5 days per summer x 3 bus drivers plus $0.80 per mile x 60 miles per day x 5 days per summer x 3 buses, beginning in Year 3.	0	0	2,250	2,250	2,250	**6,750**
I. Summer Technology-Themed Camp Transportation: We will maximize participation in our annual summer Technology-Themed Camps by providing student bus transportation. ***Cost:*** $17 per hour x 6 hours per day x 5 days per summer x 3 bus drivers plus $0.80 per mile x 60 miles per day x 5 days per summer x 3 buses, beginning in Year 3.	0	0	2,250	2,250	2,250	**6,750**

Budget Category and Justification	Year 1	Year 2	Year 3	Year 4	Year 5	Total
J. Project Lead the Way: Academy teachers will travel to participate in Project Lead the Way training to receive certification to teach units of study in our Pre-Med, Biomedical Science, Cybersecurity, Computer Science, and Network Engineering Academies. ***Cost:*** $675 airfare plus $350 per day for hotel, per diem, and transportation x 5 days plus $2,500 tuition per teacher x 7 teachers in Year 1.	34,475	0	0	0	0	**34,475**
K. Grand Challenges Travel: We will provide opportunities for students to deepen knowledge gained through our Pre-Med, Biomedical Science, Cybersecurity, Computer Science, and Network Engineering Academies by participating in Grand Challenges hosted by the National Academy of Engineering. Students may participate in Grand Challenges such as Reverse-Engineer the Brain, Engineer Better Medicines, Advance Health Informatics, Secure Cyberspace, and Engineer the Tools of Scientific Discovery. ***Cost:*** $17 per hour x 8 hours per day x 2 days per year x 2 bus drivers plus $0.80 per mile x 200 miles per day x 2 days per trip x 2 buses plus $50 per day for hotel x 1 night per year x 20 hotel rooms per year plus $12 per student per meal x 3 meals per day x 40 students per trip x 2 days per trip x 1 trip per year, beginning in Year 3.	0	0	5,064	5,064	5,064	**15,192**
Travel Subtotal	**67,813**	**73,238**	**300,414**	**300,414**	**300,414**	**1,042,293**

Budget Category and Justification	Year 1	Year 2	Year 3	Year 4	Year 5	Total
4. EQUIPMENT						
A. Project Lead the Way Setup for Pre-Med Academy: We will purchase Project Lead the Way equipment items for our Pre-Med Academy to include durable supplies such as anatomical models, EKG/ECG devices, microscopes, treatment tables, scales, venous dopplers, pediatric and adult nursing manikins, and a virtual reality nurse simulation platform. ***Cost:*** $68,160 per year, beginning in Year 2.	0	68,160	68,160	68,160	68,160	**272,640**
B. Project Lead the Way Setup for Biomedical Science Academy: We will purchase Project Lead the Way equipment items for our Biomedical Science Academy to include durable supplies such as electrophoresis packages, blue light transilluminators, hot plates, lab incubators, and digital waterbaths. ***Cost:*** $41,214 per year, beginning in Year 2.	0	41,214	41,214	41,214	41,214	**164,856**
C. Project Lead the Way Setup for Cybersecurity Academy: We will purchase Project Lead the Way equipment items for our Cybersecurity Academy to include durable supplies such as penetration testing tools, password auditing and packet sniffers, cybersecurity tools, encryption tools, networking monitoring tools, and software. ***Cost:*** $32,995 per year, beginning in Year 2.	0	32,995	32,995	32,995	32,995	**131,980**

Budget Category and Justification	Year 1	Year 2	Year 3	Year 4	Year 5	Total
D. Project Lead the Way Setup for Computer Science Academy: We will purchase Project Lead the Way equipment items for our Computer Science Academy to include durable supplies such as VEX Gateway Kits and custom student packs. ***Cost:*** $20,819 per year, beginning in Year 2.	0	20,819	20,819	20,819	20,819	**83,276**
E. Project Lead the Way Setup for Network Engineering Academy: We will purchase Project Lead the Way equipment items for our Network Engineering Academy to include durable supplies such as software, hardware, and systems. ***Cost:*** $9,995 per year, beginning in Year 2.	0	9,995	9,995	9,995	9,995	**39,980**
Equipment Subtotal	**0**	**173,183**	**173,183**	**173,183**	**173,183**	**692,732**
5. SUPPLIES						
A. Office Supplies: We will use funds for copying, printing, postage, and general office supplies. ***Cost:*** $125 per month x 12 months x 7 schools.	10,500	10,500	10,500	10,500	10,500	**52,500**
B. Student Lottery Software: We will purchase a system to effectively implement a student lottery for our *Med-Tech 7* magnet programs. ***Cost:*** $12,000 per year.	12,000	12,000	12,000	12,000	12,000	**60,000**
C. *Med-Tech 7* Staff Technology: We will purchase a device, printer, and software package for our six grant-funded staff. ***Cost:*** $1,499 per person x 6 staff.	8,994	0	0	0	0	**8,994**

Budget Category and Justification	Year 1	Year 2	Year 3	Year 4	Year 5	Total
D. Parent Materials: We will host parent events to engage families and share knowledge, resources, and opportunities available through our *Med-Tech 7* magnet programs. ***Cost:*** $1,880 per school per year x 7 schools.	13,160	13,160	13,160	13,160	13,160	**65,800**
E. Marketing: We will cultivate materials to expand our reach to educate more families about the opportunities available through *Med-Tech 7*. Marketing materials will include promotional graphics, artwork, brochures, social media, website design, and signage. ***Cost:*** $12,000 per year.	12,000	12,000	12,000	12,000	12,000	**60,000**
F. Professional Development Materials: We will purchase materials to support teachers with creating integrated lesson plans, thematic units, co-teaching with artists in residence and arts specialists, and connecting with medical- and technology-based industry partners to link classroom content and projects to work settings. ***Cost:*** $2,225 per school per year x 7 schools.	15,575	15,575	15,575	15,575	15,575	**77,875**
G. School Choice Manual Development and Printing: We will develop, in multiple languages, a School Choice manual to be distributed throughout our district and community, beginning in Year 2. ***Cost:*** $1,550 per school per year x 7 schools.	0	10,850	10,850	10,850	10,850	**43,400**

Budget Category and Justification	Year 1	Year 2	Year 3	Year 4	Year 5	Total
H. Data Analytics Tools: We will purchase data analytics tools to allow our district to access datasets to create and answer questions, dive deeply into visualizations and trend data, and graphically report data to share in a user-friendly, usable manner with educators, parents, students, and community leaders. ***Cost:*** $2,520 for creator licenses plus $5,040 for explorer licenses plus $18,000 for viewer licenses.	25,560	0	0	0	0	**25,560**
I. Second Step Curricula: We will purchase this evidence-based Tier 1 curricula to support social-emotional learning for K-8 students. ***Cost:*** $1,750 per school x 5 K-8 schools in Year 1.	8,750	0	0	0	0	**8,750**
J. Too Good for Drugs and Violence Curricula: We will purchase this evidence-based Tier 1 curricula to support social-emotional learning for students in Grades 9-12. ***Cost:*** $1,208 per school for kits and workbooks x 2 high schools in Year 1.	2,416	0	0	0	0	**2,416**
K. Check-In/Check-out Curricula: We will purchase materials to implement the evidence-based Check-In/Check-out Tier 2 curricula for K-5 students who need additional help with behavior management. ***Cost:*** $1,500 per school x 2 schools in Year 1.	3,000	0	0	0	0	**3,000**

Budget Category and Justification	Year 1	Year 2	Year 3	Year 4	Year 5	Total
L. Check & Connect Curricula: We will purchase materials to implement the evidence-based Check & Connect Tier 2 curricula for students in Grades 6-12 who demonstrate signs of disengagement or who are at risk of dropping out. C***ost:*** $1,500 per school x 5 schools in Year 1.	7,500	0	0	0	0	**7,500**
M. Virtual Learning Kits: We will purchase materials to develop virtual learning kits to give students an opportunity to demonstrate knowledge through project-based learning in a virtual world, designed based upon state standards. C***ost:*** $4,745 per school x 7 schools per year.	33,215	33,215	33,215	33,215	33,215	**166,075**
Supplies Subtotal	**152,670**	**107,300**	**107,300**	**107,300**	**107,300**	**581,870**
6. CONTRACTUAL						
Beaufort County Schools has and will comply with procurement procedures outlined in 2 CFR Part 200.317-326 as well as local policies and procedures.						
A. STEM Certification: All seven of our *Med-Tech 7* magnet schools will recertify (Lady's Island Middle) or obtain and maintain Cognia STEM Improvement Network membership annually and complete the process to become a STEM certified school by Year 2 of our MSAP. ***Cost:*** $900 per year for membership x 7 schools plus $2,350 accreditation cost x 6 schools in Year 2. Lady's Island will recertify in Year 1.	8,650	20,400	6,300	6,300	6,300	**47,950**

Budget Category and Justification	Year 1	Year 2	Year 3	Year 4	Year 5	Total
B. Project Lead the Way Training: We will train seven teachers in Project Lead the Way in Year 1. ***Cost:*** $4,000 per teacher x 7 teachers plus annual membership of $700 per school x 7 schools.	32,900	4,900	4,900	4,900	4,900	**52,500**
C. SREB: We will partner with the Southern Regional Education Board (SREB) whose approach offers ready-to-implement course work for students, comprehensive training for teachers, tools and resources for project-based learning, end-of-course assessments, and opportunities for industry certification and dual credit to deliver training, coaching, course development, and assessments for our academies and professional learning communities. ***Cost:*** $1,850 per day x 72 days in Year 1; 96 days in Year 2; 120 days in Year 3; 168 days in Year 4; 120 days in Year 5.	133,200	177,600	222,000	310,800	222,000	**1,065,600**

Budget Category and Justification	Year 1	Year 2	Year 3	Year 4	Year 5	Total
D. Buck Institute for Education: We will partner with the Buck Institute for Education to provide professional learning on how to design, assess, and manage projects that engage and motivate students across grade levels and subject areas linked to our magnet themes. The Institute will provide systemic project-based learning implementation services which designs a planning model that results in sustainable implementation across the magnet schools. A systemic partnership coach from the institute will manage the plan, provide on-site and virtual support to leadership, schedule services and professional development events, and tailor training needs. ***Cost:*** $175,000 per year in Years 1-3 to include facilitator fees, travel, and administrative costs.	175,000	175,000	175,000	0	0	**525,000**
E. Blended Learning in a Virtual World Training: We will partner with an expert to train teachers on differentiating instruction and facilitating virtual blended learning. ***Cost:*** $2,500 per day x 2 days annually.	5,000	5,000	5,000	5,000	5,000	**25,000**

Budget Category and Justification	Year 1	Year 2	Year 3	Year 4	Year 5	Total
F. Afterschool Enrichment Teachers: We will partner with the YMCA and Boys & Girls Club of the Lowcountry to provide afterschool tutoring and enrichment to *Med-Tech 7* students. **COST :** $25 per hour x 3 hours per day x 4 days per week x 32 weeks per year x 7 teachers per day, beginning in Year 3. Funding for 4 weeks of programming budgeted in Year 2.	0	8,400	67,200	67,200	67,200	**210,000**
G. Artists in Residence: We will partner with local artists that are experts in their field to collaborate with teachers to develop cross curricular art lessons. ***Cost:*** $150 per day x 5 days per week x 2 weeks x 1 artist per school x 7 schools.	10,500	10,500	10,500	10,500	10,500	**52,500**
H. Language Translation Services: We will hire translators to support developing of materials and participate in family events. ***Cost:*** $395 per month x 12 months per year.	4,740	4,740	4,740	4,740	4,740	**23,700**
I. Capacity Building and Sustainability: We will partner with sustainability experts to build district capacity to develop a strategy to effectively implement and sustain *Med-Tech 7* after grant funds conclude. ***Cost:*** $125 per hour x 80 hours per month x 12 months per year.	120,000	120,000	120,000	120,000	120,000	**600,000**

Budget Category and Justification	Year 1	Year 2	Year 3	Year 4	Year 5	Total
J. External Evaluation: We will partner with The Evaluation Group (TEG), identified through a procurement process that complies with requirements of 2 CFR 200.317-326 and local policies, will develop a formative and summative evaluation to include a rigorous, quasi-experimental impact study. *Med-Tech 7* will be led by Dr. Catherine Snyder and supported by TEG's Data Architect, Olivia Stevenson. TEG will employ a multi-level, utilization-focused, participatory approach using a mixed-methods design that combines qualitative and quantitative data to evaluation to ensure that results are timely, relevant, and address our specific evaluation questions. ***Cost:*** 10% of the total grant budget that includes personnel, supplies, software, materials, technology, evaluation tool development, and assessment administration.	259,000	259,000	259,000	259,000	259,000	**1,295,000**
K. Industry Credentialing: We will contract with an expert, such as HealthCenter 21 and CodeHS.org, to provide healthcare and technology industry credentialing. ***Cost:*** $9,975 per school x 2 high schools, beginning in Year 3.	0	0	19,950	19,950	19,950	**59,850**

Budget Category and Justification	Year 1	Year 2	Year 3	Year 4	Year 5	Total
L. Second Step Professional Development: We will contract with Second Step to provide training to educators that will deliver the evidence-based Tier 1 intervention to support social-emotional learning for K-8 students. ***Cost:*** $2,000 per day x 1 day per year x 5 schools.	10,000	10,000	10,000	10,000	10,000	**50,000**
M. Too Good for Drugs and Violence Professional Development: We will contract with Too Good for Drugs and Violence to provide training to staff to deliver the program to students in Grades 9-12. ***Cost:*** $2,250 per day x 2 days per year x 2 schools.	9,000	9,000	9,000	9,000	9,000	**45,000**
N. Check-In/Check-Out and Check & Connect Professional Development: We will contract with experts to provide training to K-12 educators to support implementing evidence-based Tier 2 intervention. ***Cost:*** $2,525 per day x 1 day per year x 7 schools.	17,675	17,675	17,675	17,675	17,675	**88,375**
O. CASEL Training: We will contract with CASEL (Collaborative for Academic, Social, and Emotional Learning) to train employees in social emotional learning. ***Cost:*** $932 per school per year x 7 schools.	6,524	6,524	6,524	6,524	6,524	**32,620**

Budget Category and Justification	Year 1	Year 2	Year 3	Year 4	Year 5	Total
P. ISTE Professional Development: We will contract with the International Society for Technology in Education (ISTE) to provide professional development on standards for students to inspire them to transform into learners focused on deepening practice, peer collaboration, and digital citizenship. ***Cost:*** $1,850 per school per year x 7 schools.	12,950	12,950	12,950	12,950	12,950	**64,750**
Contractual Subtotal	**805,139**	**841,689**	**950,739**	**864,539**	**775,739**	**4,237,845**
Direct Cost Total	**2,079,426**	**2,270,913**	**2,706,192**	**2,643,012**	**2,577,922**	**12,277,465**
Indirect Costs: We will use our approved restricted indirect cost rate of 5.65% of direct costs (less fixed assets and contractual costs that exceed the first $25,000 of each contract [line items 6. B, C, D, F, I, J]).	83,864	92,621	112,322	112,210	113,549	**514,566**
TOTAL GRANT BUDGET	**2,163,290**	**2,363,534**	**2,818,514**	**2,755,222**	**2,691,471**	**12,792,031**

APPENDIX A: VOLUNTARY DESEGREGATION PLAN

Type of Desegregation Plan
(Check One & Attach the Appropriate Documents)

☐ A Required Plan: A plan that is (1) implemented pursuant to a final order of a court of the United States, or a court of any State, or any other state agency or official of competent jurisdiction and (2) the order requires the desegregation of minority group segregated children or faculty in the elementary and secondary schools of that agency or those agencies. Attach the Following Documents • A copy of the court or agency order that demonstrated that the magnet school(s) for which assistance is sought under the grant are a part of the approved plan. • Note: If the applicant is implementing a previously approved plan that does not include the magnet school(s) for which assistance is requested, the plan must be modified to include the new magnet school(s). The applicant must obtain approval of the new magnet schools, or any other modification to its desegregation plan, from the court, agency or official that originally approved the plan. The date by which proof of approval of any desegregation plan modification must be submitted to the US Department of Education is identified in the closing date notice. Any **required desegregation plan modification** should be received by May 19, 2017, and should be sent to: Jennifer Todd U.S. Department of Education Office of Innovation & Improvement 400 Maryland Avenue SW, 4W201 Washington, DC 20202-5970	☑ A Voluntary Plan: A plan to reduce, eliminate or prevent minority group isolation that is being implemented (or would be implemented if assistance under the Magnet Schools Assistance Program is made available) on either a voluntary basis or as required under Title VI of the Civil Rights Act of 1964. *Attach the Following Documents* • A copy of the plan • A copy of the school board resolution adopting and implementing the plan, or agreeing to adopt and implement the plan upon the award of assistance.

BEAUFORT COUNTY SCHOOL DISTRICT
Box 830
Beaufort, South Carolina 29902

Walter Trammell
Winter

1 April 1970

Miss Rosa Weiner
Office for Civil Rights
Department of Health, Education and Welfare
Washington, D. C. 20201

Dear Miss Weiner:

Enclosed is our plan which meets all the stipulations of our telephone conversations and your letter except moving the seventh grade at Dale into the Beaufort Junior High School.

As you know from our plans we plan to completely close the Junior High School as soon as our new high school is finished. This year we have been using conference rooms and other unacceptable space in that building. We pointedly left the seventh grade at Dale for one year and increased the zones of St. Helena and Lady's Island to get children in the Junior High School out of inadequate and unsafe conditions.

We have N. D. E. A. and Title I projects that must be approved immediately. Please expedite our compliance to the full extent of your ability.

Sincerely,

Dr. Walter Trammell
Superintendent
Beaufort County Schools

Encls.

Wt/ rw

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OS-DOR-HEW

B. U. ART COUNTY SCHOOLS
BEAUFORT, S. C.

9 March 1970 - Hadn't [illegible] is her

A PLAN TO ELIMINATE THE DUAL SCHOOL SYSTEM IN SEPTEMBER OF 1970

This plan has been tentatively agreed on by the Beaufort County Board of Education and the Department of Health, Education, and Welfare.

Phase I - September of 1970

(1) Beaufort High School will be a ten through twelve grade school serving those students who live in the area which is northeast of Broad River.

There will be approximately 2,200 students of whom 985 will be white and 1,215 Negro.

The school will operate on double sessions with approximately 1,100 students attending each session. The racial balance of each session will approximate as nearly as possible that of the entire student body. According to present plans the twelfth grade and part of the eleventh grade will attend one session. The tenth grade and the remainder of the eleventh grade will attend one session.

The racial balance of the staff will approximate as nearly as possible the balance which exists in the school district.

(2) The Bluffton School will be a nine through twelve grade school to serve those students now in the Michael C. Riley and Bluffton schools. The geographical area will be the area of Beaufort County south of Broad River.

There will be approximately 300 students of whom 100 will be white and 200 Negro.

The racial balance of the staff will approximate as nearly as possible the balance which exists in the school district.

(3) Beaufort Junior High School will be a seventh and eighth grade school serving those students in the areas northeast of Broad River

(Beaufort Junior High Cont'd.)

...cept Lady's Island and St. Helena Island, and those eighth grade students residing in the Beaufort City Limits and Port Royal.

It will serve approximately 850 students of whom 535 are white and 315 are Negro.

The racial balance of the staff will approximate as nearly as possible the racial balance of the staff in the school district.

(4) Robert Smalls Junior High School will serve all students in grade nine northeast of the Broad River excluding Lady's Island and St. Helena Island, and all eighth grade students residing in the same area except the City Limits of Beaufort and Port Royal.

There will be approximately 1,200 students of whom 650 are white and 550 are Negro.

The racial balance of the staff will approximate as nearly as possible the racial balance of the staff in the school district.

(5) St. Helena Junior High School will serve grades seven, ...ght, and nine for those children living in the area east of the Beaufort River, south of Coosaw River, and north of the Atlantic Ocean.

There will be approximately 490 students of whom 40 will be white and 450 Negro.

The racial balance of the staff will approximate as nearly as possible the racial balance of the staff in the school district.

(6) Battery Creek Elementary School will be a one through six grade school serving the children in the city area bounded on the north by Battery Creek and Duke Street, bounded on the east by ~~Wilmington~~ Church Street to the Beaufort River, bounded on the west by Battery Creek, and bounded on the south by a line running east from Battery Creek to Pine Court, south to Ribaut Road, then south on Ribaut Road to the end of the Spanish Point area, then east to Beaufort River. In addition to the above city area it will serve children in the county area bounded on the north by Whale Branch, on the west by Highway 21, on the south by the Gray's Hill area, except Ann's Point, which also will attend Battery Creek School.

Battery Creek School cont'd.)

There will be approximately ~~390~~ 417 students of whom ~~200~~ 192 will be white and ~~190~~ 208 Negro. (48.5) (45.7%)

The racial balance of the staff will approximate as nearly as possible the balance which exists in the school district.

(7) Mossy Oaks Elementary School will be a one through six grade school serving children from the area bounded on the north by the southern boundary of the Battery Creek area, on the east by the Beaufort River, on the west by Battery Creek, and on the south by Highway 281 from Battery Creek to the Naval Hospital compound then due east to the Beaufort River.

There will be approximately 615 students of whom 530 will be white and 85 Negro.

The racial balance of the staff will approximate as nearly as possible the balance which exists in the school district.

(8) Port Royal Elementary School will be a one through six grade school serving children from the area bounded on the north by the southern boundary of the Mossy Oaks area, on the west by Battery Creek, and the east by Beaufort River.

There will be approximately 185 students of whom 165 will be white and 20 Negro.

The racial balance of the staff will approximate as nearly as possible the balance which exists in the school district.

(9) Robert Smalls Elementary School will be a one through six grade school serving those children in the city area bounded on the north by the coastline, on the south by a line from Duke Street to Battery Creek, then north to Highway 21, west on Highway 21 to Palmetto Drive, on the east by ~~Wilmington Street~~ Lowards and Rodgers Street, on the west by the western side of Palmetto Drive.

There will be approximately ~~290~~ 331 students of whom ~~205~~ 207 will be white and ~~85~~ 124 Negro. (37.4) (29.3%)

The racial balance of the staff will approximate as nearly as possible the balance which exists in the school district.

(10) Beaufort Elementary School will be a one through six grade school serving those children in the city which is bounded on the west by ~~Wilmington Street~~ Charles and Rodgers Street, on the south by the Beaufort River, and on the east and north by the coastline. In addition it will serve those students in the county who live in the area on the right side of Highway 21, north ~~from Palmetto Drive, through the Grayle Hill area~~ of the Marin: for the, excluding Ann's Point.

There will be approximately ~~360~~ 280 students of whom ~~135~~ 111 will be white and ~~225~~ 169 Negro. (60.3) //62.5//

The racial balance of the staff will approximate as nearly as possible the balance which exists in the school district.

(11) Broad River School will be a one through six grade school serving those children in the area bounded on the north by Whale Branch, on the east by Highway 21, on the west by Broad River, and on the south by Highway 20.

There will be approximately ~~630~~ 638 students of whom ~~234~~ 252 will be white and 386 Negro. (60.5) //62.2//

The racial balance of the staff will approximate as nearly as possible the balance which exists in the school district.

(12) Shell Point Elementary School will be a one through six grade school serving those children who live in the area bounded on the north by Highway 20, on the south by Archer's Creek, on the west by Broad River, and on the east by Battery and Jericho Creeks.

There will be approximately 530 students of whom 422 will be white and 108 Negro.

The racial balance of the staff will approximate as nearly as possible the balance which exists in the school district.

(13) Dale Elementary School will be a one through seven grade school serving those children who reside in the area north of Whale Branch.

There will be approximately 515 students of whom 25 will be white and 490 Negro.

The racial balance of the staff will approximate as nearly as possible the balance which exists in the school district.

(14) The Lady's Island Elementary School will be a one through six grade school school serving those children who reside on Lady's Island, Warsaw, Pallawana and Coosaw Islands, plus those children from Wallace, Scott, Orange Grove, Capers, and Corner's Plantations.

There will be approximately 512 students of whom 81 will be white and 431 Negro.

The racial balance of the staff will approximate as nearly as possible the balance which exists in the school district.

(15) St. Helena Elementary School will be a one through six grade school serving those children who reside on Hunting, Fripp, and St. Helena Islands.

There will be approximately 505 students of whom 13 will be white and 492 Negro.

The racial balance of the staff will approximate as nearly as possible the balance which exists in the school district.

(16) Michael C. Riley School will be a one through eight grade school serving those children in the county who live southwest of Broad River except for Jenkins Island and Hilton Head Island. Seventh and eighth graders from Jenkins and Hilton Head Islands will attend the Michael C. Riley School during 1970-71. In 1971-72 when the necessary construction is completed they will attend the Bluffton School.

There will be approximately 560 students of whom 210 will be white and 350 Negro.

The racial balance of the staff will approximate as nearly as possible the balance which exists in the school district.

(17) Hilton Head School will be a one through six grade school serving those children who live on Jenkins and Hilton Head Islands.

There will be approximately 270 students of whom 90 will be white and 180 Negro.

The racial balance of the staff will approximate as nearly as possible the balance which exists in the school district.

(18) Daufuskie School will be a one through eight grade school serving those children living on Daufuskie Island.

There will be approximately 35 students of whom none will be white and 35 will be Negro.

The racial balance of the staff will approximate as nearly as possible the balance which currently exists in the entire school district.

(19) The Beaufort County School for Exceptional Children will be an ungraded school serving those children in the county who are atypical because of mental or physical handicaps.

There will be approximately 70 students of whom 25 will be white and 45 Negro.

The racial balance of the staff will approximate as nearly as possible the balance which currently exists in the entire school district.

Phase II - September 1971

The school district is presently in the process of bonding itself to construct a new senior high school in the Beaufort area and increase the size of the Bluffton School to house approximatel y 800 students.

Upon completion of the construction the present Beaufort High School will be utilized as a junior high school and the Bluffton School will be utilized as a junior-senior high school combination.

The seventh, eighth, and ninth grade students north and east of Broad River, except for Lady's Island and St. Helena Island, will be served by the Robert Smalls Junior High and the present Beaufort High School building.

There will be approximately 1,000 students in each center of whom approximately 650 will be white and 350 Negro.

The racial balance of the staff will approximate as nearly as possible the balance which currently exists in the entire school district.

General Agreements

1. It is understood that all facets of the operation of the school system will be conducted on a racially non-discriminatory, non-segregated basis. This includes transportation, employment, assignment, and all other activities in which the school system is engaged.

2. In no instance will the boundaries outlined in this plan be modified to reduce the extent of integration in any school.

3. Any student assigned to a school where his race is a majority of the student body will be permitted to transfer to any school in the district where his race is in the minority. A student who exercises this option may utilize the established transportation system. In cases where the established system does not serve his purpose the student may exercise his choice and provide his own transportation.

4. All students residing in Beaufort County who attend the public schools will be expected to attend the schools of the district. In cases of extreme hardship the superintendent may grant permission for students to attend schools of another district. However, in no cases will a student be permitted to transfer to another district to avoid integration.

5. The statements in this plan relative to integration of the staff refer to the current status of the staff for the entire school district. Presently 48.4 per cent of the staff are Negro and 51.6 per cent of the staff are white. Hence, the staff in the future will approximate as nearly as possible 50 per cent white and 50 per cent Negro in each school.

6. In the Beaufort Elementary School and the Broad River Elementary School, if the Negro population exceeds 70 per cent, the Board will take the necessary action and keep the student approximately the same. ~~level as 1970-71.~~ OK to change [illegible] phone call [illegible] of letter

7. The Beaufort County School District will undertake only such expansion or construction of school facilities as will contribute to complete desegregation. Future site acquisition will be submitted to the office of Civil Rights for review and the board will exercise its responsibility to eliminate the racial identity of each school in the district.

8. The estimated enrollment for 1971-72 follows.

BEAUFORT COUNTY SCHOOLS
ELEMENTARY SCHOOLS
ESTIMATED ENROLLMENT 1971-72

School	Grades	Students W	Students N	Total
Battery Creek	1 - 6	188	192	380
Mossy Oaks	1 - 6	537	93	630
Port Royal	1 - 6	170	20	190
Robert Smalls El.	1 - 6	207	97	304
Beaufort Elem.	1 - 6	141	252	393
Broad River	1 - 6	241	412	653
Shell Point	1 - 6	417	107	524
Dale El.	1 - 6	17	427	444
Lady's Island	1 - 6	78	422	500
Holeman El.	1 - 6	12	523	535
Michael C. Riley El.	1 - 6	151	220	371
Hilton Head	1 - 6	90	180	270
Daufuskie	1 - 8	---	38	38
Beaufort County School For Exception Children	Ungraded	25	45	70
TOTALS		2,274	3,028	5,302

BEAUFORT COUNTY SCHOOLS
SECONDARY SCHOOLS
ESTIMATED ENROLLMENT 1971-72

School	Grades	Students W	Students N	Total
New High School	10 - 12	1,000	1,200	2,200
Robert Smalls Jr. High	7 - 9	600	400	1,000
Beaufort Jr. High (Former Beaufort High)	7 - 9	600	400	1,000
St. Helena Jr. High	7 - 9	50	450	500
Bluffton	7 - 12	200	400	600
TOTALS		2,450	2,850	5,300

(Present Beaufort Junior High School will be eliminated.)

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8033248484 TDMT BEAUFORT SC 135 05-02 0856P EST
MS MR TED JOHNSON EQUAL OPPORTUNITY SPECIALIST ELEMENTARY AND
ECONDARY BRANCH, RPT DLY BY MGM
FFICE OF COMPLIANCE AND ENFORCEMENT DHEW 330 INDEPENDENCE AVE
SW
ASHINGTON DC 20201
DEAR MR JOHNSON

AT A SPECIAL MEETING HELD THIS EVENING THE BEAUFORT COUNTY SCHOOL BOARD ON A VOTE OF 7-0 1 ABSTENTION, APROVED THE FOLLOWING RESOLUTION

THE PUPILS ASSIGNED TO THE PROPOSED ST HELENA MIDDLE SCHOOL WILL BE TRANSFERRED TO THE PROPOSED MIDDLE SCHOOL ON LADYS ISLAND ON OR BEFORE THE BEGINNING OF THE 1984-85 SCHOOL YEAR. THE GRADES TO BE TRANSFERRED WILL CONFORM TO THE FOLLOWING SCHEDULE: 8TH GRADE CLASS - 1982, 7TH GRADE CLASS - 1983, 6TH GRADE CLASS - 1984.

THE PRESENT ATTENDANCE BOUNDARIES ESTABLISHED BETWEEN LADYS ISLAND ELEMENTARY SCHOOL AND ST HELENA ELEMENTARY SCHOOL WILL NOT BE CHANGED AS ORIGINALLY PROPOSED

WE WILL APPRECIATE YOUR WRITTEN RESPONSE TO THE ABOVE AS WELL AS THE ENTIRE BUILDING PROPOSAL WITH ALL OF ITS ATTENDANCE ZONE ADJUSTMENTS

SINCERELY

DR ROBERT G SALISBURY SUPERINTENDENT BEAUFORT COUNTY SCHOOL DISTRICT (PO DRAWER 309 BEAUFORT SC 29902)

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Beaufort County School District
Title VI Desegregation Plan Agreement

I. Introduction

This Agreement follows at least forty years of effort by the Beaufort County School District ("District") and the Beaufort County Board of Education ("Board") to comply fully with the system's obligations under Title VI of the Civil Rights Act of 1964 ("Title VI") and the Equal Protection Clause of the Fourteenth Amendment to the United States Constitution by overcoming the effects and eliminating all vestiges of the prior de jure racially-segregated public school system in Beaufort County. The District believes this Agreement will continue these efforts and substantially contribute to its finally achieving the goal of eliminating the vestiges of the prior racially-segregated school system.

In 1970, the District and the Federal Department of Health, Education, and Welfare's Education Branch Office for Civil Rights (later the Department of Education's Office for Civil Rights) ("OCR") agreed on a school desegregation plan ("Plan") for the District to achieve compliance with Title VI. This Plan has been updated and amended over the past forty years. Consequently, the Plan has been, and continues to be, an evolving or dynamic document. At its core, the Plan represents the District's recognition of its obligation and commitment to the complete desegregation of its schools, which includes eliminating, to the extent practicable, the vestiges of the prior de jure racially-segregated school system; the racial identity of each school in the District; and otherwise ensuring the comparability of all aspects of operations, facilities, and services at each District school.

As recognized in the various amendments to the Plan, complete desegregation of the District's schools requires that decisions concerning student assignments, school attendance zones, faculty assignments, and school site selections not just avoid or minimize to the extent practicable racial isolation of students and the perpetuation or reintroduction of vestiges of the prior racially-segregated school system, but continue the District's efforts to desegregate fully its schools. As part of these obligations, the District must determine whether decisions affecting the assignment of students can be made in a way that furthers desegregation. This Agreement amends the Plan to reflect the system's continued commitment to meeting these desegregation obligations to its students and communities while taking into consideration the provision of quality educational and related services and programs. This plan amendment, therefore, sets out the steps the District will follow to ensure compliance with the Plan and Title VI. In addition, this Agreement addresses the District's current obligations under Title VI regarding student assignment.

II. General Principles

A. For all decisions regarding school construction, alteration, grade reorganization, or attendance zone changes, the District will not use criteria that either (1) intentionally create schools that are identifiable by their student enrollments, faculty assignments, or other factors as schools for students of a particular race or national origin, or (2) have a disparate, adverse effect upon students of a particular race or national origin, so as

to create segregated school environments, without both a substantial, legitimate educational justification for the criteria and an informed determination by the District that no comparable alternatives would serve its substantial legitimate educational justification but without the same segregative effects.

B. Nothing in this Agreement shall be understood to minimize or deviate from the District's commitments under the 1970 Plan and its amendments, where applicable. The District understands that OCR considers the District's decisions that cause African-American or White enrollments to exceed the District's average by more than 15 percentage points as raising threshold concerns about compliance with the Plan.

C. To ensure consistent implementation of the Plan, including the amendments made to the Plan by this Agreement, the District will provide training on its requirements and Title VI as part of the orientation for all new Board of Education members.

III. Specific Actions

The District has made and/or is in the process of making numerous decisions affecting the student racial composition of its schools for the 2009-10 and 2010-11 school years including:

- consolidation/restructuring of James J. Davis Elementary School;
- rezoning of Shanklin Elementary School and nearby schools;
- rezoning of the Bluffton area schools; and
- the opening of Whale Branch Early College High School.

These decisions implicate Title VI and the Plan, and this Agreement specifically updates the Plan and addresses the District's compliance with Title VI with respect to these decisions.

A. Consolidation/Restructuring of James J. Davis Elementary School and Whale Branch Elementary School

The District has restructured and consolidated elements of these two schools for the 2009-10 school year. The students at the two schools now go to the Whale Branch Elementary School, the James J. Davis Early Childhood Education Center, or Whale Branch Middle School. The James J. Davis Early Childhood Education Center also houses a number of Head Start and other pre-kindergarten programs. While the merger was intended to improve educational opportunities for students, it resulted in the continued concentration of low income, minority students in schools that are more racially identifiable than before the merger and/or than projected to be:

SCHOOL	2008-09		SCHOOL	2009-10 Projections		2009-10 Actual	
	% African-American	% White		% African-American	% White	% African-American	% White
JJDES	96	2.4	JJDECEC	80.6	9.7	87	6.6

			(pre-K/K)				
WBES	70.1	21.4	WBES (grades 1-4)	85.8	10.6	85	10.7
WBMS	81.6	14.5	WBMS (grades 5-8)	73.6 (5th gr. only)	23.1 (5th gr. only)	82.7	14.5

To ensure these children receive appropriate educational support in the most integrated setting feasible, the District will take the following actions:

1. Within 30 school days of receiving 2009-10 state assessment data, the District will evaluate the implementation of its Whale Branch Elementary School Accelerated Learning plan and the Memorandum of Agreement, including the Palmetto Priority School Plan of Action, with the South Carolina Department of Education. By that same date, the District will provide OCR with the results of its evaluation and supporting documents including whether the District and Whale Branch Elementary School have met Student Achievement Goals 1 and 2 in the Palmetto Priority School Plan of Action.[1] The District will also provide OCR with copies of all evaluations or monitoring reports by the South Carolina Department of Education regarding the Memorandum of Agreement and the Palmetto Priority School Plan of Action.

2. If the District does not meet Student Achievement Goals 1 and/or 2 in the Plan of Action and/or is unable to fully implement the strategies included in the Plan of Action during 2009-10, the District will revise its school improvement plans to include additional and substantial efforts to improve student achievement and related school performance for the outcomes not achieved during 2009-10 and such other areas identified as educational needs during 2009-10.

   a. For purposes of this paragraph, the District's substantial and additional efforts shall include consideration by the administration during the 2010-11 school year, based on consultation with qualified experts and all necessary data, of all feasible options to provide kindergarten through fifth grade students enrolled in Whale Branch Elementary School, the James J. Davis Early Childhood Education Center, and Whale Branch Middle School with substantially increased school and classroom integration with (1) students from more diverse socioeconomic backgrounds, (2) higher-achieving students, and (3) students who will reduce the

[1] Goal 1: "70% of students will meet annual growth [in English Language Arts] as defined by the Northwest Evaluation Association research studies"; and Goal 2: "70% of students will meet annual growth [in Mathematics] as defined by the Northwest Evaluation Association research studies."

racial isolation of the merged schools. The District's consideration shall include, but not necessarily be limited to, a range of student assignment techniques including, for example, attendance zone changes, pairing and clustering of schools, choice, and the use of magnet programs. The District's considerations will be made in writing and shall include all options and facts considered.

b. The Board of Education will implement for the 2011-12 school year any feasible options that further racial, social, and achievement integration and further the District's goal to improve the achievement of the students in these three schools and incorporate that option into its revised school improvement plans. If the Board of Education concludes that there are no workable options, it shall document the factual basis for that conclusion.

3. Within 45 school days of receiving the 2009-10 state assessment data, the District will submit to OCR revised school improvement plans and a record of its consideration of options.

4. After 2010-11, if the District has not already done so, it will consider and implement the alternatives, if any, specified in paragraph 2b. and document its actions to OCR by a mutually acceptable date to be determined by OCR and the District.

5. Within 30 school days of receiving the necessary data, the District will report to OCR on whether Whale Branch Elementary School has made Adequate Yearly Progress as defined by the No Child Left Behind Act. If this school has not made Adequate Yearly Progress for 2010-2011, or made significant improvement towards achieving Adequate Yearly Progress, the provisions of paragraph 2 above will apply, with school year 2011-12 as the planning year for implementation during the 2012-13 school year.

6. Within 45 school days of receiving the necessary data, the District will submit to OCR revised school improvement plans and a record of consideration of its options.

7. After 2011-12, if it has not already done so, the District will consider and implement the alternatives, if any, specified in paragraph 2b. and will document its actions to OCR by a mutually acceptable date to be determined by OCR and the District.

OCR will review any revised improvement plans and approve, modify, or reject the improvement plans within 45 calendar days of receipt of the District's submission of the documents.

B. Rezoning of Shanklin, Broad River, Shell Point, and Beaufort Elementary Schools

The Board revised the attendance zones for Shell Point Elementary School, Shanklin Elementary School, Broad River Elementary School, and Beaufort Elementary School, effective with the opening of school for 2009-10, which increased the racial identifiability of Shanklin Elementary School.

Accordingly, the District will take the following actions:

1. On or before January 15, 2010, the District will conduct a study of the feasibility of student assignment decisions to reduce the racial identifiability of Shanklin Elementary School effective for the 2010-11 academic term. The study will reconsider the decisions that took effect in 2009-10, as well as any subsequent developments affecting the racial composition of Shanklin Elementary School, set out the various alternatives considered, the reasons why they are or are not feasible, and the District's recommendations for further action. The administration's consideration of alternatives shall, to the maximum extent possible, be done in a manner that facilitates implementation of the Plan, including this plan amendment. The District will submit this study to OCR by January 29, 2010. OCR will review the study and approve, revise, or reject the recommendations within 30 calendar days of receipt of the District's submission of the study.

2. Should OCR and the District determine that any such feasible alternatives exist, the District will select an alternative for implementation for the 2010-11 school year, subject to OCR's review and approval under the Plan. The District will provide all former Shanklin Elementary School students, who attended Broad River Elementary School in 2009-10 pursuant to the rezoning, the option to remain at their current school with transportation provided. The District will provide OCR with notice of the alternative adopted by March 12, 2010, and documentation regarding the implementation of the alternative within the first nine weeks of the 2010-11 school year.

C. Bluffton Rezoning

The District's decisions regarding the rezoning for the opening of Red Cedar Elementary School resulted in the student population at Okatie Elementary School becoming more White and less African-American, causing concern that it is becoming racially identifiable as a White school. In addition, the rezoning resulted in Red Cedar Elementary School opening as a predominantly Hispanic school.

Accordingly, the District will take the following actions regarding the enrollment of Okatie Elementary School to ensure that there are no less segregative alternatives for Red Cedar Elementary School and other Bluffton schools, including as to Hispanic students:

1. By January 29, 2010, the District will examine attendance zones in the Bluffton area for the 2010-11 school year to finalize the rezoning necessary to open the new Pritchardville Elementary School and ensure that the assignment of students to all Bluffton area schools complies with Title VI. This process will include reconsideration of the attendance zones created for 2009-10 and the possible consequences on the enrollment of the Bluffton middle schools.

2. The rezoning of Bluffton schools will further the desegregation of African-American and White students in compliance with the Plan, as amended, to the extent practicable. In particular, the District will affirmatively consider and adopt practicable student assignment alternatives identified to reduce or eliminate the identifiability of Okatie Elementary School as a building for White students. If the District determines that no such options are practicable, it will so advise OCR and provide supporting documentation.

3. This review will further focus on application of the General Principles stated above in relation to the assignment of Hispanic students. In particular, the District will configure the Bluffton attendance zones in order to minimize large concentrations of Hispanic students and their racial isolation to the extent feasible while also meeting the District's other legitimate educational needs.

4. The District will provide OCR with final proposed attendance boundaries for the Bluffton area for its review and opportunity for approval by January 15, 2010. OCR will advise the District of its determinations no later than February 16, 2010.

5. Should OCR and the District determine feasible alternatives exist, the Board will select an alternative for implementation for the 2010-11 school year, subject to OCR's review and approval under the Plan. The District may elect to give all students who wish to continue to attend the schools to which they were assigned in 2009-10 an option to remain at their current schools with transportation provided.

6. The District will provide OCR with notice of the alternative adopted, if any, by March 12, 2010. The administration will

supply OCR with documentation regarding the implementation of the alternative within the first nine weeks of the 2010-2011 school year.

D. Whale Branch Early College High School

The District anticipates that Whale Branch Early College High School will open for the 2010-11 school year. Absent specific actions by the District, the location of Whale Branch Early College High School will likely result in a predominantly African-American student enrollment. To avoid and/or minimize the adverse effects of creating a racially- identifiable school with a racially-isolated student population, the District will take the following actions:

1. On or before January 22, 2010, the District shall develop and submit for OCR's review and opportunity for approval a comprehensive implementation plan (WBECHS Plan) prior to the commencement of 2010-11. The WBECHS Plan shall detail the actions to be taken to implement this plan amendment including student assignment, faculty and staff recruitment and assignment, educational curriculum and program development and selection, availability of extracurricular activities, and other steps to meet the terms of this plan amendment and further the complete desegregation of the District. The WBECHS Plan shall include a process and timetable for:

a. Establishing the attendance zone for WBECHS, which shall include consideration of the feasibility of incorporating areas that were not part of the 2008-09 Whale Branch Middle School attendance zone in order to select a zone that will further desegregation.

b. Identifying and implementing programs, curriculum, and extracurricular activities that are aligned with research on effective high school improvement, completion, and drop-out programs.

c. Conducting a survey of District middle-school students and their families to assess levels of interest in academic, career, technical, and other educational programs, which will be developed with the assistance and support of OCR.

d. Assessing the feasibility of offering programs at WBECHS, particularly including unique and high demand programs that would be most likely to attract White and other non-African-American students from outside WBECHS' attendance zone.

e. Assessing which career and technical programs will be most needed in Beaufort County based on information including credible local job growth projections, and subsequently, developing high quality career and technical programs at WBECHS consistent with that assessment.

f. Exploring a relationship with the Technical College of the Lowcountry or other appropriate institutions of higher education whereby WBECHS could offer academic and technical courses for college credit, which would serve the needs of students in the attendance zone and attract White and other non-African-American students from outside that zone.

OCR will review the WBECHS Plan and approve, revise, or reject the document within 30 calendar days of receipt of the District's submission of the WBECHS Plan.

2. The District shall provide free transportation to students who live outside WBECHS' attendance zone and choose to attend the school.

3. The District shall ensure that WBECHS' core facilities, faculty and staff, and other resources and programs, including extracurricular activities, are at least comparable to those offered at other public high schools within Beaufort County. By April 15, 2010, the District will submit to OCR verification that WBECHS' core facilities, faculty and staff, and other resources are at least comparable and that WBECHS will offer comparable extra-curricular activities as its sister schools.

4. The District will permit seniors attending its other high schools at the time when WBECHS opens to remain in those schools.

5. The District recognizes the increasing racial and ethnic diversity of its students including the significant growth in the enrollment of Hispanic students. In developing the educational programs for WBECHS, the District will consider whether those programs would be attractive to students in the Hispanic community.

6. Prior to adopting an attendance zone for WBECHS and consistent with the timetable in the WBECHS Plan, the District shall provide a report to OCR describing the proposed attendance zone, how the zone will affect enrollments at District schools by race, and why the District proposes the particular attendance zone. This report also shall include a description of alternative attendance zones considered by the District, how those zones

would affect enrollments at District schools by race, and the District's reasons for rejecting those alternate zones.

7. Prior to deciding on the educational programs to be implemented and consistent with the timetable in the WBECHS Plan, the administration shall provide a report to OCR describing the programs to be implemented at this site and verifying that the core programs are comparable to those offered in the District's other high schools. The report shall include the process used to identify the core and non-core programs to be offered at the WBECHS, projections as to their impact on enrollment at the school by race, and why the particular programs were selected. The report will further include a description of alternatives considered by the District, how those alternatives would impact enrollment at the school by race, and the District's reasons for rejecting those alternate programs.

8. Four weeks prior to the start of the 2010-11 school year, the District shall provide OCR with a report regarding the projected enrollment at WBECHS by race and grade. The report shall also indicate what portion of the school's enrollment, by race and grade, resides within WBECHS' attendance zone and what portion is transferring to the site from another District school.

The District understands that the forgoing actions are critical to its compliance with Title VI and its Plan, and that failure to carry-out these actions will result in OCR's likely disapproval of the opening of WBECHS.

IV. Other Provisions

Consistent with the mandate of Title VI, the Plan expressly provides that all facets of the operation of the District, including employment, will be conducted on a racially non-discriminatory, non-segregated basis. The District recognizes that the racial composition of administrators, faculty, and staff can be a significant indicator of, or contributor to, the racial identifiability or educational comparability of a school, as well as of the racial isolation of a school's students, and has taken steps to ensure this does not occur. In a continued effort along these same lines, the District will take the following actions:

A. The District will continue to recruit, select, and assign administrators, faculty, and staff in a manner that ensures its operations are consistent with the District's obligations under the Plan and Title VI.

B. In so doing, the District will assess annually whether the racial composition of administrators, faculty, and/or staff at each school, in conjunction with the racial composition of the student body at the school, contributes to the racial identifiability or isolation of the school, and if so, will develop and implement a plan to address such racial identifiability or isolation as appropriate.

C. The District will provide OCR with an annual report on or before December 15 containing (a) the number of administrators, certified staff members, and classified staff members by race at each school; (b) the administration's assessment of whether the racial composition of administrators, faculty, and/or staff at any school, in conjunction with the racial composition of the student body at the school, contributes to the racial identifiability of the school or isolation of its students; and (c) a detailed plan to address the effect of faculty/staff assignments on any such racial identifiability or isolation.

D. The District will furnish OCR with all data and other information needed to evaluate compliance with the Plan and this Agreement, and OCR will reasonably identify to the District what information is needed and the reason why it needs the information along with reasonable deadlines for submission. The administration will make its staff available to OCR on a reasonable basis upon request, and OCR will make its staff available to the administration on a reasonable basis to provide technical assistance to the District upon request.

E. As set out in the original Plan and subsequent amendments, the District will provide OCR with notice and an opportunity for review and approval of any future school construction, alterations, grade reorganizations, or attendance zone changes that may affect the racial composition of schools, so OCR can advise whether they are consistent with the Plan and Title VI.

F. The District understands that its obligations under, and the specific terms of, the Plan and the amendments to the Plan contained in this Agreement will be continuing from year to year, unless otherwise stated, until the United States Department of Education or a court of competent jurisdiction determines that the District has achieved unitary status. In the 2014-15 school year, the District will assess whether it has completed the desegregation of its schools or otherwise eliminated the vestiges of the prior de jure racially-segregated school system to the extent practicable. The District will involve OCR in this review process, and as appropriate, submit an updated desegregation plan or plan amendment designed to complete the desegregation of its schools and be declared unitary as soon as may be practical.

This Agreement, including the amendments to the Plan, is hereby approved on behalf of the District by the Board of Education.

Fred S. Washington, Jr., Chairman
Beaufort County Board of Education

January 19, 2010
Date

Alice B. Wender, Director
D.C. Enforcement Office
Office for Civil Rights

January 26, 2010
Date

APPENDIX B: TABLES 1-2 ENROLLMENT DATA - LEA LEVEL

LEA Name: Beaufort County School District, SC

Table 1: Enrollment Data – LEA Level OMB-1855-0011- Expiration 07/31/2022

☑ *Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.*

Actual Enrollment

(Current School Year – October 1, 2019)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or Afrian American (Number)	Black or Afrian American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
K	0	0.0%	18	1.2%	369	23.9%	433	28.0%	1	0.1%	627	40.6%	98	6.3%	**1,546**
1	0	0.0%	18	1.2%	383	24.8%	469	30.4%	1	0.1%	570	36.9%	103	6.7%	**1,544**
2	1	0.1%	20	1.3%	379	23.8%	452	28.4%	0	0.0%	644	40.4%	98	6.1%	**1,594**
3	5	0.3%	27	1.7%	408	25.0%	462	28.4%	2	0.1%	661	40.6%	64	3.9%	**1,629**
4	2	0.1%	28	1.7%	413	24.8%	478	28.7%	1	0.1%	660	39.6%	84	5.0%	**1,666**
5	4	0.2%	27	1.6%	439	26.3%	459	27.5%	2	0.1%	661	39.6%	77	4.6%	**1,669**
6	2	0.1%	23	1.3%	489	28.4%	504	29.3%	2	0.1%	619	36.0%	81	4.7%	**1,720**
7	3	0.2%	22	1.3%	398	23.6%	516	30.5%	5	0.3%	668	39.5%	78	4.6%	**1,690**
8	2	0.1%	17	1.0%	468	28.0%	496	29.7%	0	0.0%	615	36.8%	74	4.4%	**1,672**
9	5	0.3%	19	1.0%	465	25.5%	520	28.5%	3	0.2%	745	40.8%	69	3.8%	**1,826**
10	0	0.0%	19	1.2%	334	20.6%	462	28.6%	3	0.2%	735	45.4%	65	4.0%	**1,618**
11	3	0.2%	22	1.5%	368	24.4%	375	24.8%	3	0.2%	695	46.0%	45	3.0%	**1,511**
12	4	0.3%	15	1.0%	393	27.4%	355	24.7%	3	0.2%	629	43.8%	37	2.6%	**1,436**
Total	**31**	**0.15%**	**275**	**1.30%**	**5,306**	**25.12%**	**5,981**	**28.32%**	**26**	**0.12%**	**8,529**	**40.38%**	**973**	**4.61%**	**21,121**

LEA Name: Beaufort County School District, SC

Table 1: Enrollment Data-LEA Level OMB-1855-0011- Expiration 07/31/2022

☑ *Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.*

Projected Enrollment

(Year 1 of Project – October 1, 2020)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
K	7	0.4%	29	1.6%	437	24.5%	502	28.2%	7	0.4%	698	39.2%	101	5.7%	**1,781**
1	0	0.0%	20	1.3%	385	24.3%	444	28.0%	3	0.2%	637	40.1%	98	6.2%	**1,587**
2	0	0.0%	19	1.2%	414	25.7%	487	30.2%	1	0.1%	583	36.2%	108	6.7%	**1,612**
3	1	0.1%	23	1.4%	384	23.6%	464	28.5%	0	0.0%	660	40.5%	96	5.9%	**1,628**
4	5	0.3%	26	1.5%	433	25.7%	476	28.2%	3	0.2%	677	40.1%	67	4.0%	**1,687**
5	2	0.1%	27	1.6%	421	25.0%	485	28.8%	1	0.1%	662	39.3%	87	5.2%	**1,685**
6	4	0.2%	27	1.6%	462	26.8%	467	27.1%	3	0.2%	681	39.5%	82	4.8%	**1,726**
7	1	0.1%	26	1.5%	503	28.9%	508	29.2%	2	0.1%	620	35.7%	79	4.5%	**1,739**
8	2	0.1%	22	1.3%	407	23.9%	521	30.5%	5	0.3%	674	39.5%	75	4.4%	**1,706**
9	2	0.1%	17	1.0%	484	28.5%	517	30.4%	0	0.0%	605	35.6%	76	4.5%	**1,701**
10	6	0.3%	17	0.9%	468	25.6%	532	29.1%	4	0.2%	729	39.9%	71	3.9%	**1,827**
11	0	0.0%	20	1.2%	332	20.6%	452	28.1%	3	0.2%	734	45.6%	68	4.2%	**1,609**
12	4	0.3%	22	1.5%	374	25.0%	368	24.6%	3	0.2%	682	45.6%	43	2.9%	**1,496**
Total	**34**	**0.16%**	**295**	**1.35%**	**5,504**	**25.27%**	**6,223**	**28.57%**	**35**	**0.16%**	**8,642**	**39.67%**	**1,051**	**4.82%**	**21,784**

LEA Name: Beaufort County School District, SC

Table 1: Enrollment Data – LEA Level OMB-1855-0011- Expiration 07/31/2022

☑ *Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.*

Projected Enrollment

(Year 2 of Project – October 1, 2021)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
K	0	0.0%	20	1.2%	429	24.8%	498	28.8%	0	0.0%	690	40.0%	90	5.2%	**1,727**
1	7	0.4%	29	1.6%	437	24.5%	502	28.2%	7	0.4%	698	39.2%	101	5.7%	**1,781**
2	0	0.0%	20	1.3%	385	24.3%	444	28.0%	3	0.2%	637	40.1%	98	6.2%	**1,587**
3	0	0.0%	19	1.2%	414	25.7%	487	30.2%	1	0.1%	583	36.2%	108	6.7%	**1,612**
4	1	0.1%	23	1.4%	384	23.6%	464	28.5%	0	0.0%	660	40.5%	96	5.9%	**1,628**
5	5	0.3%	26	1.5%	433	25.7%	476	28.2%	3	0.2%	677	40.1%	67	4.0%	**1,687**
6	2	0.1%	27	1.6%	421	25.0%	485	28.8%	1	0.1%	662	39.3%	87	5.2%	**1,685**
7	4	0.2%	27	1.6%	462	26.8%	467	27.1%	3	0.2%	681	39.5%	82	4.8%	**1,726**
8	1	0.1%	26	1.5%	503	28.9%	508	29.2%	2	0.1%	620	35.7%	79	4.5%	**1,739**
9	2	0.1%	22	1.3%	407	23.9%	521	30.5%	5	0.3%	674	39.5%	75	4.4%	**1,706**
10	2	0.1%	17	1.0%	484	28.5%	517	30.4%	0	0.0%	605	35.6%	76	4.5%	**1,701**
11	6	0.3%	17	0.9%	468	25.6%	532	29.1%	4	0.2%	729	39.9%	71	3.9%	**1,827**
12	0	0.0%	20	1.2%	332	20.6%	452	28.1%	3	0.2%	734	45.6%	68	4.2%	**1,609**
Total	**30**	**0.14%**	**293**	**1.33%**	**5,559**	**25.25%**	**6,353**	**28.86%**	**32**	**0.15%**	**8,650**	**39.29%**	**1,098**	**4.99%**	**22,015**

LEA Name: Beaufort County School District, SC

Table 1: Enrollment Data – LEA Level OMB-1855-0011- Expiration 07/31/2022

☑ *Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.*

Projected Enrollment

(Year 3 of Project – October 1, 2022)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
K	7	0.4%	29	1.6%	437	24.5%	502	28.2%	7	0.4%	698	39.2%	101	5.7%	**1,781**
1	0	0.0%	20	1.2%	429	24.8%	498	28.8%	0	0.0%	690	40.0%	90	5.2%	**1,727**
2	7	0.4%	29	1.6%	437	24.5%	502	28.2%	7	0.4%	698	39.2%	101	5.7%	**1,781**
3	0	0.0%	20	1.3%	385	24.3%	444	28.0%	3	0.2%	637	40.1%	98	6.2%	**1,587**
4	0	0.0%	19	1.2%	414	25.7%	487	30.2%	1	0.1%	583	36.2%	108	6.7%	**1,612**
5	1	0.1%	23	1.4%	384	23.6%	464	28.5%	0	0.0%	660	40.5%	96	5.9%	**1,628**
6	5	0.3%	26	1.5%	433	25.7%	476	28.2%	3	0.2%	677	40.1%	67	4.0%	**1,687**
7	2	0.1%	27	1.6%	421	25.0%	485	28.8%	1	0.1%	662	39.3%	87	5.2%	**1,685**
8	4	0.2%	27	1.6%	462	26.8%	467	27.1%	3	0.2%	681	39.5%	82	4.8%	**1,726**
9	1	0.1%	26	1.5%	503	28.9%	508	29.2%	2	0.1%	620	35.7%	79	4.5%	**1,739**
10	2	0.1%	22	1.3%	407	23.9%	521	30.5%	5	0.3%	674	39.5%	75	4.4%	**1,706**
11	2	0.1%	17	1.0%	484	28.5%	517	30.4%	0	0.0%	605	35.6%	76	4.5%	**1,701**
12	6	0.3%	17	0.9%	468	25.6%	532	29.1%	4	0.2%	729	39.9%	71	3.9%	**1,827**
Total	**37**	**0.17%**	**302**	**1.36%**	**5,664**	**25.53%**	**6,403**	**28.86%**	**36**	**0.16%**	**8,614**	**38.82%**	**1,131**	**5.10%**	**22,187**

LEA Name: Beaufort County School District, SC

Table 1: Enrollment Data – LEA Level OMB-1855-0011- Expiration 07/31/2022

☑ *Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.*

Projected Enrollment

(Year 4 of Project – October 1, 2023)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
K	0	0.0%	20	1.2%	429	24.8%	498	28.8%	0	0.0%	690	40.0%	90	5.2%	**1,727**
1	7	0.4%	29	1.6%	437	24.5%	502	28.2%	7	0.4%	698	39.2%	101	5.7%	**1,781**
2	0	0.0%	20	1.2%	429	24.8%	498	28.8%	0	0.0%	690	40.0%	90	5.2%	**1,727**
3	7	0.4%	29	1.6%	437	24.5%	502	28.2%	7	0.4%	698	39.2%	101	5.7%	**1,781**
4	0	0.0%	20	1.3%	385	24.3%	444	28.0%	3	0.2%	637	40.1%	98	6.2%	**1,587**
5	0	0.0%	19	1.2%	414	25.7%	487	30.2%	1	0.1%	583	36.2%	108	6.7%	**1,612**
6	1	0.1%	23	1.4%	384	23.6%	464	28.5%	0	0.0%	660	40.5%	96	5.9%	**1,628**
7	5	0.3%	26	1.5%	433	25.7%	476	28.2%	3	0.2%	677	40.1%	67	4.0%	**1,687**
8	2	0.1%	27	1.6%	421	25.0%	485	28.8%	1	0.1%	662	39.3%	87	5.2%	**1,685**
9	4	0.2%	27	1.6%	462	26.8%	467	27.1%	3	0.2%	681	39.5%	82	4.8%	**1,726**
10	1	0.1%	26	1.5%	503	28.9%	508	29.2%	2	0.1%	620	35.7%	79	4.5%	**1,739**
11	2	0.1%	22	1.3%	407	23.9%	521	30.5%	5	0.3%	674	39.5%	75	4.4%	**1,706**
12	2	0.1%	17	1.0%	484	28.5%	517	30.4%	0	0.0%	605	35.6%	76	4.5%	**1,701**
Total	**31**	**0.14%**	**305**	**1.38%**	**5,625**	**25.47%**	**6,369**	**28.84%**	**32**	**0.14%**	**8,575**	**38.82%**	**1,150**	**5.21%**	**22,087**

LEA Name: Beaufort County School District, SC

Table 1: Enrollment Data – LEA Level OMB-1855-0011- Expiration 07/31/2022

☑ *Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.*

Projected Enrollment

(Year 5 of Project – October 1, 2024)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
K	7	0.4%	29	1.6%	437	24.5%	502	28.2%	7	0.4%	698	39.2%	101	5.7%	**1,781**
1	0	0.0%	20	1.2%	429	24.8%	498	28.8%	0	0.0%	690	40.0%	90	5.2%	**1,727**
2	7	0.4%	29	1.6%	437	24.5%	502	28.2%	7	0.4%	698	39.2%	101	5.7%	**1,781**
3	0	0.0%	20	1.2%	429	24.8%	498	28.8%	0	0.0%	690	40.0%	90	5.2%	**1,727**
4	7	0.4%	29	1.6%	437	24.5%	502	28.2%	7	0.4%	698	39.2%	101	5.7%	**1,781**
5	0	0.0%	20	1.3%	385	24.3%	444	28.0%	3	0.2%	637	40.1%	98	6.2%	**1,587**
6	0	0.0%	19	1.2%	414	25.7%	487	30.2%	1	0.1%	583	36.2%	108	6.7%	**1,612**
7	1	0.1%	23	1.4%	384	23.6%	464	28.5%	0	0.0%	660	40.5%	96	5.9%	**1,628**
8	5	0.3%	26	1.5%	433	25.7%	476	28.2%	3	0.2%	677	40.1%	67	4.0%	**1,687**
9	2	0.1%	27	1.6%	421	25.0%	485	28.8%	1	0.1%	662	39.3%	87	5.2%	**1,685**
10	4	0.2%	27	1.6%	462	26.8%	467	27.1%	3	0.2%	681	39.5%	82	4.8%	**1,726**
11	1	0.1%	26	1.5%	503	28.9%	508	29.2%	2	0.1%	620	35.7%	79	4.5%	**1,739**
12	2	0.1%	22	1.3%	407	23.9%	521	30.5%	5	0.3%	674	39.5%	75	4.4%	**1,706**
Total	**36**	**0.16%**	**317**	**1.43%**	**5,578**	**25.16%**	**6,354**	**28.66%**	**39**	**0.18%**	**8,668**	**39.10%**	**1,175**	**5.30%**	**22,167**

LEA Name: Beaufort County School District, SC	
Table 2: Year of Implementation for Existing Magnet Schools included in the Project - OMB-1855-0011-Expiration 07/31/2022	
School Name	**First School Year as a Magnet School**
Mossy Oaks Elementary	October 1, 2021
Whale Branch Elementary	October 1, 2021
Beaufort Middle	October 1, 2021
Lady's Island Middle	October 1, 2021
Whale Branch Middle	October 1, 2021
Beaufort High	October 1, 2022
Whale Branch High	October 1, 2022

APPENDIX C: TABLE 3 ENROLLMENT DATA - MAGNET SCHOOLS

LEA Name: Beaufort County School District, SC

School Name: Mossy Oaks Elementary

Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022

Actual Enrollment
(Current School Year – October 1, 2019)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK															
K	0	0.00%	2	3.28%	26	42.62%	6	9.84%	0	0.00%	18	29.51%	9	14.75%	**61**
1	0	0.00%	1	1.96%	21	41.18%	5	9.80%	0	0.00%	21	41.18%	3	5.88%	**51**
2	0	0.00%	1	1.79%	22	39.29%	6	10.71%	0	0.00%	23	41.07%	4	7.14%	**56**
3	0	0.00%	0	0.00%	16	47.06%	2	5.88%	0	0.00%	13	38.24%	3	8.82%	**34**
4	0	0.00%	0	0.00%	20	37.04%	2	3.70%	0	0.00%	25	46.30%	7	12.96%	**54**
5	0	0.00%	0	0.00%	26	37.68%	5	7.25%	0	0.00%	35	50.72%	3	4.35%	**69**
6															
7															
8															
9															
10															
11															
12															
Total	**0**	**0.00%**	**4**	**1.23%**	**131**	**40.31%**	**26**	**8.00%**	**0**	**0.00%**	**135**	**41.54%**	**29**	**8.92%**	**325**

LEA Name: Beaufort County School District, SC

School Name: Mossy Oaks Elementary

Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022

Projected Enrollment
(Year 1 of Project – October 1, 2020)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK															
K	0	0.00%	1	1.59%	26	41.27%	5	7.94%	0	0.00%	26	41.27%	5	7.94%	**63**
1	0	0.00%	2	3.23%	26	41.94%	6	9.68%	0	0.00%	20	32.26%	8	12.90%	**62**
2	0	0.00%	0	0.00%	25	43.86%	6	10.53%	0	0.00%	23	40.35%	3	5.26%	**57**
3	0	0.00%	1	1.67%	24	40.00%	6	10.00%	0	0.00%	25	41.67%	4	6.67%	**60**
4	0	0.00%	0	0.00%	21	50.00%	3	7.14%	0	0.00%	15	35.71%	3	7.14%	**42**
5	0	0.00%	0	0.00%	20	35.71%	3	5.36%	0	0.00%	26	46.43%	7	12.50%	**56**
6															
7															
8															
9															
10															
11															
12															
Total	**0**	**0.00%**	**4**	**1.18%**	**142**	**41.76%**	**29**	**8.53%**	**0**	**0.00%**	**135**	**39.71%**	**30**	**8.82%**	**340**

LEA Name: Beaufort County School District, SC

School Name: Mossy Oaks Elementary

Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022

Projected Enrollment
(Year 2 of Project – October 1, 2021)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or Afican American (Number)	Black or Afican American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK															
K	0	0.00%	0	0.00%	25	39.68%	5	7.94%	0	0.00%	28	44.44%	5	7.94%	**63**
1	0	0.00%	1	1.54%	26	40.00%	5	7.69%	0	0.00%	28	43.08%	5	7.69%	**65**
2	0	0.00%	2	3.13%	26	40.63%	6	9.38%	0	0.00%	22	34.38%	8	12.50%	**64**
3	0	0.00%	0	0.00%	25	42.37%	6	10.17%	0	0.00%	25	42.37%	3	5.08%	**59**
4	0	0.00%	1	1.61%	24	38.71%	6	9.68%	0	0.00%	27	43.55%	4	6.45%	**62**
5	0	0.00%	0	0.00%	21	47.73%	3	6.82%	0	0.00%	17	38.64%	3	6.82%	**44**
6															
7															
8															
9															
10															
11															
12															
Total	**0**	**0.00%**	**4**	**1.12%**	**147**	**41.18%**	**31**	**8.68%**	**0**	**0.00%**	**147**	**41.18%**	**28**	**7.84%**	**357**

LEA Name: Beaufort County School District, SC

School Name: Mossy Oaks Elementary

Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022

Projected Enrollment
(Year 3 of Project – October 1, 2022)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK															
K	0	0.00%	1	1.59%	26	41.27%	5	7.94%	0	0.00%	26	41.27%	5	7.94%	**63**
1	0	0.00%	0	0.00%	25	39.68%	5	7.94%	0	0.00%	28	44.44%	5	7.94%	**63**
2	0	0.00%	1	1.54%	26	40.00%	5	7.69%	0	0.00%	28	43.08%	5	7.69%	**65**
3	0	0.00%	2	3.13%	26	40.63%	6	9.38%	0	0.00%	22	34.38%	8	12.50%	**64**
4	0	0.00%	0	0.00%	25	42.37%	6	10.17%	0	0.00%	25	42.37%	3	5.08%	**59**
5	0	0.00%	1	1.61%	24	38.71%	6	9.68%	0	0.00%	27	43.55%	4	6.45%	**62**
6															
7															
8															
9															
10															
11															
12															
Total	**0**	**0.00%**	**5**	**1.33%**	**152**	**40.43%**	**33**	**8.78%**	**0**	**0.00%**	**156**	**41.49%**	**30**	**7.98%**	**376**

LEA Name: Beaufort County School District, SC

School Name: Mossy Oaks Elementary

Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022

Projected Enrollment
(Year 4 of Project – October 1, 2023)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK															
K	0	0.00%	0	0.00%	25	42.37%	5	8.47%	0	0.00%	24	40.68%	5	8.47%	**59**
1	0	0.00%	1	1.56%	26	40.63%	5	7.81%	0	0.00%	27	42.19%	5	7.81%	**64**
2	0	0.00%	0	0.00%	25	39.06%	5	7.81%	0	0.00%	29	45.31%	5	7.81%	**64**
3	0	0.00%	1	1.52%	26	39.39%	5	7.58%	0	0.00%	29	43.94%	5	7.58%	**66**
4	0	0.00%	2	2.99%	26	38.81%	6	8.96%	0	0.00%	25	37.31%	8	11.94%	**67**
5	0	0.00%	0	0.00%	25	42.37%	6	10.17%	0	0.00%	25	42.37%	3	5.08%	**59**
6															
7															
8															
9															
10															
11															
12															
Total	**0**	**0.00%**	**4**	**1.06%**	**153**	**40.37%**	**32**	**8.44%**	**0**	**0.00%**	**159**	**41.95%**	**31**	**8.18%**	**379**

LEA Name: Beaufort County School District, SC

School Name: Mossy Oaks Elementary

Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022

Projected Enrollment
(Year 5 of Project – October 1, 2024)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK															
K	0	0.00%	1	1.64%	26	42.62%	5	8.20%	0	0.00%	24	39.34%	5	8.20%	**61**
1	0	0.00%	0	0.00%	25	40.32%	5	8.06%	0	0.00%	27	43.55%	5	8.06%	**62**
2	0	0.00%	1	1.54%	26	40.00%	5	7.69%	0	0.00%	28	43.08%	5	7.69%	**65**
3	0	0.00%	0	0.00%	25	38.46%	5	7.69%	0	0.00%	30	46.15%	5	7.69%	**65**
4	0	0.00%	1	1.52%	26	39.39%	5	7.58%	0	0.00%	29	43.94%	5	7.58%	**66**
5	0	0.00%	2	2.99%	26	38.81%	6	8.96%	0	0.00%	25	37.31%	8	11.94%	**67**
6															
7															
8															
9															
10															
11															
12															
Total	**0**	**0.00%**	**5**	**1.30%**	**154**	**39.90%**	**31**	**8.03%**	**0**	**0.00%**	**163**	**42.23%**	**33**	**8.55%**	**386**

LEA Name: Beaufort County School District, SC

School Name: Whale Branch Elementary

Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022

Actual Enrollment
(Current School Year – October 1, 2019)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK															
K	0	0.00%	0	0.00%	60	76.92%	11	14.10%	0	0.00%	3	3.85%	4	5.13%	**78**
1	0	0.00%	0	0.00%	54	72.00%	8	10.67%	0	0.00%	8	10.67%	5	6.67%	**75**
2	0	0.00%	0	0.00%	59	78.67%	6	8.00%	0	0.00%	3	4.00%	7	9.33%	**75**
3	0	0.00%	0	0.00%	54	72.97%	9	12.16%	0	0.00%	9	12.16%	2	2.70%	**74**
4	0	0.00%	0	0.00%	64	84.21%	3	3.95%	0	0.00%	7	9.21%	2	2.63%	**76**
5															
6															
7															
8															
9															
10															
11															
12															
Total	**0**	**0.00%**	**0**	**0.00%**	**291**	**76.98%**	**37**	**9.79%**	**0**	**0.00%**	**30**	**7.94%**	**20**	**5.29%**	**378**

LEA Name: Beaufort County School District, SC

School Name: Whale Branch Elementary

Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022

Projected Enrollment
(Year 1 of Project – October 1, 2020)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK															
K	0	0.00%	0	0.00%	61	73.49%	8	9.64%	0	0.00%	8	9.64%	6	7.23%	**83**
1	0	0.00%	0	0.00%	56	75.68%	9	12.16%	0	0.00%	4	5.41%	5	6.76%	**74**
2	0	0.00%	0	0.00%	56	69.14%	9	11.11%	0	0.00%	9	11.11%	7	8.64%	**81**
3	0	0.00%	0	0.00%	60	75.00%	6	7.50%	0	0.00%	7	8.75%	7	8.75%	**80**
4	0	0.00%	0	0.00%	54	69.23%	9	11.54%	0	0.00%	11	14.10%	4	5.13%	**78**
5															
6															
7															
8															
9															
10															
11															
12															
Total	**0**	**0.00%**	**0**	**0.00%**	**287**	**72.47%**	**41**	**10.35%**	**0**	**0.00%**	**39**	**9.85%**	**29**	**7.32%**	**396**

LEA Name: Beaufort County School District, SC

School Name: Whale Branch Elementary

Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022

Projected Enrollment
(Year 2 of Project – October 1, 2021)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK															
K	0	0.00%	0	0.00%	61	73.49%	7	8.43%	0	0.00%	10	12.05%	5	6.02%	**83**
1	0	0.00%	0	0.00%	61	71.76%	8	9.41%	0	0.00%	10	11.76%	6	7.06%	**85**
2	0	0.00%	0	0.00%	56	73.68%	9	11.84%	0	0.00%	6	7.89%	5	6.58%	**76**
3	0	0.00%	0	0.00%	56	67.47%	9	10.84%	0	0.00%	11	13.25%	7	8.43%	**83**
4	0	0.00%	0	0.00%	60	73.17%	6	7.32%	0	0.00%	9	10.98%	7	8.54%	**82**
5															
6															
7															
8															
9															
10															
11															
12															
Total	**0**	**0.00%**	**0**	**0.00%**	**294**	**71.88%**	**39**	**9.54%**	**0**	**0.00%**	**46**	**11.25%**	**30**	**7.33%**	**409**

LEA Name: Beaufort County School District, SC

School Name: Whale Branch Elementary

Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022

Projected Enrollment
(Year 3 of Project – October 1, 2022)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK															
K	0	0.00%	0	0.00%	61	70.11%	8	9.20%	0	0.00%	12	13.79%	6	6.90%	**87**
1	0	0.00%	0	0.00%	61	71.76%	7	8.24%	0	0.00%	12	14.12%	5	5.88%	**85**
2	0	0.00%	0	0.00%	61	70.11%	8	9.20%	0	0.00%	12	13.79%	6	6.90%	**87**
3	0	0.00%	0	0.00%	56	71.79%	9	11.54%	0	0.00%	8	10.26%	5	6.41%	**78**
4	0	0.00%	0	0.00%	56	65.88%	9	10.59%	0	0.00%	13	15.29%	7	8.24%	**85**
5															
6															
7															
8															
9															
10															
11															
12															
Total	**0**	**0.00%**	**0**	**0.00%**	**295**	**69.91%**	**41**	**9.72%**	**0**	**0.00%**	**57**	**13.51%**	**29**	**6.87%**	**422**

LEA Name: Beaufort County School District, SC

School Name: Whale Branch Elementary

Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022

Projected Enrollment
(Year 4 of Project – October 1, 2023)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK															
K	0	0.00%	0	0.00%	61	68.54%	7	7.87%	0	0.00%	16	17.98%	5	5.62%	**89**
1	0	0.00%	0	0.00%	61	67.03%	8	8.79%	0	0.00%	16	17.58%	6	6.59%	**91**
2	0	0.00%	0	0.00%	61	68.54%	7	7.87%	0	0.00%	16	17.98%	5	5.62%	**89**
3	0	0.00%	0	0.00%	61	67.03%	8	8.79%	0	0.00%	16	17.58%	6	6.59%	**91**
4	0	0.00%	0	0.00%	56	68.29%	9	10.98%	0	0.00%	12	14.63%	5	6.10%	**82**
5															
6															
7															
8															
9															
10															
11															
12															
Total	**0**	**0.00%**	**0**	**0.00%**	**300**	**67.87%**	**39**	**8.82%**	**0**	**0.00%**	**76**	**17.19%**	**27**	**6.11%**	**442**

LEA Name: Beaufort County School District, SC

School Name: Whale Branch Elementary

Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022

Projected Enrollment
(Year 5 of Project – October 1, 2024)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK															
K	0	0.00%	0	0.00%	61	65.59%	8	8.60%	0	0.00%	18	19.35%	6	6.45%	**93**
1	0	0.00%	0	0.00%	61	67.03%	7	7.69%	0	0.00%	18	19.78%	5	5.49%	**91**
2	0	0.00%	0	0.00%	61	65.59%	8	8.60%	0	0.00%	18	19.35%	6	6.45%	**93**
3	0	0.00%	0	0.00%	61	67.03%	7	7.69%	0	0.00%	18	19.78%	5	5.49%	**91**
4	0	0.00%	0	0.00%	61	65.59%	8	8.60%	0	0.00%	18	19.35%	6	6.45%	**93**
5															
6															
7															
8															
9															
10															
11															
12															
Total	**0**	**0.00%**	**0**	**0.00%**	**305**	**66.16%**	**38**	**8.24%**	**0**	**0.00%**	**90**	**19.52%**	**28**	**6.07%**	**461**

LEA Name: Beaufort County School District, SC

School Name: Beaufort Middle

Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022

Actual Enrollment
(Current School Year – October 1, 2019)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK															
K															
1															
2															
3															
4															
5															
6	1	0.52%	1	0.52%	92	47.92%	14	7.29%	0	0.00%	70	36.46%	14	7.29%	**192**
7	0	0.00%	4	2.65%	59	39.07%	6	3.97%	0	0.00%	73	48.34%	9	5.96%	**151**
8	0	0.00%	4	2.60%	66	42.86%	11	7.14%	0	0.00%	58	37.66%	15	9.74%	**154**
9															
10															
11															
12															
Total	**1**	**0.20%**	**9**	**1.81%**	**217**	**43.66%**	**31**	**6.24%**	**0**	**0.00%**	**201**	**40.44%**	**38**	**7.65%**	**497**

LEA Name: Beaufort County School District, SC

School Name: Beaufort Middle

Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022

Projected Enrollment
(Year 1 of Project – October 1, 2020)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK															
K															
1															
2															
3															
4															
5															
6	0	0.00%	1	0.74%	62	45.59%	11	8.09%	0	0.00%	55	40.44%	7	5.15%	**136**
7	0	0.00%	1	0.51%	97	49.24%	15	7.61%	0	0.00%	71	36.04%	13	6.60%	**197**
8	0	0.00%	4	2.42%	67	40.61%	8	4.85%	0	0.00%	77	46.67%	9	5.45%	**165**
9															
10															
11															
12															
Total	**0**	**0.00%**	**6**	**1.20%**	**226**	**45.38%**	**34**	**6.83%**	**0**	**0.00%**	**203**	**40.76%**	**29**	**5.82%**	**498**

LEA Name: Beaufort County School District, SC															
School Name: Beaufort Middle															
Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022															
Projected Enrollment **(Year 2 of Project – October 1, 2021)**															
Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	**Total Students**
PK															
K															
1															
2															
3															
4															
5															
6	0	0.00%	1	0.80%	54	43.20%	10	8.00%	0	0.00%	53	42.40%	7	5.60%	**125**
7	0	0.00%	1	0.71%	62	44.29%	11	7.86%	0	0.00%	59	42.14%	7	5.00%	**140**
8	0	0.00%	1	0.49%	97	47.55%	15	7.35%	0	0.00%	78	38.24%	13	6.37%	**204**
9															
10															
11															
12															
Total	**0**	**0.00%**	**3**	**0.64%**	**213**	**45.42%**	**36**	**7.68%**	**0**	**0.00%**	**190**	**40.51%**	**27**	**5.76%**	**469**

LEA Name: Beaufort County School District, SC															
School Name: Beaufort Middle															
Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022															
Projected Enrollment **(Year 3 of Project – October 1, 2022)**															
Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	**Total Students**
PK															
K															
1															
2															
3															
4															
5															
6	0	0.00%	1	0.75%	66	49.25%	11	8.21%	0	0.00%	48	35.82%	8	5.97%	**134**
7	0	0.00%	1	0.75%	54	40.60%	10	7.52%	0	0.00%	61	45.86%	7	5.26%	**133**
8	0	0.00%	1	0.68%	62	42.47%	11	7.53%	0	0.00%	65	44.52%	7	4.79%	**146**
9															
10															
11															
12															
Total	**0**	**0.00%**	**3**	**0.73%**	**182**	**44.07%**	**32**	**7.75%**	**0**	**0.00%**	**174**	**42.13%**	**22**	**5.33%**	**413**

LEA Name: Beaufort County School District, SC

School Name: Beaufort Middle

Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022

Projected Enrollment
(Year 4 of Project – October 1, 2023)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK															
K															
1															
2															
3															
4															
5															
6	0	0.00%	2	1.57%	52	40.94%	12	9.45%	0	0.00%	52	40.94%	9	7.09%	**127**
7	0	0.00%	1	0.69%	66	45.83%	11	7.64%	0	0.00%	58	40.28%	8	5.56%	**144**
8	0	0.00%	1	0.70%	54	37.76%	10	6.99%	0	0.00%	71	49.65%	7	4.90%	**143**
9															
10															
11															
12															
Total	**0**	**0.00%**	**4**	**0.97%**	**172**	**41.55%**	**33**	**7.97%**	**0**	**0.00%**	**181**	**43.72%**	**24**	**5.80%**	**414**

LEA Name: Beaufort County School District, SC

School Name: Beaufort Middle

Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022

Projected Enrollment
(Year 5 of Project – October 1, 2024)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK															
K															
1															
2															
3															
4															
5															
6	0	0.00%	1	0.68%	63	43.15%	10	6.85%	0	0.00%	58	39.73%	14	9.59%	**146**
7	0	0.00%	2	1.44%	52	37.41%	12	8.63%	0	0.00%	64	46.04%	9	6.47%	**139**
8	0	0.00%	1	0.64%	66	42.31%	11	7.05%	0	0.00%	70	44.87%	8	5.13%	**156**
9															
10															
11															
12															
Total	**0**	**0.00%**	**4**	**0.91%**	**181**	**41.04%**	**33**	**7.48%**	**0**	**0.00%**	**192**	**43.54%**	**31**	**7.03%**	**441**

LEA Name: Beaufort County School District, SC

School Name: Lady's Island Middle

Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022

Actual Enrollment
(Current School Year – October 1, 2019)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK															
K															
1															
2															
3															
4															
5															
6	0	0.00%	3	1.56%	105	54.69%	17	8.85%	1	0.52%	61	31.77%	5	2.60%	**192**
7	1	0.60%	1	0.60%	90	53.89%	17	10.18%	0	0.00%	54	32.34%	4	2.40%	**167**
8	0	0.00%	2	1.14%	97	55.11%	21	11.93%	0	0.00%	49	27.84%	7	3.98%	**176**
9															
10															
11															
12															
Total	**1**	**0.19%**	**6**	**1.12%**	**292**	**54.58%**	**55**	**10.28%**	**1**	**0.19%**	**164**	**30.65%**	**16**	**2.99%**	**535**

LEA Name: Beaufort County School District, SC

School Name: Lady's Island Middle

Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022

Projected Enrollment
(Year 1 of Project – October 1, 2020)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK															
K															
1															
2															
3															
4															
5															
6	0	0.00%	0	0.00%	80	42.33%	21	11.11%	0	0.00%	79	41.80%	9	4.76%	**189**
7	0	0.00%	4	2.02%	110	55.56%	18	9.09%	1	0.51%	61	30.81%	4	2.02%	**198**
8	1	0.57%	1	0.57%	90	51.72%	18	10.34%	0	0.00%	60	34.48%	4	2.30%	**174**
9															
10															
11															
12															
Total	**1**	**0.18%**	**5**	**0.89%**	**280**	**49.91%**	**57**	**10.16%**	**1**	**0.18%**	**200**	**35.65%**	**17**	**3.03%**	**561**

LEA Name: Beaufort County School District, SC															
School Name: Lady's Island Middle															
Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022															
Projected Enrollment **(Year 2 of Project – October 1, 2021)**															
Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	**Total Students**
PK															
K															
1															
2															
3															
4															
5															
6	0	0.00%	2	1.02%	89	45.18%	20	10.15%	0	0.00%	71	36.04%	15	7.61%	**197**
7	0	0.00%	0	0.00%	80	41.88%	21	10.99%	0	0.00%	81	42.41%	9	4.71%	**191**
8	0	0.00%	4	2.00%	110	55.00%	18	9.00%	1	0.50%	63	31.50%	4	2.00%	**200**
9															
10															
11															
12															
Total	**0**	**0.00%**	**6**	**1.02%**	**279**	**47.45%**	**59**	**10.03%**	**1**	**0.17%**	**215**	**36.56%**	**28**	**4.76%**	**588**

LEA Name: Beaufort County School District, SC															
School Name: Lady's Island Middle															
Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022															
Projected Enrollment **(Year 3 of Project – October 1, 2022)**															
Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	**Total Students**
PK															
K															
1															
2															
3															
4															
5															
6	0	0.00%	4	2.47%	71	43.83%	17	10.49%	0	0.00%	66	40.74%	4	2.47%	**162**
7	0	0.00%	2	1.00%	89	44.50%	20	10.00%	0	0.00%	74	37.00%	15	7.50%	**200**
8	0	0.00%	0	0.00%	80	41.45%	21	10.88%	0	0.00%	83	43.01%	9	4.66%	**193**
9															
10															
11															
12															
Total	**0**	**0.00%**	**6**	**1.08%**	**240**	**43.24%**	**58**	**10.45%**	**0**	**0.00%**	**223**	**40.18%**	**28**	**5.05%**	**555**

LEA Name: Beaufort County School District, SC															
School Name: Lady's Island Middle															
Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022															
Projected Enrollment **(Year 4 of Project – October 1, 2023)**															
Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	**Total Students**
PK															
K															
1															
2															
3															
4															
5															
6	0	0.00%	1	0.56%	70	39.11%	25	13.97%	0	0.00%	74	41.34%	9	5.03%	**179**
7	0	0.00%	4	2.41%	71	42.77%	17	10.24%	0	0.00%	70	42.17%	4	2.41%	**166**
8	0	0.00%	2	0.99%	89	43.84%	20	9.85%	0	0.00%	77	37.93%	15	7.39%	**203**
9															
10															
11															
12															
Total	**0**	**0.00%**	**7**	**1.28%**	**230**	**41.97%**	**62**	**11.31%**	**0**	**0.00%**	**221**	**40.33%**	**28**	**5.11%**	**548**

LEA Name: Beaufort County School District, SC

School Name: Lady's Island Middle

Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022

Projected Enrollment
(Year 5 of Project – October 1, 2024)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK															
K															
1															
2															
3															
4															
5															
6	0	0.00%	2	1.06%	82	43.62%	20	10.64%	0	0.00%	74	39.36%	10	5.32%	**188**
7	0	0.00%	1	0.55%	70	38.67%	25	13.81%	0	0.00%	76	41.99%	9	4.97%	**181**
8	0	0.00%	4	2.38%	71	42.26%	17	10.12%	0	0.00%	72	42.86%	4	2.38%	**168**
9															
10															
11															
12															
Total	**0**	**0.00%**	**7**	**1.30%**	**223**	**41.53%**	**62**	**11.55%**	**0**	**0.00%**	**222**	**41.34%**	**23**	**4.28%**	**537**

LEA Name: Beaufort County School District, SC

School Name: Whale Branch Middle

Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022

Actual Enrollment
(Current School Year – October 1, 2019)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK															
K															
1															
2															
3															
4															
5	0	0.00%	0	0.00%	70	85.37%	6	7.32%	1	1.22%	4	4.88%	1	1.22%	**82**
6	0	0.00%	0	0.00%	76	86.36%	6	6.82%	0	0.00%	5	5.68%	1	1.14%	**88**
7	0	0.00%	0	0.00%	59	68.60%	10	11.63%	0	0.00%	12	13.95%	5	5.81%	**86**
8	0	0.00%	0	0.00%	82	88.17%	7	7.53%	0	0.00%	2	2.15%	2	2.15%	**93**
9															
10															
11															
12															
Total	**0**	**0.00%**	**0**	**0.00%**	**287**	**82.23%**	**29**	**8.31%**	**1**	**0.29%**	**23**	**6.59%**	**9**	**2.58%**	**349**

LEA Name: Beaufort County School District, SC

School Name: Whale Branch Middle

Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022

Projected Enrollment
(Year 1 of Project – October 1, 2020)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK															
K															
1															
2															
3															
4															
5	0	0.00%	0	0.00%	58	81.69%	3	4.23%	0	0.00%	7	9.86%	3	4.23%	**71**
6	0	0.00%	0	0.00%	79	80.61%	9	9.18%	1	1.02%	6	6.12%	3	3.06%	**98**
7	0	0.00%	0	0.00%	80	82.47%	7	7.22%	0	0.00%	8	8.25%	2	2.06%	**97**
8	0	0.00%	0	0.00%	57	69.51%	10	12.20%	0	0.00%	10	12.20%	5	6.10%	**82**
9															
10															
11															
12															
Total	**0**	**0.00%**	**0**	**0.00%**	**274**	**78.74%**	**29**	**8.33%**	**1**	**0.29%**	**31**	**8.91%**	**13**	**3.74%**	**348**

LEA Name: Beaufort County School District, SC

School Name: Whale Branch Middle

Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022

Projected Enrollment
(Year 2 of Project – October 1, 2021)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK															
K															
1															
2															
3															
4															
5	0	0.00%	0	0.00%	51	66.23%	9	11.69%	0	0.00%	13	16.88%	4	5.19%	**77**
6	0	0.00%	0	0.00%	70	75.27%	5	5.38%	0	0.00%	15	16.13%	3	3.23%	**93**
7	0	0.00%	0	0.00%	79	78.22%	9	8.91%	1	0.99%	9	8.91%	3	2.97%	**101**
8	0	0.00%	0	0.00%	80	80.00%	7	7.00%	0	0.00%	11	11.00%	2	2.00%	**100**
9															
10															
11															
12															
Total	**0**	**0.00%**	**0**	**0.00%**	**280**	**75.47%**	**30**	**8.09%**	**1**	**0.27%**	**48**	**12.94%**	**12**	**3.23%**	**371**

LEA Name: Beaufort County School District, SC

School Name: Whale Branch Middle

Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022

Projected Enrollment
(Year 3 of Project – October 1, 2022)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK															
K															
1															
2															
3															
4															
5	0	0.00%	0	0.00%	58	72.50%	5	6.25%	0	0.00%	11	13.75%	6	7.50%	**80**
6	0	0.00%	0	0.00%	63	66.32%	10	10.53%	0	0.00%	18	18.95%	4	4.21%	**95**
7	0	0.00%	0	0.00%	70	73.68%	5	5.26%	0	0.00%	17	17.89%	3	3.16%	**95**
8	0	0.00%	0	0.00%	79	77.45%	9	8.82%	1	0.98%	10	9.80%	3	2.94%	**102**
9															
10															
11															
12															
Total	**0**	**0.00%**	**0**	**0.00%**	**270**	**72.58%**	**29**	**7.80%**	**1**	**0.27%**	**56**	**15.05%**	**16**	**4.30%**	**372**

LEA Name: Beaufort County School District, SC															
School Name: Whale Branch Middle															
Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022															
Projected Enrollment **(Year 4 of Project – October 1, 2023)**															
Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	**Total Students**
PK															
K															
1															
2															
3															
4															
5	0	0.00%	0	0.00%	54	62.07%	9	10.34%	0	0.00%	17	19.54%	7	8.05%	**87**
6	0	0.00%	0	0.00%	66	66.00%	7	7.00%	0	0.00%	20	20.00%	7	7.00%	**100**
7	0	0.00%	0	0.00%	63	63.64%	10	10.10%	0	0.00%	22	22.22%	4	4.04%	**99**
8	0	0.00%	0	0.00%	70	70.71%	5	5.05%	0	0.00%	21	21.21%	3	3.03%	**99**
9															
10															
11															
12															
Total	**0**	**0.00%**	**0**	**0.00%**	**253**	**65.71%**	**31**	**8.05%**	**0**	**0.00%**	**80**	**20.78%**	**21**	**5.45%**	**385**

LEA Name: Beaufort County School District, SC

School Name: Whale Branch Middle

Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022

Projected Enrollment
(Year 5 of Project – October 1, 2024)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK															
K															
1															
2															
3															
4															
5	0	0.00%	0	0.00%	54	66.67%	8	9.88%	0	0.00%	14	17.28%	5	6.17%	**81**
6	0	0.00%	0	0.00%	62	59.05%	11	10.48%	0	0.00%	25	23.81%	7	6.67%	**105**
7	0	0.00%	0	0.00%	66	64.71%	7	6.86%	0	0.00%	22	21.57%	7	6.86%	**102**
8	0	0.00%	0	0.00%	63	62.38%	10	9.90%	0	0.00%	24	23.76%	4	3.96%	**101**
9															
10															
11															
12															
Total	**0**	**0.00%**	**0**	**0.00%**	**245**	**62.98%**	**36**	**9.25%**	**0**	**0.00%**	**85**	**21.85%**	**23**	**5.91%**	**389**

LEA Name: Beaufort County School District, SC															
School Name: Beaufort High															
Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022															
Actual Enrollment **(Current School Year – October 1, 2019)**															
Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	**Total Students**
PK															
K															
1															
2															
3															
4															
5															
6															
7															
8															
9	2	0.53%	6	1.58%	139	36.68%	39	10.29%	1	0.26%	177	46.70%	15	3.96%	**379**
10	0	0.00%	6	1.94%	90	29.13%	34	11.00%	2	0.65%	162	52.43%	15	4.85%	**309**
11	2	0.69%	3	1.03%	98	33.79%	27	9.31%	1	0.34%	146	50.34%	13	4.48%	**290**
12	2	0.75%	6	2.26%	96	36.09%	24	9.02%	2	0.75%	127	47.74%	9	3.38%	**266**
Total	**6**	**0.48%**	**21**	**1.69%**	**423**	**34.00%**	**124**	**9.97%**	**6**	**0.48%**	**612**	**49.20%**	**52**	**4.18%**	**1,244**

LEA Name: Beaufort County School District, SC															
School Name: Beaufort High															
Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022															
Projected Enrollment **(Year 1 of Project – October 1, 2020)**															
Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	**Total Students**
PK															
K															
1															
2															
3															
4															
5															
6															
7															
8															
9	0	0.00%	6	1.97%	124	40.79%	35	11.51%	0	0.00%	118	38.82%	21	6.91%	**304**
10	3	0.79%	5	1.31%	146	38.32%	38	9.97%	1	0.26%	174	45.67%	14	3.67%	**381**
11	0	0.00%	6	1.95%	89	28.90%	32	10.39%	2	0.65%	163	52.92%	16	5.19%	**308**
12	3	1.04%	3	1.04%	101	35.07%	25	8.68%	1	0.35%	143	49.65%	12	4.17%	**288**
Total	**6**	**0.47%**	**20**	**1.56%**	**460**	**35.91%**	**130**	**10.15%**	**4**	**0.31%**	**598**	**46.68%**	**63**	**4.92%**	**1,281**

LEA Name: Beaufort County School District, SC															
School Name: Beaufort High															
Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022															
Projected Enrollment **(Year 2 of Project – October 1, 2021)**															
Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	**Total Students**
PK															
K															
1															
2															
3															
4															
5															
6															
7															
8															
9	1	0.34%	5	1.69%	127	42.91%	23	7.77%	2	0.68%	127	42.91%	11	3.72%	**296**
10	0	0.00%	6	1.97%	124	40.79%	35	11.51%	0	0.00%	118	38.82%	21	6.91%	**304**
11	3	0.79%	5	1.31%	146	38.32%	38	9.97%	1	0.26%	174	45.67%	14	3.67%	**381**
12	0	0.00%	6	1.95%	89	28.90%	32	10.39%	2	0.65%	163	52.92%	16	5.19%	**308**
Total	**4**	**0.31%**	**22**	**1.71%**	**486**	**37.70%**	**128**	**9.93%**	**5**	**0.39%**	**582**	**45.15%**	**62**	**4.81%**	**1,289**

LEA Name: Beaufort County School District, SC															
School Name: Beaufort High															
Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022															
Projected Enrollment **(Year 3 of Project – October 1, 2022)**															
Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	**Total Students**
PK															
K															
1															
2															
3															
4															
5															
6															
7															
8															
9	0	0.00%	7	2.01%	166	47.70%	28	8.05%	1	0.29%	130	37.36%	16	4.60%	**348**
10	1	0.34%	5	1.69%	127	42.91%	23	7.77%	2	0.68%	127	42.91%	11	3.72%	**296**
11	0	0.00%	6	1.97%	124	40.79%	35	11.51%	0	0.00%	118	38.82%	21	6.91%	**304**
12	3	0.79%	5	1.31%	146	38.32%	38	9.97%	1	0.26%	174	45.67%	14	3.67%	**381**
Total	**4**	**0.30%**	**23**	**1.73%**	**563**	**42.36%**	**124**	**9.33%**	**4**	**0.30%**	**549**	**41.31%**	**62**	**4.67%**	**1,329**

LEA Name: Beaufort County School District, SC

School Name: Beaufort High

Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022

Projected Enrollment
(Year 4 of Project – October 1, 2023)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK															
K															
1															
2															
3															
4															
5															
6															
7															
8															
9	0	0.00%	2	0.65%	123	40.07%	31	10.10%	0	0.00%	136	44.30%	15	4.89%	**307**
10	0	0.00%	7	1.97%	166	46.76%	28	7.89%	1	0.28%	137	38.59%	16	4.51%	**355**
11	1	0.33%	5	1.67%	127	42.47%	23	7.69%	2	0.67%	130	43.48%	11	3.68%	**299**
12	0	0.00%	6	1.95%	124	40.39%	35	11.40%	0	0.00%	121	39.41%	21	6.84%	**307**
Total	**1**	**0.08%**	**20**	**1.58%**	**540**	**42.59%**	**117**	**9.23%**	**3**	**0.24%**	**524**	**41.32%**	**63**	**4.97%**	**1,268**

LEA Name: Beaufort County School District, SC															
School Name: Beaufort High															
Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022															
Projected Enrollment **(Year 5 of Project – October 1, 2024)**															
Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	**Total Students**
PK															
K															
1															
2															
3															
4															
5															
6															
7															
8															
9	0	0.00%	3	0.97%	121	39.16%	29	9.39%	0	0.00%	134	43.37%	22	7.12%	**309**
10	0	0.00%	2	0.65%	123	40.07%	31	10.10%	0	0.00%	136	44.30%	15	4.89%	**307**
11	0	0.00%	7	1.96%	166	46.37%	28	7.82%	1	0.28%	140	39.11%	16	4.47%	**358**
12	1	0.33%	5	1.64%	127	41.78%	23	7.57%	2	0.66%	135	44.41%	11	3.62%	**304**
Total	**1**	**0.08%**	**17**	**1.33%**	**537**	**42.02%**	**111**	**8.69%**	**3**	**0.23%**	**545**	**42.64%**	**64**	**5.01%**	**1,278**

LEA Name: Beaufort County School District, SC

School Name: Whale Branch High

Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022

Actual Enrollment
(Current School Year – October 1, 2019)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK															
K															
1															
2															
3															
4															
5															
6															
7															
8															
9	0	0.00%	0	0.00%	97	80.17%	8	6.61%	1	0.83%	8	6.61%	7	5.79%	**121**
10	0	0.00%	0	0.00%	73	78.49%	6	6.45%	0	0.00%	12	12.90%	2	2.15%	**93**
11	0	0.00%	1	1.03%	76	78.35%	8	8.25%	0	0.00%	7	7.22%	5	5.15%	**97**
12	0	0.00%	0	0.00%	110	84.62%	6	4.62%	0	0.00%	9	6.92%	5	3.85%	**130**
Total	**0**	**0.00%**	**1**	**0.23%**	**356**	**80.73%**	**28**	**6.35%**	**1**	**0.23%**	**36**	**8.16%**	**19**	**4.31%**	**441**

LEA Name: Beaufort County School District, SC

School Name: Whale Branch High

Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022

Projected Enrollment
(Year 1 of Project – October 1, 2020)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK															
K															
1															
2															
3															
4															
5															
6															
7															
8															
9	0	0.00%	0	0.00%	118	90.08%	5	3.82%	0	0.00%	4	3.05%	4	3.05%	**131**
10	0	0.00%	0	0.00%	95	78.51%	9	7.44%	1	0.83%	8	6.61%	8	6.61%	**121**
11	0	0.00%	0	0.00%	66	75.86%	7	8.05%	0	0.00%	14	16.09%	0	0.00%	**87**
12	0	0.00%	1	0.96%	79	75.96%	9	8.65%	0	0.00%	9	8.65%	6	5.77%	**104**
Total	**0**	**0.00%**	**1**	**0.23%**	**358**	**80.81%**	**30**	**6.77%**	**1**	**0.23%**	**35**	**7.90%**	**18**	**4.06%**	**443**

LEA Name: Beaufort County School District, SC															
School Name: Whale Branch High															
Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022															
Projected Enrollment **(Year 2 of Project – October 1, 2021)**															
Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	**Total Students**
PK															
K															
1															
2															
3															
4															
5															
6															
7															
8															
9	0	0.00%	0	0.00%	70	66.04%	11	10.38%	0	0.00%	21	19.81%	4	3.77%	**106**
10	0	0.00%	0	0.00%	118	88.72%	5	3.76%	0	0.00%	6	4.51%	4	3.01%	**133**
11	0	0.00%	0	0.00%	95	77.24%	9	7.32%	1	0.81%	10	8.13%	8	6.50%	**123**
12	0	0.00%	0	0.00%	66	74.16%	7	7.87%	0	0.00%	16	17.98%	0	0.00%	**89**
Total	**0**	**0.00%**	**0**	**0.00%**	**349**	**77.38%**	**32**	**7.10%**	**1**	**0.22%**	**53**	**11.75%**	**16**	**3.55%**	**451**

LEA Name: Beaufort County School District, SC

School Name: Whale Branch High

Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022

Projected Enrollment
(Year 3 of Project – October 1, 2022)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK															
K															
1															
2															
3															
4															
5															
6															
7															
8															
9	0	0.00%	0	0.00%	89	72.95%	7	5.74%	0	0.00%	24	19.67%	2	1.64%	**122**
10	0	0.00%	0	0.00%	70	64.81%	11	10.19%	0	0.00%	23	21.30%	4	3.70%	**108**
11	0	0.00%	0	0.00%	118	87.41%	5	3.70%	0	0.00%	8	5.93%	4	2.96%	**135**
12	0	0.00%	0	0.00%	95	76.00%	9	7.20%	1	0.80%	12	9.60%	8	6.40%	**125**
Total	**0**	**0.00%**	**0**	**0.00%**	**372**	**75.92%**	**32**	**6.53%**	**1**	**0.20%**	**67**	**13.67%**	**18**	**3.67%**	**490**

LEA Name: Beaufort County School District, SC

School Name: Whale Branch High

Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022

Projected Enrollment
(Year 4 of Project – October 1, 2023)

Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
PK															
K															
1															
2															
3															
4															
5															
6															
7															
8															
9	1	0.85%	0	0.00%	85	72.03%	9	7.63%	1	0.85%	19	16.10%	3	2.54%	**118**
10	0	0.00%	0	0.00%	89	76.72%	7	6.03%	0	0.00%	18	15.52%	2	1.72%	**116**
11	0	0.00%	0	0.00%	70	62.50%	11	9.82%	0	0.00%	27	24.11%	4	3.57%	**112**
12	0	0.00%	0	0.00%	118	84.89%	5	3.60%	0	0.00%	12	8.63%	4	2.88%	**139**
Total	**1**	**0.21%**	**0**	**0.00%**	**362**	**74.64%**	**32**	**6.60%**	**1**	**0.21%**	**76**	**15.67%**	**13**	**2.68%**	**485**

LEA Name: Beaufort County School District, SC															
School Name: Whale Branch High															
Table 3: Enrollment Data – Magnet Schools OMB-1855-0011-Expiration 07/31/2022															
Projected Enrollment **(Year 5 of Project – October 1, 2024)**															
Grade Level	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	**Total Students**
PK															
K															
1															
2															
3															
4															
5															
6															
7															
8															
9	0	0.00%	0	0.00%	74	66.67%	7	6.31%	0	0.00%	27	24.32%	3	2.70%	**111**
10	1	0.83%	0	0.00%	85	70.83%	9	7.50%	1	0.83%	21	17.50%	3	2.50%	**120**
11	0	0.00%	0	0.00%	89	75.42%	7	5.93%	0	0.00%	20	16.95%	2	1.69%	**118**
12	0	0.00%	0	0.00%	70	61.40%	11	9.65%	0	0.00%	29	25.44%	4	3.51%	**114**
Total	**1**	**0.22%**	**0**	**0.00%**	**318**	**68.68%**	**34**	**7.34%**	**1**	**0.22%**	**97**	**20.95%**	**12**	**2.59%**	**463**

APPENDIX D: TABLE 4 ENROLLMENT DATA - FEEDER SCHOOL

LEA Name: Beaufort County School District, SC

Table 4: Enrollment Data-Feeder School

Schools			Actual Enrollment as of October 1, 2019 (Current School Year)														
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
Beaufort ES	K-5	All	3	0.6%	5	1.1%	249	53.3%	30	6.4%	1	0.2%	145	31.0%	34	7.3%	**467**
Bluffton ES	K-5	All	2	0.3%	24	3.2%	70	9.2%	304	39.9%	0	0.0%	312	41.0%	49	6.4%	**761**
Broad River ES	K-5	All	1	0.2%	13	2.6%	199	40.2%	119	24.0%	0	0.0%	121	24.4%	42	8.5%	**495**
Coosa ES	K-5	All	1	0.2%	7	1.4%	85	17.0%	38	7.6%	0	0.0%	345	69.0%	24	4.8%	**500**
Hilton Head Island K-5	K-5	All	3	0.2%	19	1.0%	240	12.9%	908	48.8%	0	0.0%	615	33.0%	77	4.1%	**1,862**
Joseph Shanklin ES	K-5	All	2	0.5%	1	0.3%	207	53.9%	117	30.5%	0	0.0%	36	9.4%	21	5.5%	**384**
Lady's Island ES	K-5	All	0	0.0%	4	1.5%	135	51.5%	39	14.9%	0	0.0%	63	24.0%	21	8.0%	**262**
Michael Riley ES	K-5	All	1	0.1%	2	0.3%	72	9.6%	464	61.9%	0	0.0%	199	26.5%	12	1.6%	**750**
Okatie ES	K-5	All	3	0.5%	4	0.6%	79	12.7%	124	20.0%	1	0.2%	382	61.5%	28	4.5%	**621**
Port Royal ES	K-5	All	0	0.0%	2	0.9%	88	39.1%	36	16.0%	0	0.0%	85	37.8%	14	6.2%	**225**
Pritchardville ES	K-5	All	1	0.1%	20	2.1%	70	7.4%	219	23.1%	2	0.2%	590	62.1%	48	5.1%	**950**
Red Cedar ES	K-5	All	1	0.1%	9	1.3%	82	11.7%	319	45.5%	0	0.0%	264	37.7%	26	3.7%	**701**
River Ridge Academy	K-5	All	1	0.1%	27	2.3%	132	11.0%	288	24.0%	1	0.1%	684	57.0%	67	5.6%	**1,200**

Riverview Charter	K-5	All	3	0.4%	18	2.6%	169	24.2%	79	11.3%	5	0.7%	375	53.6%	50	7.2%	**699**
Robert Smalls International	K-5	All	7	0.9%	10	1.3%	359	48.1%	179	24.0%	2	0.3%	153	20.5%	37	5.0%	**747**
St. Helena ES	K-5	All	1	0.3%	0	0.0%	267	78.1%	42	12.3%	0	0.0%	19	5.6%	13	3.8%	**342**
Bluffton MS	6-8	All	0	0.0%	12	1.4%	102	12.0%	404	47.4%	0	0.0%	305	35.8%	30	3.5%	**853**
McCracken MS	6-8	All	1	0.1%	12	1.3%	104	11.3%	291	31.6%	2	0.2%	460	49.9%	52	5.6%	**922**
Hilton Head Island MS	6-8	All	0	0.0%	5	0.5%	109	11.4%	473	49.5%	1	0.1%	336	35.2%	31	3.2%	**955**
Battery Creek HS	9-12	All	2	0.3%	7	0.9%	350	46.9%	138	18.5%	1	0.1%	223	29.9%	26	3.5%	**747**
Bluffton HS	9-12	All	0	0.0%	16	1.3%	136	11.3%	577	48.1%	1	0.1%	432	36.0%	38	3.2%	**1,200**
Hilton Head Island HS	9-12	All	1	0.1%	14	1.0%	131	9.6%	508	37.2%	3	0.2%	676	49.5%	33	2.4%	**1,366**
May River HS	9-12	All	4	0.3%	14	1.0%	178	12.4%	344	24.1%	1	0.1%	833	58.3%	56	3.9%	**1,430**

LEA Name: Beaufort County School District, SC

Table 4: Enrollment Data-Feeder School

Schools			Actual Enrollment as of October 1, 2020 (Year 1 of Project)														
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
Beaufort ES	K-5	All	0	0.0%	5	1.1%	247	55.0%	33	7.3%	2	0.4%	132	29.4%	30	6.7%	**449**
Bluffton ES	K-5	All	0	0.0%	17	2.4%	67	9.3%	285	39.6%	3	0.4%	306	42.5%	42	5.8%	**720**
Broad River ES	K-5	All	1	0.2%	12	2.6%	181	39.5%	106	23.1%	0	0.0%	117	25.5%	41	9.0%	**458**
Coosa ES	K-5	All	0	0.0%	7	1.5%	74	15.5%	43	9.0%	0	0.0%	325	68.0%	29	6.1%	**478**
Hilton Head Island K-5	K-5	All	3	0.2%	15	0.9%	219	12.7%	830	48.2%	2	0.1%	578	33.6%	74	4.3%	**1,721**
Joseph Shanklin ES	K-5	All	0	0.0%	0	0.0%	178	51.7%	113	32.8%	0	0.0%	34	9.9%	19	5.5%	**344**
Lady's Island ES	K-5	All	0	0.0%	5	2.1%	127	52.5%	38	15.7%	0	0.0%	54	22.3%	18	7.4%	**242**
Michael Riley ES	K-5	All	1	0.1%	3	0.4%	76	11.4%	404	60.6%	0	0.0%	166	24.9%	17	2.5%	**667**
Okatie ES	K-5	All	4	0.7%	2	0.4%	62	11.1%	108	19.3%	1	0.2%	355	63.5%	27	4.8%	**559**
Port Royal ES	K-5	All	0	0.0%	5	2.6%	68	34.9%	27	13.8%	0	0.0%	79	40.5%	16	8.2%	**195**
Pritchardville ES	K-5	All	0	0.0%	21	2.3%	65	7.0%	208	22.5%	2	0.2%	583	63.2%	44	4.8%	**923**
Red Cedar ES	K-5	All	2	0.3%	7	1.1%	74	11.3%	291	44.6%	0	0.0%	255	39.1%	23	3.5%	**652**
River Ridge Academy	K-5	All	2	0.2%	26	2.2%	126	10.7%	276	23.4%	3	0.3%	675	57.3%	69	5.9%	**1,177**

Riverview Charter	K-5	All	3	0.4%	19	2.7%	172	24.4%	79	11.2%	6	0.8%	377	53.4%	50	7.1%	**706**
Robert Smalls International	K-5	All	3	0.4%	14	1.8%	368	48.4%	170	22.3%	1	0.1%	161	21.2%	44	5.8%	**761**
St. Helena ES	K-5	All	0	0.0%	0	0.0%	238	78.3%	36	11.8%	0	0.0%	12	3.9%	18	5.9%	**304**
Bluffton MS	6-8	All	1	0.1%	15	1.8%	82	9.8%	380	45.2%	1	0.1%	334	39.8%	27	3.2%	**840**
McCracken MS	6-8	All	0	0.0%	23	2.5%	99	10.7%	298	32.1%	1	0.1%	454	48.9%	54	5.8%	**929**
Hilton Head Island MS	6-8	All	1	0.1%	8	0.9%	114	12.2%	439	47.0%	1	0.1%	338	36.2%	33	3.5%	**934**
Battery Creek HS	9-12	All	1	0.1%	7	0.9%	375	47.0%	165	20.7%	1	0.1%	213	26.7%	36	4.5%	**798**
Bluffton HS	9-12	All	2	0.2%	16	1.2%	146	11.2%	617	47.4%	1	0.1%	479	36.8%	41	3.1%	**1,302**
Hilton Head Island HS	9-12	All	1	0.1%	13	1.0%	130	9.6%	559	41.3%	2	0.1%	610	45.1%	37	2.7%	**1,352**
May River HS	9-12	All	2	0.1%	19	1.3%	189	12.9%	368	25.1%	1	0.1%	823	56.2%	63	4.3%	**1,465**

LEA Name: Beaufort County School District, SC																	
Table 4: Enrollment Data-Feeder School																	
Schools			**Actual Enrollment as of October 1, 2021 (Year 2 of Project)**														
FEEDER	**FEEDER GRADE SPAN**	**MAGNET(S)**	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	**Total Students**
Beaufort ES	K-5	All	0	0.0%	3	0.7%	249	56.1%	31	7.0%	2	0.5%	129	29.1%	30	6.8%	**444**
Bluffton ES	K-5	All	0	0.0%	19	2.6%	65	9.0%	286	39.7%	3	0.4%	306	42.5%	41	5.7%	**720**
Broad River ES	K-5	All	1	0.2%	10	2.2%	180	39.4%	111	24.3%	0	0.0%	111	24.3%	44	9.6%	**457**
Coosa ES	K-5	All	0	0.0%	7	1.5%	69	14.4%	42	8.8%	0	0.0%	335	69.8%	27	5.6%	**480**
Hilton Head Island K-5	K-5	All	3	0.2%	12	0.7%	204	12.0%	829	48.9%	2	0.1%	570	33.6%	76	4.5%	**1,696**
Joseph Shanklin ES	K-5	All	0	0.0%	0	0.0%	187	53.0%	114	32.3%	0	0.0%	32	9.1%	20	5.7%	**353**
Lady's Island ES	K-5	All	0	0.0%	5	2.1%	124	51.9%	37	15.5%	0	0.0%	55	23.0%	18	7.5%	**239**
Michael Riley ES	K-5	All	1	0.1%	2	0.3%	74	11.0%	403	59.8%	0	0.0%	177	26.3%	17	2.5%	**674**
Okatie ES	K-5	All	2	0.4%	2	0.4%	66	11.8%	105	18.8%	1	0.2%	353	63.3%	29	5.2%	**558**
Port Royal ES	K-5	All	0	0.0%	5	2.5%	69	34.5%	29	14.5%	0	0.0%	79	39.5%	18	9.0%	**200**
Pritchardville ES	K-5	All	0	0.0%	20	2.1%	65	6.9%	210	22.4%	1	0.1%	599	63.8%	44	4.7%	**939**
Red Cedar ES	K-5	All	2	0.3%	8	1.2%	75	11.2%	294	43.8%	0	0.0%	270	40.2%	22	3.3%	**671**
River Ridge Academy	K-5	All	2	0.2%	27	2.3%	124	10.5%	279	23.6%	2	0.2%	674	57.1%	73	6.2%	**1,181**

Riverview Charter	K-5	All	3	0.4%	18	2.5%	175	24.4%	81	11.3%	3	0.4%	384	53.6%	53	7.4%	**717**
Robert Smalls International	K-5	All	2	0.3%	17	2.2%	377	48.0%	167	21.3%	1	0.1%	173	22.0%	48	6.1%	**785**
St. Helena ES	K-5	All	0	0.0%	0	0.0%	243	78.9%	40	13.0%	0	0.0%	10	3.2%	15	4.9%	**308**
Bluffton MS	6-8	All	3	0.4%	11	1.3%	86	10.2%	391	46.5%	1	0.1%	327	38.9%	22	2.6%	**841**
McCracken MS	6-8	All	0	0.0%	28	3.0%	94	10.1%	281	30.3%	2	0.2%	468	50.5%	54	5.8%	**927**
Hilton Head Island MS	6-8	All	1	0.1%	10	1.1%	129	14.5%	406	45.6%	0	0.0%	312	35.1%	32	3.6%	**890**
Battery Creek HS	9-12	All	1	0.1%	9	1.0%	386	44.2%	201	23.0%	2	0.2%	230	26.3%	44	5.0%	**873**
Bluffton HS	9-12	All	2	0.1%	15	1.1%	141	10.5%	644	48.0%	1	0.1%	494	36.8%	46	3.4%	**1,343**
Hilton Head Island HS	9-12	All	1	0.1%	9	0.6%	140	10.0%	625	44.8%	2	0.1%	570	40.9%	47	3.4%	**1,394**
May River HS	9-12	All	2	0.1%	21	1.4%	189	12.5%	392	26.0%	1	0.1%	829	54.9%	75	5.0%	**1,509**

LEA Name: Beaufort County School District, SC

Table 4: Enrollment Data-Feeder School

Schools			Actual Enrollment as of October 1, 2022 (Year 3 of Project)														
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
Beaufort ES	K-5	All	0	0.0%	3	0.7%	239	54.9%	32	7.4%	2	0.5%	127	29.2%	32	7.4%	**435**
Bluffton ES	K-5	All	0	0.0%	20	2.7%	63	8.6%	291	39.9%	3	0.4%	308	42.2%	44	6.0%	**729**
Broad River ES	K-5	All	2	0.4%	10	2.2%	175	38.2%	114	24.9%	0	0.0%	112	24.5%	45	9.8%	**458**
Coosa ES	K-5	All	0	0.0%	6	1.2%	76	15.1%	44	8.8%	0	0.0%	345	68.7%	31	6.2%	**502**
Hilton Head Island K-5	K-5	All	2	0.1%	13	0.8%	207	12.4%	814	48.7%	3	0.2%	554	33.1%	79	4.7%	**1,672**
Joseph Shanklin ES	K-5	All	0	0.0%	0	0.0%	185	53.0%	112	32.1%	0	0.0%	30	8.6%	22	6.3%	**349**
Lady's Island ES	K-5	All	0	0.0%	4	1.6%	124	49.8%	40	16.1%	0	0.0%	60	24.1%	21	8.4%	**249**
Michael Riley ES	K-5	All	2	0.3%	3	0.4%	71	10.3%	417	60.3%	0	0.0%	181	26.2%	17	2.5%	**691**
Okatie ES	K-5	All	2	0.4%	2	0.4%	65	11.5%	105	18.6%	2	0.4%	358	63.5%	30	5.3%	**564**
Port Royal ES	K-5	All	0	0.0%	4	2.0%	71	35.5%	28	14.0%	0	0.0%	80	40.0%	17	8.5%	**200**
Pritchardville ES	K-5	All	0	0.0%	23	2.4%	68	7.1%	217	22.8%	2	0.2%	596	62.5%	47	4.9%	**953**
Red Cedar ES	K-5	All	2	0.3%	7	1.0%	74	10.7%	301	43.6%	0	0.0%	282	40.8%	25	3.6%	**691**
River Ridge Academy	K-5	All	3	0.2%	29	2.4%	130	10.8%	273	22.7%	3	0.2%	689	57.3%	76	6.3%	**1,203**

Riverview Charter	K-5	All	4	0.6%	18	2.5%	175	24.3%	80	11.1%	4	0.6%	390	54.2%	49	6.8%	**720**
Robert Smalls International	K-5	All	1	0.1%	23	2.7%	398	46.7%	175	20.5%	1	0.1%	195	22.9%	59	6.9%	**852**
St. Helena ES	K-5	All	0	0.0%	0	0.0%	247	79.4%	40	12.9%	0	0.0%	9	2.9%	15	4.8%	**311**
Bluffton MS	6-8	All	5	0.6%	7	0.9%	90	11.2%	366	45.4%	1	0.1%	318	39.5%	19	2.4%	**806**
McCracken MS	6-8	All	0	0.0%	24	2.6%	85	9.3%	267	29.1%	3	0.3%	491	53.5%	48	5.2%	**918**
Hilton Head Island MS	6-8	All	3	0.3%	10	1.1%	120	13.2%	416	45.8%	0	0.0%	331	36.4%	29	3.2%	**909**
Battery Creek HS	9-12	All	2	0.2%	8	0.9%	428	45.5%	206	21.9%	2	0.2%	242	25.7%	53	5.6%	**941**
Bluffton HS	9-12	All	2	0.1%	18	1.3%	142	10.6%	640	47.8%	1	0.1%	485	36.2%	50	3.7%	**1,338**
Hilton Head Island HS	9-12	All	1	0.1%	7	0.5%	160	11.8%	645	47.4%	2	0.1%	499	36.7%	46	3.4%	**1,360**
May River HS	9-12	All	2	0.1%	26	1.7%	197	12.7%	431	27.7%	1	0.1%	827	53.1%	72	4.6%	**1,556**

LEA Name: Beaufort County School District, SC

Table 4: Enrollment Data-Feeder School

Schools			Actual Enrollment as of October 1, 2023 (Year 4 of Project)														
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
Beaufort ES	K-5	All	0	0.0%	4	0.9%	241	56.2%	31	7.2%	2	0.5%	118	27.5%	33	7.7%	**429**
Bluffton ES	K-5	All	0	0.0%	20	2.8%	60	8.3%	289	39.8%	3	0.4%	312	42.9%	43	5.9%	**727**
Broad River ES	K-5	All	2	0.4%	11	2.4%	176	38.0%	115	24.8%	0	0.0%	110	23.8%	49	10.6%	**463**
Coosa ES	K-5	All	0	0.0%	7	1.4%	77	15.2%	42	8.3%	0	0.0%	351	69.1%	31	6.1%	**508**
Hilton Head Island K-5	K-5	All	2	0.1%	13	0.8%	211	12.5%	818	48.5%	3	0.2%	567	33.6%	71	4.2%	**1,685**
Joseph Shanklin ES	K-5	All	0	0.0%	0	0.0%	183	51.5%	119	33.5%	0	0.0%	32	9.0%	21	5.9%	**355**
Lady's Island ES	K-5	All	0	0.0%	3	1.2%	134	51.5%	40	15.4%	0	0.0%	64	24.6%	19	7.3%	**260**
Michael Riley ES	K-5	All	2	0.3%	2	0.3%	77	11.2%	413	60.3%	0	0.0%	174	25.4%	17	2.5%	**685**
Okatie ES	K-5	All	2	0.4%	2	0.4%	67	11.8%	106	18.6%	2	0.4%	357	62.7%	33	5.8%	**569**
Port Royal ES	K-5	All	0	0.0%	3	1.4%	73	34.8%	32	15.2%	0	0.0%	85	40.5%	17	8.1%	**210**
Pritchardville ES	K-5	All	0	0.0%	23	2.4%	71	7.3%	222	23.0%	2	0.2%	601	62.2%	47	4.9%	**966**
Red Cedar ES	K-5	All	2	0.3%	6	0.8%	83	11.8%	314	44.5%	0	0.0%	275	39.0%	26	3.7%	**706**
River Ridge Academy	K-5	All	3	0.3%	28	2.4%	110	9.3%	268	22.6%	3	0.3%	695	58.7%	77	6.5%	**1,184**

Riverview Charter	K-5	All	3	0.4%	18	2.5%	172	24.0%	82	11.4%	4	0.6%	390	54.3%	49	6.8%	**718**
Robert Smalls International	K-5	All	0	0.0%	24	2.8%	400	47.4%	165	19.5%	1	0.1%	200	23.7%	54	6.4%	**844**
St. Helena ES	K-5	All	0	0.0%	0	0.0%	247	78.7%	40	12.7%	0	0.0%	11	3.5%	16	5.1%	**314**
Bluffton MS	6-8	All	4	0.5%	5	0.6%	87	10.4%	379	45.4%	0	0.0%	338	40.5%	21	2.5%	**834**
McCracken MS	6-8	All	0	0.0%	21	2.3%	80	8.9%	266	29.5%	2	0.2%	489	54.2%	45	5.0%	**903**
Hilton Head Island MS	6-8	All	2	0.2%	8	0.9%	112	12.7%	418	47.4%	0	0.0%	304	34.5%	38	4.3%	**882**
Battery Creek HS	9-12	All	3	0.3%	8	0.8%	459	46.1%	212	21.3%	2	0.2%	248	24.9%	64	6.4%	**996**
Bluffton HS	9-12	All	2	0.2%	22	1.7%	136	10.4%	612	46.7%	1	0.1%	487	37.2%	50	3.8%	**1,310**
Hilton Head Island HS	9-12	All	2	0.2%	9	0.7%	149	12.0%	597	48.1%	1	0.1%	437	35.2%	45	3.6%	**1,240**
May River HS	9-12	All	0	0.0%	33	2.0%	210	12.9%	443	27.1%	2	0.1%	868	53.2%	77	4.7%	**1,633**

LEA Name: Beaufort County School District, SC

Table 4: Enrollment Data-Feeder School

Schools			Actual Enrollment as of October 1, 2024 (Year 5 of Project)														
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian or Alaska Native (number)	American Indian or Alaska Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or More Races (Number)	Two or More Races (%)	Total Students
Beaufort ES	K-5	All	0	0.0%	5	1.1%	251	56.7%	33	7.4%	3	0.7%	120	27.1%	31	7.0%	**443**
Bluffton ES	K-5	All	0	0.0%	22	3.0%	63	8.5%	289	38.8%	4	0.5%	324	43.5%	42	5.6%	**744**
Broad River ES	K-5	All	3	0.7%	11	2.4%	176	38.3%	112	24.3%	0	0.0%	110	23.9%	48	10.4%	**460**
Coosa ES	K-5	All	0	0.0%	7	1.4%	80	15.4%	42	8.1%	0	0.0%	358	69.1%	31	6.0%	**518**
Hilton Head Island K-5	K-5	All	3	0.2%	14	0.8%	205	12.1%	813	48.0%	4	0.2%	586	34.6%	69	4.1%	**1,694**
Joseph Shanklin ES	K-5	All	0	0.0%	0	0.0%	194	53.6%	116	32.0%	0	0.0%	32	8.8%	20	5.5%	**362**
Lady's Island ES	K-5	All	0	0.0%	3	1.1%	136	51.3%	42	15.8%	0	0.0%	64	24.2%	20	7.5%	**265**
Michael Riley ES	K-5	All	3	0.4%	3	0.4%	75	10.6%	427	60.5%	0	0.0%	182	25.8%	16	2.3%	**706**
Okatie ES	K-5	All	3	0.5%	3	0.5%	65	11.1%	108	18.4%	3	0.5%	374	63.7%	31	5.3%	**587**
Port Royal ES	K-5	All	0	0.0%	3	1.5%	74	36.3%	28	13.7%	0	0.0%	83	40.7%	16	7.8%	**204**
Pritchardville ES	K-5	All	0	0.0%	22	2.3%	72	7.4%	220	22.5%	3	0.3%	613	62.7%	47	4.8%	**977**
Red Cedar ES	K-5	All	3	0.4%	6	0.8%	87	12.0%	318	43.9%	0	0.0%	287	39.6%	24	3.3%	**725**
River Ridge Academy	K-5	All	4	0.3%	30	2.5%	117	9.8%	268	22.4%	4	0.3%	697	58.1%	79	6.6%	**1,199**

Riverview Charter	K-5	All	4	0.6%	17	2.3%	180	24.9%	81	11.2%	5	0.7%	388	53.6%	49	6.8%	**724**
Robert Smalls International	K-5	All	0	0.0%	22	2.6%	396	46.3%	181	21.1%	1	0.1%	193	22.5%	63	7.4%	**856**
St. Helena ES	K-5	All	0	0.0%	0	0.0%	237	77.5%	40	13.1%	0	0.0%	12	3.9%	17	5.6%	**306**
Bluffton MS	6-8	All	2	0.3%	5	0.6%	87	10.9%	354	44.3%	0	0.0%	327	40.9%	25	3.1%	**800**
McCracken MS	6-8	All	0	0.0%	20	2.2%	80	8.8%	279	30.8%	1	0.1%	480	53.0%	45	5.0%	**905**
Hilton Head Island MS	6-8	All	2	0.2%	6	0.7%	102	11.9%	422	49.4%	0	0.0%	282	33.0%	41	4.8%	**855**
Battery Creek HS	9-12	All	3	0.3%	14	1.4%	464	45.0%	214	20.7%	2	0.2%	270	26.2%	65	6.3%	**1,032**
Bluffton HS	9-12	All	1	0.1%	23	1.8%	132	10.4%	613	48.1%	1	0.1%	452	35.5%	53	4.2%	**1,275**
Hilton Head Island HS	9-12	All	1	0.1%	12	1.0%	163	13.2%	574	46.5%	1	0.1%	440	35.7%	43	3.5%	**1,234**
May River HS	9-12	All	2	0.1%	36	2.2%	179	10.8%	435	26.3%	3	0.2%	916	55.3%	86	5.2%	**1,657**

APPENDIX E: SELECTION OF STUDENTS (COMPETITIVE PREFERENCE PRIORITY 3)

LEA Name: Beaufort County Schools

Magnet Schools: Mossy Oaks Elementary (STEAM Arts Integrated; Medical Awareness: Pre-Med + Biomedical Science)

Check the appropriate box:

☐ Academic examination is a criterion in the magnet school student selection process.

☑ Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process.

Our selection plan for *Med-Tech 7* will be designed to meet **Competitive Preference Priority 3 – Selection of Students** and directly supports *Med-Tech 7* **Goal 1: *Desegregation*** as we implement approaches that promote socioeconomic integration and reduce minority group isolation. In accordance with our district's US Department of Education's Office of Civil Rights (OCR) approved Desegregation Plan (see *Appendix A*), in all decisions regarding school construction, alteration, grade reorganization, or attendance zone changes, BCSD will not use criteria that either 1) intentionally creates schools that are identifiable by their student enrollments, faculty assignments, or other factors as schools for students of a particular race or national origin, or 2) have a disparate, adverse effect upon students of a particular race or national origin, so as to create segregated school environments, without both a substantial, legitimate educational justification for the criteria and an informed determination by BCSD that no comparable alternatives would serve its substantial legitimate educational justification but without the same segregate effects.

BCSD launched a districtwide school choice program in 2014 that allows any student living in our district to attend the school of their choice. Therefore, all BCSD students are eligible to apply to participate in the *Med-Tech 7* magnet program. School choice applications are posted annually by February 1 and remain open for 30 days. They are reviewed for completion and accuracy and assignments are made based on availability. In accordance with the existing school choice protocols, students attending Mossy Oaks Elementary will receive automatic "opt-in" status to our newly created magnet program, and those who live in a neighborhood within the Mossy Oaks Elementary attendance zone will be automatically admitted. If the number of applicants for the program is less than the number of available seats, all applicants will be admitted. If applications to Mossy Oaks Elementary's magnet school program exceed capacity, race-neutral approaches will be used in a weighted, random selection lottery to decide which applicants will fill the remaining seats. This race-neutral approach is backed by guidance from the US Department of Education on increasing diversity in schools and uses data related to family socioeconomic status; parental education; household status of the student; geographic location; neighborhood socioeconomic status; composition of area housing; distribution of single-family homes, subsidized housing, rental housing, or public housing (US ED, 2017). Applicants who already have a sibling attending the school or a parent/guardian employed by the school will receive priority placement, and the lottery software will give extra weight to applicants from neighborhoods with our desired balance of socioeconomic factors, a practice we will continue once

grant funding has ended (US ED, 2017). Once admitted to the magnet program at Mossy Oaks Elementary, families will not be required to reapply each year as long as they continue to reside in-district, with documentation of moves into BCSD or a different area within the county allowed up to July 31. Post-deadline transfers are also allowed for students who move into the district or a new neighborhood zone after the application deadline (but before July 31) contingent on program capacity. Application denials can be appealed in writing within two weeks after the district has mailed the notification that an application has been denied.

Magnet Schools: Lady's Island Middle (STEAM Integrated; Medical Exploration: Pre-Med + Biomedical Science)

Check the appropriate box:

☐ Academic examination is a criterion in the magnet school student selection process.

☑ Academic examination is <u>not</u> a criterion in the magnet school student selection process.

Describe the student selection process.

Our selection plan for *Med-Tech 7* will be designed to meet **Competitive Preference Priority 3 – Selection of Students** and directly supports *Med-Tech 7* **Goal 1: *Desegregation*** as we implement approaches that promote socioeconomic integration and reduce minority group isolation. In accordance with our district's US Department of Education's Office of Civil Rights (OCR) approved Desegregation Plan (see *Appendix A*), in all decisions regarding school construction, alteration, grade reorganization, or attendance zone changes, BCSD will not use criteria that either 1) intentionally creates schools that are identifiable by their student enrollments, faculty assignments, or other factors as schools for students of a particular race or national origin, or 2) have a disparate, adverse effect upon students of a particular race or national origin, so as to create segregated school environments, without both a substantial, legitimate educational justification for the criteria and an informed determination by BCSD that no comparable alternatives would serve its substantial legitimate educational justification but without the same segregate effects.

BCSD launched a districtwide school choice program in 2014 that allows any student living in our district to attend the school of their choice. Therefore, all BCSD students are eligible to apply to participate in the *Med-Tech 7* magnet program. School choice applications are posted annually by February 1 and remain open for 30 days. They are reviewed for completion and accuracy and assignments are made based on availability. In accordance with the existing school choice protocols, students attending Lady's Island Middle will receive automatic "opt-in" status to our newly created magnet program, and those who live in a neighborhood within the Lady's Island Middle attendance zone will be automatically admitted. If the number of applicants for the program is less than the number of available seats, all applicants will be admitted. If applications to Lady's Island Middle's magnet school program exceed capacity, race-neutral approaches will be used in a weighted, random selection lottery to decide which applicants will fill the remaining seats. This race-neutral approach is backed by guidance from the US Department of Education on increasing diversity in schools and uses data related to family socioeconomic status; parental education; household status of the student; geographic location; neighborhood socioeconomic

status; composition of area housing; distribution of single-family homes, subsidized housing, rental housing, or public housing (US ED, 2017). Applicants who already have a sibling attending the school or a parent/guardian employed by the school will receive priority placement, and the lottery software will give extra weight to applicants from neighborhoods with our desired balance of socioeconomic factors, a practice we will continue once grant funding has ended (US ED, 2017). Once admitted to the magnet program at Lady's Island Middle, families will not be required to reapply each year as long as they continue to reside in-district, with documentation of moves into BCSD or a different area within the county allowed up to July 31. Post-deadline transfers are also allowed for students who move into the district or a new neighborhood zone after the application deadline (but before July 31) contingent on program capacity. Application denials can be appealed in writing within two weeks after the district has mailed the notification that an application has been denied.

Magnet Schools: Beaufort Middle (STEAM Arts Integrated; Medical Exploration: Pre-Med + Biomedical Science)

Check the appropriate box:

☐ Academic examination is a criterion in the magnet school student selection process.

☑ Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process.

Our selection plan for *Med-Tech 7* will be designed to meet **Competitive Preference Priority 3 – Selection of Students** and directly supports *Med-Tech 7* **Goal 1: *Desegregation*** as we implement approaches that promote socioeconomic integration and reduce minority group isolation. In accordance with our district's US Department of Education's Office of Civil Rights (OCR) approved Desegregation Plan (see *Appendix A*), in all decisions regarding school construction, alteration, grade reorganization, or attendance zone changes, BCSD will not use criteria that either 1) intentionally creates schools that are identifiable by their student enrollments, faculty assignments, or other factors as schools for students of a particular race or national origin, or 2) have a disparate, adverse effect upon students of a particular race or national origin, so as to create segregated school environments, without both a substantial, legitimate educational justification for the criteria and an informed determination by BCSD that no comparable alternatives would serve its substantial legitimate educational justification but without the same segregate effects.

BCSD launched a districtwide school choice program in 2014 that allows any student living in our district to attend the school of their choice. Therefore, all BCSD students are eligible to apply to participate in the *Med-Tech 7* magnet program. School choice applications are posted annually by February 1 and remain open for 30 days. They are reviewed for completion and accuracy and assignments are made based on availability. In accordance with the existing school choice protocols, students attending Beaufort Middle will receive automatic "opt-in" status to our newly created magnet program, and those who live in a neighborhood within the Beaufort Middle attendance zone will be automatically admitted. If the number of applicants for the program is less than the number of available seats, all applicants will be admitted. If applications to Beaufort Middle's magnet school program exceed capacity, race-neutral approaches will be used in a weighted, random selection lottery to decide which applicants will fill the remaining seats. This race-neutral approach is backed by guidance from the US Department of Education on increasing diversity in schools and uses data related to family socioeconomic status; parental education; household status of the student; geographic location; neighborhood socioeconomic status; composition of area housing; distribution of single-family homes, subsidized housing, rental housing, or public housing (US ED, 2017). Applicants who already have a sibling attending the school or a parent/guardian employed by the school will receive priority placement, and the lottery software will give extra weight to applicants from neighborhoods with our desired balance of socioeconomic factors, a practice we will continue once grant funding has ended (US ED, 2017). Once admitted to the magnet program at Beaufort Middle, families will not be required to reapply each year as long as they continue to reside in-district, with documentation of moves into BCSD or a different area within the county allowed up to July 31. Post-deadline transfers are

also allowed for students who move into the district or a new neighborhood zone after the application deadline (but before July 31) contingent on program capacity. Application denials can be appealed in writing within two weeks after the district has mailed the notification that an application has been denied.

Magnet Schools: Beaufort High (STEAM Arts Integrated; Pre-Med Academy; Biomedical Science Academy)

Check the appropriate box:

☐ Academic examination is a criterion in the magnet school student selection process.

☑ Academic examination is <u>not</u> a criterion in the magnet school student selection process.

Describe the student selection process.

Our selection plan for *Med-Tech 7* will be designed to meet **Competitive Preference Priority 3 – Selection of Students** and directly supports *Med-Tech 7* **Goal 1: *Desegregation*** as we implement approaches that promote socioeconomic integration and reduce minority group isolation. In accordance with our district's US Department of Education's Office of Civil Rights (OCR) approved Desegregation Plan (see *Appendix A*), in all decisions regarding school construction, alteration, grade reorganization, or attendance zone changes, BCSD will not use criteria that either 1) intentionally creates schools that are identifiable by their student enrollments, faculty assignments, or other factors as schools for students of a particular race or national origin, or 2) have a disparate, adverse effect upon students of a particular race or national origin, so as to create segregated school environments, without both a substantial, legitimate educational justification for the criteria and an informed determination by BCSD that no comparable alternatives would serve its substantial legitimate educational justification but without the same segregate effects.

BCSD launched a districtwide school choice program in 2014 that allows any student living in our district to attend the school of their choice. Therefore, all BCSD students are eligible to apply to participate in the *Med-Tech 7* magnet program. School choice applications are posted annually by February 1 and remain open for 30 days. They are reviewed for completion and accuracy and assignments are made based on availability. In accordance with the existing school choice protocols, students attending Beaufort High will receive automatic "opt-in" status to our newly created magnet program, and those who live in a neighborhood within the Beaufort High attendance zone will be automatically admitted. If the number of applicants for the program is less than the number of available seats, all applicants will be admitted. If applications to Beaufort High's magnet school program exceed capacity, race-neutral approaches will be used in a weighted, random selection lottery to decide which applicants will fill the remaining seats. This race-neutral approach is backed by guidance from the US Department of Education on increasing diversity in schools and uses data related to family socioeconomic status; parental education; household status of the student; geographic location; neighborhood socioeconomic status; composition of area housing; distribution of single-family homes, subsidized housing, rental housing, or public housing (US ED, 2017). Applicants who already have a sibling attending the school or a parent/guardian employed by the school will receive priority placement, and the lottery software will give extra

weight to applicants from neighborhoods with our desired balance of socioeconomic factors, a practice we will continue once grant funding has ended (US ED, 2017). Once admitted to the magnet program at Beaufort High, families will not be required to reapply each year as long as they continue to reside in-district, with documentation of moves into BCSD or a different area within the county allowed up to July 31. Post-deadline transfers are also allowed for students who move into the district or a new neighborhood zone after the application deadline (but before July 31) contingent on program capacity. Application denials can be appealed in writing within two weeks after the district has mailed the notification that an application has been denied.

Magnet Schools: Whale Branch Elementary (STEAM Arts Integrated; Technology Awareness: Cybersecurity, Computer Science, Network Engineering)

Check the appropriate box:

☐ Academic examination is a criterion in the magnet school student selection process.

☑ Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process.

Our selection plan for *Med-Tech 7* will be designed to meet **Competitive Preference Priority 3 – Selection of Students** and directly supports *Med-Tech 7* **Goal 1: *Desegregation*** as we implement approaches that promote socioeconomic integration and reduce minority group isolation. In accordance with our district's US Department of Education's Office of Civil Rights (OCR) approved Desegregation Plan (see *Appendix A*), in all decisions regarding school construction, alteration, grade reorganization, or attendance zone changes, BCSD will not use criteria that either 1) intentionally creates schools that are identifiable by their student enrollments, faculty assignments, or other factors as schools for students of a particular race or national origin, or 2) have a disparate, adverse effect upon students of a particular race or national origin, so as to create segregated school environments, without both a substantial, legitimate educational justification for the criteria and an informed determination by BCSD that no comparable alternatives would serve its substantial legitimate educational justification but without the same segregate effects.

BCSD launched a districtwide school choice program in 2014 that allows any student living in our district to attend the school of their choice. Therefore, all BCSD students are eligible to apply to participate in the *Med-Tech 7* magnet program. School choice applications are posted annually by February 1 and remain open for 30 days. They are reviewed for completion and accuracy and assignments are made based on availability. In accordance with the existing school choice protocols, students attending Whale Branch Elementary will receive automatic "opt-in" status to our newly created magnet program, and those who live in a neighborhood within the Whale Branch Elementary attendance zone will be automatically admitted. If the number of applicants for the program is less than the number of available seats, all applicants will be admitted. If applications to Whale Branch Elementary's magnet school program exceed capacity, race-neutral approaches will be used in a weighted, random selection lottery to decide which applicants will fill the remaining seats. This race-neutral approach is backed by guidance from the US Department of Education on increasing diversity in schools and

uses data related to family socioeconomic status; parental education; household status of the student; geographic location; neighborhood socioeconomic status; composition of area housing; distribution of single-family homes, subsidized housing, rental housing, or public housing (US ED, 2017). Applicants who already have a sibling attending the school or a parent/guardian employed by the school will receive priority placement, and the lottery software will give extra weight to applicants from neighborhoods with our desired balance of socioeconomic factors, a practice we will continue once grant funding has ended (US ED, 2017). Once admitted to the magnet program at Whale Branch Elementary, families will not be required to reapply each year as long as they continue to reside in-district, with documentation of moves into BCSD or a different area within the county allowed up to July 31. Post-deadline transfers are also allowed for students who move into the district or a new neighborhood zone after the application deadline (but before July 31) contingent on program capacity. Application denials can be appealed in writing within two weeks after the district has mailed the notification that an application has been denied.

Magnet Schools: Whale Branch Middle (STEAM Arts Integrated; Technology Exploration: Cybersecurity, Computer Science, Network Engineering)

Check the appropriate box:

☐ Academic examination is a criterion in the magnet school student selection process.

☑ Academic examination is <u>not</u> a criterion in the magnet school student selection process.

Describe the student selection process.

Our selection plan for *Med-Tech 7* will be designed to meet **Competitive Preference Priority 3 – Selection of Students** and directly supports *Med-Tech 7* **Goal 1: *Desegregation*** as we implement approaches that promote socioeconomic integration and reduce minority group isolation. In accordance with our district's US Department of Education's Office of Civil Rights (OCR) approved Desegregation Plan (see *Appendix A*), in all decisions regarding school construction, alteration, grade reorganization, or attendance zone changes, BCSD will not use criteria that either 1) intentionally creates schools that are identifiable by their student enrollments, faculty assignments, or other factors as schools for students of a particular race or national origin, or 2) have a disparate, adverse effect upon students of a particular race or national origin, so as to create segregated school environments, without both a substantial, legitimate educational justification for the criteria and an informed determination by BCSD that no comparable alternatives would serve its substantial legitimate educational justification but without the same segregate effects.

BCSD launched a districtwide school choice program in 2014 that allows any student living in our district to attend the school of their choice. Therefore, all BCSD students are eligible to apply to participate in the *Med-Tech 7* magnet program. School choice applications are posted annually by February 1 and remain open for 30 days. They are reviewed for completion and accuracy and assignments are made based on availability. In accordance with the existing school choice protocols, students attending Whale Branch Middle will receive automatic "opt-in" status to our newly created magnet program, and those who live in a neighborhood within the Whale Branch Middle attendance zone will be automatically admitted. If the number of

applicants for the program is less than the number of available seats, all applicants will be admitted. If applications to Whale Branch Middle's magnet school program exceed capacity, race-neutral approaches will be used in a weighted, random selection lottery to decide which applicants will fill the remaining seats. This race-neutral approach is backed by guidance from the US Department of Education on increasing diversity in schools and uses data related to family socioeconomic status; parental education; household status of the student; geographic location; neighborhood socioeconomic status; composition of area housing; distribution of single-family homes, subsidized housing, rental housing, or public housing (US ED, 2017). Applicants who already have a sibling attending the school or a parent/guardian employed by the school will receive priority placement, and the lottery software will give extra weight to applicants from neighborhoods with our desired balance of socioeconomic factors, a practice we will continue once grant funding has ended (US ED, 2017). Once admitted to the magnet program at Whale Branch Middle, families will not be required to reapply each year as long as they continue to reside in-district, with documentation of moves into BCSD or a different area within the county allowed up to July 31. Post-deadline transfers are also allowed for students who move into the district or a new neighborhood zone after the application deadline (but before July 31) contingent on program capacity. Application denials can be appealed in writing within two weeks after the district has mailed the notification that an application has been denied.

Magnet Schools: Whale Branch High (STEAM Arts Integrated; Cybersecurity Academy; Computer Science Academy; Network Engineering Academy)

Check the appropriate box:

☐ Academic examination is a criterion in the magnet school student selection process.

☑ Academic examination is <u>not</u> a criterion in the magnet school student selection process.

Describe the student selection process.

Our selection plan for *Med-Tech 7* will be designed to meet **Competitive Preference Priority 3 – Selection of Students** and directly supports *Med-Tech 7* **Goal 1: *Desegregation*** as we implement approaches that promote socioeconomic integration and reduce minority group isolation. In accordance with our district's US Department of Education's Office of Civil Rights (OCR) approved Desegregation Plan (see *Appendix A*), in all decisions regarding school construction, alteration, grade reorganization, or attendance zone changes, BCSD will not use criteria that either 1) intentionally creates schools that are identifiable by their student enrollments, faculty assignments, or other factors as schools for students of a particular race or national origin, or 2) have a disparate, adverse effect upon students of a particular race or national origin, so as to create segregated school environments, without both a substantial, legitimate educational justification for the criteria and an informed determination by BCSD that no comparable alternatives would serve its substantial legitimate educational justification but without the same segregate effects.

BCSD launched a districtwide school choice program in 2014 that allows any student living in our district to attend the school of their choice. Therefore, all BCSD students are eligible to apply to participate in the *Med-Tech 7* magnet program. School choice applications are posted annually by February

1 and remain open for 30 days. They are reviewed for completion and accuracy and assignments are made based on availability. In accordance with the existing school choice protocols, students attending Whale Branch High will receive automatic "opt-in" status to our newly created magnet program, and those who live in a neighborhood within the Whale Branch High attendance zone will be automatically admitted. If the number of applicants for the program is less than the number of available seats, all applicants will be admitted. If applications to Whale Branch High's magnet school program exceed capacity, race-neutral approaches will be used in a weighted, random selection lottery to decide which applicants will fill the remaining seats. This race-neutral approach is backed by guidance from the US Department of Education on increasing diversity in schools and uses data related to family socioeconomic status; parental education; household status of the student; geographic location; neighborhood socioeconomic status; composition of area housing; distribution of single-family homes, subsidized housing, rental housing, or public housing (US ED, 2017). Applicants who already have a sibling attending the school or a parent/guardian employed by the school will receive priority placement, and the lottery software will give extra weight to applicants from neighborhoods with our desired balance of socioeconomic factors, a practice we will continue once grant funding has ended (US ED, 2017). Once admitted to the magnet program at Whale Branch High, families will not be required to reapply each year as long as they continue to reside in-district, with documentation of moves into BCSD or a different area within the county allowed up to July 31. Post-deadline transfers are also allowed for students who move into the district or a new neighborhood zone after the application deadline (but before July 31) contingent on program capacity. Application denials can be appealed in writing within two weeks after the district has mailed the notification that an application has been denied.

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U.S. DEPARTMENT OF EDUCATION, CFDA NUMBER: 84.165A

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LEA Name: Beaufort County School District
Magnet Schools: Mossy Oaks Elementary (STEAM Arts Integrated; Medical Awareness: Pre-Med + Biomedical Science)
Nature of Revision or Change to the Magnet School: No revised magnet schools participating in this project.
Explanation of How or Why the Revision is Significant: *Med-Tech 7* is designed to meet **Competitive Preference Priority (CPP 2) – New or Revised Magnet Schools Projects** by creating two K-12 pipelines with new magnets at two elementary, three middle, and two high schools. Mossy Oaks Elementary will join Lady's Island Middle, Beaufort Middle, and Beaufort High to form the Beaufort K-12 cluster. These four *new* magnet schools will be formed as a K-12 pipeline with STEAM arts integration and medical career development to address state and regional needs for 21st Century learners in two key medical pathways: Pre-Med and Biomedical Science. Through their participation in *Med-Tech 7,* elementary students will be exposed to medical career awareness; in middle school, they will move on to exploration development strategies linked to academic instruction which will amalgamate to the selection of high school academies focused on these two tracks. The inclusion of STEAM arts integration strategies in *Med-Tech 7* is significant because research confirms that early exposure to STEM supports the overall academic growth in diverse learning populations, including the promotion of critical thinking and reasoning skills (National Science Board, 2015). It also enhances later interest in STEM studies and careers, particularly for female and minority students, who are underrepresented in STEM fields (National Science Board, 2015). Arts-integration is grounded in a variety of theories and philosophies such as constructivism, creative inquiry, multiple intelligences, stages of cognitive development (Piaget), hierarchy of needs (Maslow), and social development (Vygotsky) (Cornett, 2015). Research has found a variety of positive outcomes between arts engagement and academic achievement, cognitive/higher order thinking, literacy/math, affective/motivational changes, social growth, learning environment, and diverse learners (Cornett, 2015). Studies show that arts-engaged students perform higher on test scores and as the intensity of arts exposure increases, so do the scores with achievement building over time especially for low-income students (Catterall, Dumais, & Hampden-Thompson, 2012; Cornett, 2015; Ladon & Brazell, 2012; Walker, Tabone, & Weltsek, 2011). Further, students engaged in art experience factors linked to better attendance and higher scores which include improved problem-solving skills, creative capacities, and broader multicultural understanding (Cornett, 2015). The attached study (Citation: Graham, N., & Brouilette, L. (2016). Using arts integration to make science learning memorable in the upper elementary grades: A quasi-experimental study. *Journal for Learning through the Arts, 12*(1). Retrieved from http://dx.doi.org/10.21977/D912133442), which is very similar to our proposed program in design, found that students whose

teachers received training, implemented arts-integrated units in a core class, and co-taught with professional artists showed greater improvement on standardized tests than students whose teachers implemented the usual curriculum.

Med-Tech 7's creation of a K-12 pipeline to place students on Pre-Med and Biomedical Science pathways is also significant because research has found that, when students are engaged with career awareness and exploration at an early age, academic performance and involvement improve as well as increases in social and interpersonal skills, confidence, competence, and motivation all which contribute to academic success (SC ED, 2020a). Additional benefits also include helping keep students in school and positively impacting their persistence (Adams, 2013). Students who are engaged in career development activities and instruction show a greater understanding of jobs, increased self-esteem, and higher grades, and are more involved in career and academic planning (ACTE, 2018). Career development activities that include work-based learning opportunities help students cultivate knowledge of the work environment and readiness, improve motivation, enrich job-related skills, increase school attendance, and lower dropout rates (Alfeld, Charner, Johnson, & Watts, 2013).

Project Lead the Way is an intervention strategy we will implement in the medical magnet program to enhance project-based learning (PBL) activities. PBL has been shown to be effective with a wide variety of learners and school types (e.g., urban, suburban, rural) as well as low socioeconomic students (Halvorsen, et al., 2012; Hixson, Ravitz, & Whisman, 2012; Hung, Jonassen, & Liu, 2008). Compared to traditional instructional approaches, PBL raises long-term retention of content and helps students perform as well or better than traditional learners in high-stakes tests (Condliffe, 2016). It has also been shown to promote a range of skills highly valued by employers in the global economy of the 21st Century including communication, critical thinking, collaboration, and research skills while building students' ability for self-directed learning, self-perception, and confidence (Condliffe, 2016; Hutchinson, 2015). A three-year study found that low-achieving students who participated in STEM/STEAM learning experiences had statistically significant academic growth rates in mathematics and that lower performing student benefitted the most from this type of curricula and instructional approach, while also decreasing the academic achievement gap (Han, Capraro, & Capraro, 2015). Attached is a study (Citation: Rethwisch, D., Haynes, M., Starobin, S. L., & Schenk, T. (2012). *A study of the impact of Project Lead the Way on achievement outcomes in Iowa.* American Society for Engineering Education. Retrieved from https://www.asee.org/search?q=project+lead+the+way) that found that students who participated in Project Lead the Way had significantly higher achievement scores in math and science than students who did not participate in the intervention. Therefore, the addition of Project Lead the Way as an intervention strategy in our *Med-Tech 7* program is significant for its potential to improve student academic performance in science and math.

Magnet Schools: Lady's Island Middle (STEAM Arts Integrated; Medical Exploration: Pre-Med + Biomedical Science)
Nature of Revision or Change to the Magnet School: No revised magnet schools participating in this project.
Explanation of How or Why the Revision is Significant: *Med-Tech 7* is designed to meet **Competitive Preference Priority (CPP 2) – New or Revised Magnet Schools Projects** by creating two K-12 pipelines with new magnets at two elementary, three middle, and two high schools. Lady's Island Middle will join Mossy Oaks Elementary, Beaufort Middle, and Beaufort High to form the Beaufort K-12 cluster. These four *new* magnet schools will be formed as a K-12 pipeline with STEAM arts integration and medical career development to address state and regional needs for 21st Century learners in two key medical pathways: Pre-Med and Biomedical Science. Through their participation in *Med-Tech 7,* elementary students will be exposed to medical career awareness; in middle school, they will move on to exploration development strategies linked to academic instruction which will amalgamate to the selection of high school academies focused on these two tracks. The inclusion of STEAM arts integration strategies in *Med-Tech 7* is significant because research confirms that early exposure to STEM supports the overall academic growth in diverse learning populations, including the promotion of critical thinking and reasoning skills (National Science Board, 2015). It also enhances later interest in STEM studies and careers, particularly for female and minority students, who are underrepresented in STEM fields (National Science Board, 2015). Arts-integration is grounded in a variety of theories and philosophies such as constructivism, creative inquiry, multiple intelligences, stages of cognitive development (Piaget), hierarchy of needs (Maslow), and social development (Vygotsky) (Cornett, 2015). Research has found a variety of positive outcomes between arts engagement and academic achievement, cognitive/higher order thinking, literacy/math, affective/motivational changes, social growth, learning environment, and diverse learners (Cornett, 2015). Studies show that arts-engaged students perform higher on test scores and as the intensity of arts exposure increases, so do the scores with achievement building over time especially for low-income students (Catterall, Dumais, & Hampden-Thompson, 2012; Cornett, 2015; Ladon & Brazell, 2012; Walker, Tabone, & Weltsek, 2011). Further, students engaged in art experience factors linked to better attendance and higher scores which include improved problem-solving skills, creative capacities, and broader multicultural understanding (Cornett, 2015). The attached study (Citation: Graham, N., & Brouilette, L. (2016). Using arts integration to make science learning memorable in the upper elementary grades: A quasi-experimental study. *Journal for Learning through the Arts, 12*(1). Retrieved from http://dx.doi.org/10.21977/D912133442), which is very similar to our proposed program in design, found that students whose teachers received training, implemented arts-integrated units in a core class, and co-taught with professional artists showed greater improvement on standardized tests than students whose teachers implemented the usual curriculum.

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Magnet Schools: Beaufort Middle (STEAM Arts Integrated; Medical Exploration: Pre-Med + Biomedical Science)

Nature of Revision or Change to the Magnet School:

No revised magnet schools participating in this project.

Explanation of How or Why the Revision is Significant:

Med-Tech 7 is designed to meet **Competitive Preference Priority (CPP 2) – New or Revised Magnet Schools Projects** by creating two K-12 pipelines with new magnets at two elementary, three middle, and two high schools. Beaufort Middle will join Mossy Oaks Elementary, Lady's Island Middle, and Beaufort High to form the Beaufort K-12 cluster. These four *new* magnet schools will be formed as a K-12 pipeline with STEAM arts integration and medical career development to address state and regional needs for 21st Century learners in two key medical pathways: Pre-Med and Biomedical Science. Through their participation in *Med-Tech 7,* elementary students will be exposed to medical career awareness; in middle school, they will move on to exploration development strategies linked to academic instruction which will amalgamate to the selection of high school academies focused on these two tracks.

The inclusion of STEAM arts integration strategies in *Med-Tech 7* is significant because research confirms that early exposure to STEM supports the overall academic growth in diverse learning populations, including the promotion of critical thinking and reasoning skills (National Science Board, 2015). It also enhances later interest in STEM studies and careers, particularly for female and minority students, who are underrepresented in STEM fields (National Science Board, 2015). Arts-integration is grounded in a variety of theories and philosophies such as constructivism, creative inquiry, multiple intelligences, stages of cognitive development (Piaget), hierarchy of needs (Maslow), and social development (Vygotsky) (Cornett, 2015). Research has found a variety of positive outcomes between arts engagement and academic achievement, cognitive/higher order thinking, literacy/math, affective/motivational changes, social growth, learning environment, and diverse learners (Cornett, 2015). Studies show that arts-engaged students perform higher on test scores and as the intensity of arts exposure increases, so do the scores with achievement building over time especially for low-income students (Catterall, Dumais, & Hampden-Thompson, 2012; Cornett, 2015; Ladon & Brazell, 2012; Walker, Tabone, & Weltsek, 2011). Further, students engaged in art experience factors linked to better attendance and higher scores which include improved problem-solving skills, creative capacities, and broader multicultural understanding (Cornett, 2015). The attached study (Citation: Graham, N., & Brouilette, L. (2016). Using arts integration to make science learning memorable in the upper elementary grades: A quasi-experimental study. *Journal for Learning through the Arts, 12*(1). Retrieved from http://dx.doi.org/10.21977/D912133442), which is very similar to our proposed program in design, found that students whose teachers received training, implemented arts-integrated units in a core class, and co-taught with professional artists showed greater improvement on standardized tests than students whose teachers implemented the usual curriculum.

Med-Tech 7's creation of a K-12 pipeline to place students on Pre-Med and Biomedical Science pathways is also significant because research has found that, when students are engaged with career awareness and exploration at an early age, academic performance and involvement improve as well as increases in social and interpersonal skills, confidence, competence, and motivation all which contribute to academic success (SC ED, 2020a). Additional benefits also include helping keep students in school and positively impacting their persistence (Adams, 2013). Students who are engaged in career development activities and instruction show a greater understanding of jobs, increased self-esteem, and higher grades, and are more involved in career and academic planning (ACTE, 2018). Career development activities that include work-based learning opportunities help students cultivate

knowledge of the work environment and readiness, improve motivation, enrich job-related skills, increase school attendance, and lower dropout rates (Alfeld, Charner, Johnson, & Watts, 2013).

Project Lead the Way is an intervention strategy we will implement in the medical magnet program to enhance project-based learning (PBL) activities. PBL has been shown to be effective with a wide variety of learners and school types (e.g., urban, suburban, rural) as well as low socioeconomic students (Halvorsen, et al., 2012; Hixson, Ravitz, & Whisman, 2012; Hung, Jonassen, & Liu, 2008). Compared to traditional instructional approaches, PBL raises long-term retention of content and helps students perform as well or better than traditional learners in high-stakes tests (Condliffe, 2016). It has also been shown to promote a range of skills highly valued by employers in the global economy of the 21st Century including communication, critical thinking, collaboration, and research skills while building students' ability for self-directed learning, self-perception, and confidence (Condliffe, 2016; Hutchinson, 2015). A three-year study found that low-achieving students who participated in STEM/STEAM learning experiences had statistically significant academic growth rates in mathematics and that lower performing student benefitted the most from this type of curricula and instructional approach, while also decreasing the academic achievement gap (Han, Capraro, & Capraro, 2015). Attached is a study (Citation: Rethwisch, D., Haynes, M., Starobin, S. L., & Schenk, T. (2012). *A study of the impact of Project Lead the Way on achievement outcomes in Iowa.* American Society for Engineering Education. Retrieved from https://www.asee.org/search?q=project+lead+the+way) that found that students who participated in Project Lead the Way had significantly higher achievement scores in math and science than students who did not participate in the intervention. Therefore, the addition of Project Lead the Way as an intervention strategy in our *Med-Tech 7* program is significant for its potential to improve student academic performance in science and math.

Magnet Schools: Beaufort High (STEAM Arts Integrated; Pre-Med Academy; Biomedical Science Academy)

Nature of Revision or Change to the Magnet School:

No revised magnet schools participating in this project.

Explanation of How or Why the Revision is Significant:

Med-Tech 7 is designed to meet **Competitive Preference Priority (CPP 2) – New or Revised Magnet Schools Projects** by creating two K-12 pipelines with new magnets at two elementary, three middle, and two high schools. Beaufort High will join Mossy Oaks Elementary, Lady's Island Middle, and Beaufort Middle to form the Beaufort K-12 cluster. These four *new* magnet schools will be formed as a K-12 pipeline with STEAM arts integration and medical career development to address state and regional needs for 21st Century learners in two key medical pathways: Pre-Med and Biomedical Science. Through their participation in *Med-Tech 7,* elementary students will be exposed to medical career awareness; in middle school, they will move on to exploration development strategies linked to academic instruction which will amalgamate to the selection of high school academies focused on these two tracks.

The inclusion of STEAM arts integration strategies in *Med-Tech 7* is significant because research confirms that early exposure to STEM supports the overall academic growth in diverse learning populations, including the promotion of critical thinking and reasoning skills (National Science Board, 2015). It also enhances later interest in STEM studies and careers, particularly for female and minority students, who are underrepresented in STEM fields (National Science Board, 2015). Arts-integration is grounded in a variety of theories and philosophies such as constructivism, creative inquiry, multiple intelligences, stages of cognitive development (Piaget), hierarchy of needs (Maslow), and social development (Vygotsky) (Cornett, 2015). Research has found a variety of positive outcomes between arts engagement and academic achievement, cognitive/higher order thinking, literacy/math, affective/motivational changes, social growth, learning environment, and diverse learners (Cornett, 2015). Studies show that arts-engaged students perform higher on test scores and as the intensity of arts exposure increases, so do the scores with achievement building over time especially for low-income students (Catterall, Dumais, & Hampden-Thompson, 2012; Cornett, 2015; Ladon & Brazell, 2012; Walker, Tabone, & Weltsek, 2011). Further, students engaged in art experience factors linked to better attendance and higher scores which include improved problem-solving skills, creative capacities, and broader multicultural understanding (Cornett, 2015). The attached study (Citation: Graham, N., & Brouilette, L. (2016). Using arts integration to make science learning memorable in the upper elementary grades: A quasi-experimental study. *Journal for Learning through the Arts, 12*(1). Retrieved from http://dx.doi.org/10.21977/D912133442), which is very similar to our proposed program in design, found that students whose teachers received training, implemented arts-integrated units in a core class, and co-taught with professional artists showed greater improvement on standardized tests than students whose teachers implemented the usual curriculum.

Med-Tech 7's creation of a K-12 pipeline to place students on Pre-Med and Biomedical Science pathways is also significant because research has found that, when students are engaged with career awareness and exploration at an early age, academic performance and involvement improve as well as increases in social and interpersonal skills, confidence, competence, and motivation all which contribute to academic success (SC ED, 2020a). Additional benefits also include helping keep students in school and positively impacting their persistence (Adams, 2013). Students who are engaged in career development activities and instruction show a greater understanding of jobs, increased self-esteem, and higher grades, and are more involved in career and academic planning (ACTE, 2018). Career development activities that include work-based learning opportunities help students cultivate knowledge of the work environment and readiness, improve motivation, enrich job-related skills, increase school attendance, and lower dropout rates (Alfeld, Charner, Johnson, & Watts, 2013).

Project Lead the Way is an intervention strategy we will implement in the medical magnet program to enhance project-based learning (PBL) activities. PBL has been shown to be effective with a wide variety of learners and school types (e.g., urban, suburban, rural) as well as low socioeconomic students (Halvorsen, et al., 2012; Hixson, Ravitz, & Whisman, 2012; Hung, Jonassen, & Liu, 2008). Compared to traditional instructional approaches, PBL raises long-term retention of content and helps students perform as well or better than traditional learners in high-stakes tests (Condliffe, 2016). It has also been shown to promote a range of skills highly valued by employers in the global economy of the 21st Century including communication, critical thinking, collaboration, and research skills while building students' ability for self-directed learning, self-perception, and confidence (Condliffe, 2016; Hutchinson, 2015). A three-year study found that low-achieving students who participated in STEM/STEAM learning experiences had statistically significant academic growth rates in mathematics and that lower performing student benefitted the most from this type of curricula and

instructional approach, while also decreasing the academic achievement gap (Han, Capraro, & Capraro, 2015). Attached is a study (Citation: Rethwisch, D., Haynes, M., Starobin, S. L., & Schenk, T. (2012). *A study of the impact of Project Lead the Way on achievement outcomes in Iowa.* American Society for Engineering Education. Retrieved from https://www.asee.org/search?q=project+lead+the+way) that found that students who participated in Project Lead the Way had significantly higher achievement scores in math and science than students who did not participate in the intervention. Therefore, the addition of Project Lead the Way as an intervention strategy in our *Med-Tech 7* program is significant for its potential to improve student academic performance in science and math.

Magnet Schools: Whale Branch Elementary (STEAM Arts Integrated; Technology Awareness: Cybersecurity, Computer Science, Network Engineering)

Nature of Revision or Change to the Magnet School:

No revised magnet schools participating in this project.

Explanation of How or Why the Revision is Significant:

Med-Tech 7 is designed to meet **Competitive Preference Priority (CPP 2) – New or Revised Magnet Schools Projects** by creating two K-12 pipelines with new magnets at two elementary, three middle, and two high schools. Whale Branch Elementary will join Whale Branch Middle and Whale Branch High to form the Whale Branch K-12 cluster. These three *new* magnet schools will be formed as a K-12 pipeline with STEAM arts-integrated and technology career development to address state and regional needs for 21st Century learners in three key technology pathways: Cybersecurity, Computer Science, and Network Engineering. Whale Branch Elementary students will be exposed to a variety of technology career awareness strategies, moving on to exploration development strategies linked to academic instruction in middle school, which will amalgamate to the selection of a high school academy focused on these tracks.

The inclusion of STEAM arts integration strategies in *Med-Tech 7* is significant because research confirms that early exposure to STEM supports the overall academic growth in diverse learning populations, including the promotion of critical thinking and reasoning skills (National Science Board, 2015). It also enhances later interest in STEM studies and careers, particularly for female and minority students, who are underrepresented in STEM fields (National Science Board, 2015). Arts-integration is grounded in a variety of theories and philosophies such as constructivism, creative inquiry, multiple intelligences, stages of cognitive development (Piaget), hierarchy of needs (Maslow), and social development (Vygotsky) (Cornett, 2015). Research has found a variety of positive outcomes between arts engagement and academic achievement, cognitive/higher order thinking, literacy/math, affective/motivational changes, social growth, learning environment, and diverse learners (Cornett, 2015). Studies show that arts-engaged students perform higher on test scores and as the intensity of arts exposure increases, so do the scores with achievement building over time especially for low-income students (Catterall, Dumais, & Hampden-Thompson, 2012; Cornett, 2015; Ladon & Brazell, 2012; Walker, Tabone, & Weltsek, 2011). Further, students engaged in art experience factors linked to better attendance and higher scores which include improved problem-solving skills, creative

capacities, and broader multicultural understanding (Cornett, 2015). The attached study (Citation: Graham, N., & Brouilette, L. (2016). Using arts integration to make science learning memorable in the upper elementary grades: A quasi-experimental study. *Journal for Learning through the Arts, 12*(1). Retrieved from http://dx.doi.org/10.21977/D912133442), which is very similar to our proposed program in design, found that students whose teachers received training, implemented arts-integrated units in a core class, and co-taught with professional artists showed greater improvement on standardized tests than students whose teachers implemented the usual curriculum.

Med-Tech 7's creation of a K-12 pipeline to place students on Cybersecurity, Computer Science, and Network Engineering pathways is also significant because research has found that, when students are engaged with career awareness and exploration at an early age, academic performance and involvement improve as well as increases in social and interpersonal skills, confidence, competence, and motivation all which contribute to academic success (SC ED, 2020a). Additional benefits also include helping keep students in school and positively impacting their persistence (Adams, 2013). Students who are engaged in career development activities and instruction show a greater understanding of jobs, increased self-esteem, and higher grades, and are more involved in career and academic planning (ACTE, 2018). Career development activities that include work-based learning opportunities help students cultivate knowledge of the work environment and readiness, improve motivation, enrich job-related skills, increase school attendance, and lower dropout rates (Alfeld, Charner, Johnson, & Watts, 2013).

Project Lead the Way is an intervention strategy we will implement in the technology magnet program to enhance project-based learning (PBL) activities. PBL has been shown to be effective with a wide variety of learners and school types (e.g., urban, suburban, rural) as well as low socioeconomic students (Halvorsen, et al., 2012; Hixson, Ravitz, & Whisman, 2012; Hung, Jonassen, & Liu, 2008). Compared to traditional instructional approaches, PBL raises long-term retention of content and helps students perform as well or better than traditional learners in high-stakes tests (Condliffe, 2016). It has also been shown to promote a range of skills highly valued by employers in the global economy of the 21st Century including communication, critical thinking, collaboration, and research skills while building students' ability for self-directed learning, self-perception, and confidence (Condliffe, 2016; Hutchinson, 2015). A three-year study found that low-achieving students who participated in STEM/STEAM learning experiences had statistically significant academic growth rates in mathematics and that lower performing student benefitted the most from this type of curricula and instructional approach, while also decreasing the academic achievement gap (Han, Capraro, & Capraro, 2015). Attached is a study (Citation: Rethwisch, D., Haynes, M., Starobin, S. L., & Schenk, T. (2012). *A study of the impact of Project Lead the Way on achievement outcomes in Iowa.* American Society for Engineering Education. Retrieved from https://www.asee.org/search?q=project+lead+the+way) that found that students who participated in Project Lead the Way had significantly higher achievement scores in math and science than students who did not participate in the intervention. Therefore, the addition of Project Lead the Way as an intervention strategy in our *Med-Tech 7* program is significant for its potential to improve student academic performance in science and math.

Magnet Schools: Whale Branch Middle (STEAM Arts Integrated; Technology Exploration: Cybersecurity, Computer Science, Network Engineering)
Nature of Revision or Change to the Magnet School: No revised magnet schools participating in this project.
Explanation of How or Why the Revision is Significant: *Med-Tech 7* is designed to meet **Competitive Preference Priority (CPP 2) – New or Revised Magnet Schools Projects** by creating two K-12 pipelines with new magnets at two elementary, three middle, and two high schools. Whale Branch Middle will join Whale Branch Elementary and Whale Branch High to form the Whale Branch K-12 cluster. These three *new* magnet schools will be formed as a K-12 pipeline with STEAM arts-integrated and technology career development to address state and regional needs for 21st Century learners in three key technology pathways: Cybersecurity, Computer Science, and Network Engineering. Elementary school students will be exposed to a variety of technology career awareness strategies, moving on to exploration development strategies linked to academic instruction at Whale Branch Middle School, which will amalgamate to the selection of a high school academy focused on these tracks. The inclusion of STEAM arts integration strategies in *Med-Tech 7* is significant because research confirms that early exposure to STEM supports the overall academic growth in diverse learning populations, including the promotion of critical thinking and reasoning skills (National Science Board, 2015). It also enhances later interest in STEM studies and careers, particularly for female and minority students, who are underrepresented in STEM fields (National Science Board, 2015). Arts-integration is grounded in a variety of theories and philosophies such as constructivism, creative inquiry, multiple intelligences, stages of cognitive development (Piaget), hierarchy of needs (Maslow), and social development (Vygotsky) (Cornett, 2015). Research has found a variety of positive outcomes between arts engagement and academic achievement, cognitive/higher order thinking, literacy/math, affective/motivational changes, social growth, learning environment, and diverse learners (Cornett, 2015). Studies show that arts-engaged students perform higher on test scores and as the intensity of arts exposure increases, so do the scores with achievement building over time especially for low-income students (Catterall, Dumais, & Hampden-Thompson, 2012; Cornett, 2015; Ladon & Brazell, 2012; Walker, Tabone, & Weltsek, 2011). Further, students engaged in art experience factors linked to better attendance and higher scores which include improved problem-solving skills, creative capacities, and broader multicultural understanding (Cornett, 2015). The attached study (Citation: Graham, N., & Brouilette, L. (2016). Using arts integration to make science learning memorable in the upper elementary grades: A quasi-experimental study. *Journal for Learning through the Arts, 12*(1). Retrieved from http://dx.doi.org/10.21977/D912133442), which is very similar to our proposed program in design, found that students whose teachers received training, implemented arts-integrated units in a core class, and co-taught with professional artists showed greater improvement on standardized tests than students whose teachers implemented the usual curriculum.

Med-Tech 7's creation of a K-12 pipeline to place students on Cybersecurity, Computer Science, and Network Engineering pathways is also significant because research has found that, when students are engaged with career awareness and exploration at an early age, academic performance and involvement improve as well as increases in social and interpersonal skills, confidence, competence, and motivation all which contribute to academic success (SC ED, 2020a). Additional benefits also include helping keep students in school and positively impacting their persistence (Adams, 2013). Students who are engaged in career development activities and instruction show a greater understanding of jobs, increased self-esteem, and higher grades, and are more involved in career and academic planning (ACTE, 2018). Career development activities that include work-based learning opportunities help students cultivate knowledge of the work environment and readiness, improve motivation, enrich job-related skills, increase school attendance, and lower dropout rates (Alfeld, Charner, Johnson, & Watts, 2013).

Project Lead the Way is an intervention strategy we will implement in the technology magnet program to enhance project-based learning (PBL) activities. PBL has been shown to be effective with a wide variety of learners and school types (e.g., urban, suburban, rural) as well as low socioeconomic students (Halvorsen, et al., 2012; Hixson, Ravitz, & Whisman, 2012; Hung, Jonassen, & Liu, 2008). Compared to traditional instructional approaches, PBL raises long-term retention of content and helps students perform as well or better than traditional learners in high-stakes tests (Condliffe, 2016). It has also been shown to promote a range of skills highly valued by employers in the global economy of the 21st Century including communication, critical thinking, collaboration, and research skills while building students' ability for self-directed learning, self-perception, and confidence (Condliffe, 2016; Hutchinson, 2015). A three-year study found that low-achieving students who participated in STEM/STEAM learning experiences had statistically significant academic growth rates in mathematics and that lower performing student benefitted the most from this type of curricula and instructional approach, while also decreasing the academic achievement gap (Han, Capraro, & Capraro, 2015). Attached is a study (Citation: Rethwisch, D., Haynes, M., Starobin, S. L., & Schenk, T. (2012). *A study of the impact of Project Lead the Way on achievement outcomes in Iowa.* American Society for Engineering Education. Retrieved from https://www.asee.org/search?q=project+lead+the+way) that found that students who participated in Project Lead the Way had significantly higher achievement scores in math and science than students who did not participate in the intervention. Therefore, the addition of Project Lead the Way as an intervention strategy in our *Med-Tech 7* program is significant for its potential to improve student academic performance in science and math.

Magnet Schools: Whale Branch High (STEAM Arts Integrated; Cybersecurity Academy; Computer Science Academy; Network Engineering Academy)

Nature of Revision or Change to the Magnet School:

No revised magnet schools participating in this project.

Explanation of How or Why the Revision is Significant:

Med-Tech 7 is designed to meet **Competitive Preference Priority (CPP 2) – New or Revised Magnet Schools Projects** by creating two K-12 pipelines with new magnets at two elementary, three middle, and two high schools. Whale Branch High will join Whale Branch Middle and Whale Branch Elementary to form the Whale Branch K-12 cluster. These three *new* magnet schools will be formed as a K-12 pipeline with STEAM arts-integrated and technology career development to address state and regional needs for 21st Century learners in three key technology pathways: Cybersecurity, Computer Science, and Network Engineering. Elementary school students will be exposed to a variety of technology career awareness strategies, moving on to exploration development strategies linked to academic instruction in middle school, which will amalgamate to the selection of an academy focused on these tracks at Whale Branch High.

The inclusion of STEAM arts integration strategies in *Med-Tech 7* is significant because research confirms that early exposure to STEM supports the overall academic growth in diverse learning populations, including the promotion of critical thinking and reasoning skills (National Science Board, 2015). It also enhances later interest in STEM studies and careers, particularly for female and minority students, who are underrepresented in STEM fields (National Science Board, 2015). Arts-integration is grounded in a variety of theories and philosophies such as constructivism, creative inquiry, multiple intelligences, stages of cognitive development (Piaget), hierarchy of needs (Maslow), and social development (Vygotsky) (Cornett, 2015). Research has found a variety of positive outcomes between arts engagement and academic achievement, cognitive/higher order thinking, literacy/math, affective/motivational changes, social growth, learning environment, and diverse learners (Cornett, 2015). Studies show that arts-engaged students perform higher on test scores and as the intensity of arts exposure increases, so do the scores with achievement building over time especially for low-income students (Catterall, Dumais, & Hampden-Thompson, 2012; Cornett, 2015; Ladon & Brazell, 2012; Walker, Tabone, & Weltsek, 2011). Further, students engaged in art experience factors linked to better attendance and higher scores which include improved problem-solving skills, creative capacities, and broader multicultural understanding (Cornett, 2015). The attached study (Citation: Graham, N., & Brouilette, L. (2016). Using arts integration to make science learning memorable in the upper elementary grades: A quasi-experimental study. *Journal for Learning through the Arts, 12*(1). Retrieved from http://dx.doi.org/10.21977/D912133442), which is very similar to our proposed program in design, found that students whose teachers received training, implemented arts-integrated units in a core class, and co-taught with professional artists showed greater improvement on standardized tests than students whose teachers implemented the usual curriculum.

Med-Tech 7's creation of a K-12 pipeline to place students on Cybersecurity, Computer Science, and Network Engineering pathways is also significant because research has found that, when students are engaged with career awareness and exploration at an early age, academic performance and involvement improve as well as increases in social and interpersonal skills, confidence, competence, and motivation all which contribute to academic success (SC ED, 2020a). Additional benefits also include helping keep students in school and positively impacting their persistence (Adams, 2013). Students who are engaged in career development activities and instruction show a greater understanding of jobs, increased self-esteem, and higher grades, and are more involved in career and academic planning (ACTE, 2018). Career development activities that include work-based learning

opportunities help students cultivate knowledge of the work environment and readiness, improve motivation, enrich job-related skills, increase school attendance, and lower dropout rates (Alfeld, Charner, Johnson, & Watts, 2013).

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Using Arts Integration to Make Science Learning Memorable

in the Upper Elementary Grades: A Quasi-Experimental Study

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Abstract. *The Next Generation Science Standards (NGSS) have brought a stronger emphasis on engineering into K-12 STEM (science, technology, engineering and mathematics) instruction. Introducing the design process used in engineering into science classrooms simulated a dialogue among some educators about adding the visual and performing arts to the mix. This led to proposals for a STEAM (STEM + arts) curriculum, as well as warnings that integrating the arts would weaken STEM instruction. The study summarized in this article tested the hypothesis that the arts might provide upper-elementary students, who were still concrete thinkers, with a powerful means of envisioning phenomena that they could not directly observe. This study investigated the impact of STEAM lessons on physical science learning in grades 3 to 5. Ten out of the 55 high-poverty (Title 1) elementary schools in a large urban district in California were randomly chosen as treatment schools and divided into two cohorts. Using a quasi-experimental design that holds general student scientific achievement constant, the study found that students exposed to the STEAM lessons demonstrated greater improvement on physical science benchmark assessments than students exposed to a STEM-only physical science curriculum.*

By putting a stronger emphasis on engineering within the STEM (science, technology, engineering and mathematics) curriculum, the Next Generation Science Standards (2013) have introduced a design process into K-12 science classrooms (Bequette & Bequette, 2015). Some educators have begun to push for infusion of artistic creativity into a new iteration of STEM, adding an “A” to the acronym to make STEAM. This article focuses on the opportunities this approach might provide for enhancinging engagement and deepening student understanding of science concepts, while broadening access to meaningful visual and performing arts instruction.

After reviewing the research literature on arts integration, we will look at how the arts might help students in the upper elementary grades to clarify their understanding of physical science concepts and vocabulary. We then test the hypothesis that drawing, painting, drama and dance could provide upper-elementary students, who are not yet abstract thinkers, with a powerful means of expanding their science understanding by providing concrete tools for envisioning phenomena (Inhelder & Piaget, 1958) that the students cannot directly observe.

The research study summarized in this article explored the impact of arts-based physical science lessons in grades 3 to 5. Ten out of the 55 high-poverty (Title 1) elementary schools in a

large California district were randomly chosen as treatment schools, in two cohorts of five schools each, across two years. Using a quasi-experimental design that attempts to hold student scientific achievement constant by holding scores in non-target science content constant (i.e. earth science), the study found that students exposed to the STEAM lessons demonstrated significant improvement on physical science benchmark assessments compared to students exposed to a STEM-only physical science curriculum.

Improving Upper Elementary Science Instruction

In the upper elementary grades, students are expected to learn basic scientific concepts that provide a foundation for further learning. The framework for the *Next Generation Science Standards* (National Academy of Sciences, 2012) is built on the assumption that learning is a developmental progression during which children continually revise their initial conceptions about how the world works. However, if teachers are to guide this on-going process of conceptual revision, they must be given the professional training and tools needed to do so.

Unfortunately, the instructional methods used to teach science concepts in the upper elementary grades are not always developmentally appropriate for children who remain concrete thinkers. Piaget (1954) saw this stage, which lasts from around seven to eleven years of age, as marking the beginning of logical or "operational" thought. The child was now mature enough to use logical rules but could only apply logic to physical objects (hence use of the term "concrete" operations). Yet children this age are typically not able to think abstractly or hypothetically.

This can cause problems when children are asked to think like adult scientists. For example, basic astronomy (including an explanation of why Earth has seasons) is usually taught in grades 3 to 5. This timing is challenging because children this age have trouble understanding abstract explanations of the relationship between Earth's tilted axis of rotation and the amount of heat the Sun's rays deliver to various areas on Earth's surface in summer vs. winter. This may contribute to the persistence of a common misconception, made famous in the film *A Private Universe* (1987), that Earth is closer to the Sun in summer than in winter.

Taking "Readiness" into Account

Elementary science education tends to combine curriculum goals adopted by state educational agencies with "discovery learning," which uses observation and experiments to introduce students to basic scientific concepts and to the process by which scientific progress is made. The use of science kits is intended to correct children's misconceptions; an assumption is made that children grasp scientific concepts best if the investigations they undertake mirror the scientific explorations and thinking processes of adult scientists. Unfortunately, this approach has not proven effective in achieving scientific literacy (Mayer, 2004). Many students continue to harbor misconceptions about basic science concepts long after the elementary grades.

One problem may be that designing upper elementary science investigations to mirror the scientific explorations of adult scientists ignores the issue of "readiness." Inhelder and Piaget (1958) argued that children do not begin to use abstract reasoning to envision the outcome of specific actions until they reach age 11 or older. This is because, once students have entered the "formal operations" stage (age 11+), they are able to manipulate ideas in their heads without depending on external tools. The difference between the thinking of students who have reached the formal operations stage and the thinking of most students in grades 3 to 5 (who still

depend on “concrete” mental operations) may be illustrated by how they would figure out the answer to the following question: “If Ann is shorter than Sue and Sue is shorter than Kate, who is the shortest?” A child in the concrete operations stage needs to draw pictures or use objects to represent Ann, Sue, and Kate. In contrast, a student who has reached the formal operations stage can figure out the answer in her head because she is able to think about variations in height without representing them physically.

What this means is that, for most children in the elementary grades, sketching or using other arts-based means to create a concrete representation of an abstract quality like height can constitute an important thinking tool. The child who sketches stick figures of Tom, Bill, and Sam—then uses the sketches as tools for reflecting on their relative height—is utilizing a developmentally appropriate means of answering the question. Sketching can also help a child to reflect on the steps in a scientific investigation and grapple with the significance of the result.

Crosscutting Concepts Connect the Arts to STEM

The framework for the *Next Generation Science Standards* (NGSS Lead States, 2013) endeavors to move toward a more coherent vision of science education in three ways. First, it is built on the idea that learning is a developmental progression. The framework is designed to help children to continually build on and revise their knowledge and abilities, starting from their curiosity about what they see around them and their initial conceptions about how the world works. The goal is to guide their knowledge toward a more scientifically-based and coherent view of the sciences and engineering; as their knowledge grows, so does their understanding of the ways in which these disciplines are pursued and their results can be used.

Second, the framework focuses on a limited number of core ideas, both within and across the STEM disciplines. This choice was made in order to avoid shallow coverage of a large number of topics and to allow more time for teachers and students to explore each idea in greater depth. Reduction of the sheer number of details to be mastered is intended to provide time for students to engage in scientific investigations and argumentation, so as to achieve depth of understanding of the core ideas presented. Delimiting what is to be learned about each core idea within each grade band also helps to clarify what it is important to spend the most time on and to avoid the proliferation of detail to be learned with no conceptual grounding.

Third, the framework emphasizes that learning about science involves the integration of knowledge of scientific explanations (i.e., content knowledge) and hands-on experience with the practices needed to engage in scientific inquiry and engineering design. As a result, the framework seeks to illustrate how knowledge and practice must be intertwined in designing learning experiences in K-12 science education.

Of particular interest to arts educators is the focus on important themes that pervade science, technology and mathematics, appearing over and over, whether looking at an ancient civilization, the human body, or a comet. These are ideas that transcend disciplinary boundaries and prove fruitful in explanation, in theory, in observation, and in design (American Association for the Advancement of Science, 1989). The *Next Generation Science Standards* point to seven concepts that bridge disciplinary boundaries and provide an organizational framework for weaving knowledge from various disciplines into a coherent understanding of the world. The first two concepts are fundamental to the nature of science: 1) that observed patterns can be explained and 2) that science investigates cause-and-effect relationships by seeking to discover

the mechanisms that underlie them. Both themes (a focus on patterns and on cause-and-effect relationships) also play key roles within the arts.

Yet, John Dewey went further, arguing that science, itself, was a form of art. In *Experience and Nature* (1929), he suggested that the history of human experience can be seen as a history of the development of arts. Dewey saw fine art, *consciously* undertaken as such, as peculiarly instrumental in quality because the origin of the art-process lies in human responses spontaneously called out by situations that occur without any reference to art. Seen from this perspective, art is a type of experimentation that leads to new modes of perception, which then enlarge and enrich the world of human vision. Therefore, Dewey argued that the emergence of science from the ceremonial and poetic arts was, essentially, a differentiation among the arts; it was not the appearance of a distinctly different mode of human activity. As Dewey put it:

> Thinking is pre-eminently an art; knowledge and propositions which are the products of thinking, are works of art, as much so as statuary and symphonies … Scientific method or the art of constructing true perceptions, is ascertained in the course of experience to occupy a privileged position … But this unique position only places it the more securely as an art (1981, pp. 316-317).

Many will disagree with Dewey's philosophical stance on this issue. Yet cognitive science has shown that even young children think, draw conclusions, make predictions, look for explanations, and even do experiments (Gopnick, Meltzoff & Kuhl, 2001). These inborn capacities allow us to learn about the world. Given the infant's drive to explore and experiment, it has become commonplace to note that all children share some of the characteristics of adult scientists. However science also requires disciplined inquiry. So, an effective elementary school science curriculum must not only build on children's natural curiosity, but also help them to reflect meaningfully on what they discover. Unfortunately, there is abundant evidence that the science instruction methods in use in United States schools have not delivered the level of mathematics and science achievement desired by educators, policy makers and the general public. In the next section, we will look at how arts-based strategies may enable children to bring their own real world experiences to bear when attempting to visualize science concepts.

Using Movement to Help Students Visualize Science Concepts

As mentioned earlier, a number of crosscutting concepts pervade science and technology, transcending disciplinary boundaries and proving fruitful in explanation, theory, observation, and design (National Research Council, 2012). Similar crosscutting concepts (e.g., pattern, cause and effect) are present in the visual and performing arts. As a result, well-designed experiences with the arts may provide young students with experiences that they can make use of to reach evidence-based conclusions about scientific phenomena. The integrated science/dance lesson described below provides an example of how children can gain new insights into natural phenomena through creative movement. Dance-based strategies are being used to check—and deepen—students' understanding of an earlier science kit lesson about the connection between the time of day and the position of the sun in the sky.

A third grade teacher stands in the front of the room, backed by a construction paper representation of the Sun. The class has just finished an introductory lesson in which they learned about axial movement in dance (which is any movement organized around the axis of the body while the body is anchored to one spot). Now the children stand facing their teacher, an arm's length apart. The teacher starts a recording of the *Largo* movement of Antonin

Dvorak's *New World Symphony*. The children, each pretending to be the Earth, follow the teacher in rotating slowly to the music, in a counterclockwise direction. When the children are directly facing the "Sun," the teacher pauses the music and asks: "In the place on the surface of the Earth, from which you are now looking up at the sky, what time is it?" Children look at her quizzically. She reminds them of their science lesson, in which they learned that when the Sun is directly above, it is noon.

The music and the dance continue. When the children are facing directly away from the Sun, the teacher pauses the music again and asks: "Can you see the sun?" [No.] "Now it is midnight. You are facing away from the Sun. But did the sun move?" [No.] Then the teacher poses a new challenge. "Rotate to the position you would be facing at 6 a.m. That's half-way between midnight and noon." At 6 a.m., the children can begin to see the Sun out of the corner of their eye. "When we keep on rotating, notice how you can see the Sun better and better. That means the light is getting brighter." When they arrive at "noon" they stop to predict what will happen to their ability to see the "Sun" as they continue rotating toward 6 pm and midnight.

To test their understanding, the teacher has 12 children join hands in a circle, facing outward so that their backs are toward the center of the circle. The circle rotates slowly in a counter-clockwise direction. When the teacher stops the music, she asks different children about the time of day. By playfully probing their comprehension, the teacher is able to guide the children to think more deeply about the connection between the rotation of the Earth and their experience of the time of day. For the child directly facing the Sun it is noon, but for the child facing directly away from the Sun it is midnight, etc. Finally, the teacher gives every second child a badge; these say *California, New York, England, Egypt, India* and *Japan*. This time, when the music stops, the teacher asks the whole class whether it is day or night—or whether the sun is now rising or setting—at the specific places named on the student's badges. Then the teacher asks the children how they could tell what time of day it was.

The lesson just described was created through a three-year project funded by an Improving Teacher Quality grant, which was received by the San Diego Unified School District and administered by the California Department of Education. In another lesson, third graders danced the role of the "Moon" orbiting "Earth," using gestures to indicate the changing phases of the moon. Later, each child played the role of "Earth" orbiting the "Sun"; their task was to complete an orbit for each year she or he had lived.[1] These lessons were not created to replace traditional science lessons. The schools participating in the project continued to use the district's adopted science materials in addition to the STEAM lessons. However, the project did provide students with increased experience in the arts. Before implementation of the project, there was little visual art, theater or dance instruction in these schools. The next section describes the integrated arts/science program of which these lessons were a part.

Implementing STEAM Lessons in Grades 3 to 5

The program described above was called the San Diego Teaching Artist Project (TAP) for Grades 3 to 5 because, during the first year the schools were in the program, teaching artists made weekly visits to each teacher's classroom, where they co-taught a 50-minute integrated science/arts lesson with the teacher. The second year, the classroom teachers taught the lessons themselves with support from the district's resource teachers. The TAP lessons supplemented

1 Classroom videos showing variations of these lessons are available at: http://sites.uci.edu/teachingartistproject/gallery/videos/grade-3-videos/earth-science/

the district's adopted science curriculum for grades 3-5; that curriculum was the Full Option Science System (FOSS), developed by Lawrence Hall of Science at the University of California, Berkeley. The FOSS kits had helped elementary schools in the district's affluent neighborhoods to boost science achievement. However, a large gap had opened up between science achievement at schools in affluent neighborhoods and at schools serving less affluent neighborhoods where many of the students were English language learners (ELLs).

In an effort both to close the science achievement gap and to bring more arts instruction into schools in low-income neighborhoods, the California Department of Education funded a proposal for an arts integration project that would 1) use the visual and performing arts to help students to understand science concepts and 2) help students to become more comfortable using the science vocabulary utilized in the FOSS science kits. The first step was to determine which concepts students had, in past years, most frequently missed on school district benchmark tests. STEAM lessons were designed to correct student misconceptions and clarify concepts students had struggled with. Physical science was targeted first because this was the discipline in which students had experienced the greatest trouble envisioning phenomena explored in their science kits. Just before the school year began in the fall, a daylong professional development workshop was held to introduce teachers to the integrated science/arts (STEAM) lessons.

What do the STEAM lessons look like?

Each lesson started with a *warm up* activity (10 minutes), during which the children stretched and loosened up their bodies, reviewed past activities, and got a preview of the day's lesson. New vocabulary words were introduced and there was a *modeling* segment (20 minutes) when new material was presented and the activities for the day were demonstrated. Next there was a *guided practice* segment (15 minutes), during which students applied new knowledge, engaged in problem solving, and received corrective feedback. During the final segment, the teacher *debriefed* the students *and evaluated* progress toward accomplishing the lesson goals.

As Ainsworth, Prain and Tytler (2011) pointed out, visualization is integral to scientific thinking. Scientists do not just use words; they rely on diagrams, graphs, videos, photographs, and other images to make discoveries, explain findings, and excite public interest. Scientists imagine new relationships, test ideas, and elaborate knowledge through visual representations. In keeping with this tradition, the TAP visual art lessons invited students to draw and to look closely at natural objects and works of visual art, with the goal of improving their observation skills. The careful sketches students made in their science notebooks while working with the science kits helped them to observe closely and keep an accurate record of their work. For teachers, student drawings were a powerful means of picking up on misconceptions, so that teachers had the opportunity to address any student misconceptions in the next lesson.

Comprehending the academic language in which scientific literature (including textbooks) is written and discussed is challenging for many students (Snow, 2010). Scientific language is concise, precise, and authoritative; it uses sophisticated words and complex grammar. The complex vocabulary used in science instruction can easily interfere with student comprehension. To help students become comfortable with the academic language in which key scientific concepts are conveyed, the TAP teaching artists utilized classroom drama activities. Through role-playing, students were able to explore the way scientists carried out research, described their findings, and looked at the intersection between science and daily life.

According to teacher reports, dance/creative movement proved to be the most powerful tool for helping students to envision phenomena that cannot easily be physically observed. The active physical involvement required by dance appeared to be especially effective in (1) getting students to actively focus on the lesson and (2) helping students to transform the conceptual information contained in science lessons into memorable personal experience. These teacher reports were in line with Kress' (2009) research on science learning, especially his description of classrooms as semiotic spaces where meaning-making occurs across modes ranging from visual and written to spoken and gesture. As Kress explained, "the world of meaning is multimodal" (p. 19).

Making Life Science Concepts Memorable through Dance

The nature of the dance lessons varied widely, from the slow movements of the third grade astronomy lesson described earlier to fast rap-like songs such as the one that reviewed concepts from the fourth grade life science unit on ecosystems. In preparation for this lesson, students practiced the words for five minutes each day for three days. The first rap was:

> "*Small as a puddle or large as the sea, living and non-living* ***thrive*** *in harmony. Animals, plankton, water, soil, air.* ***Ecosystems*** *are everywhere!*"

After students had memorized the words, they learned the steps that went with them. To help teachers remember how the rap and movements fit together, videos were made of the lessons taught by teaching artists. The lesson plans and videos are available, free of charge, on-line.[2]

The fifth grade life science rap lessons require a room large enough that a simplified version of the circulatory system can be mapped out on the floor with painter's tape.[3] Students, playing the role of blood cells, follow the taped pathway, chanting "*Left from the heart, away through the arteries"* as they energetically exit (dancing) from the left side of the heart through the aorta. Later, as they return through the veins to the right side of the heart, they chant: "*Right to the heart, the veins, the veins."* To show that the oxygen in these cells is now depleted (resulting in a loss of energy), the students' shoulders droop as they make their way back to the heart. The heart then pumps the blood cells onward to the lungs, where they are reenergized (given an "oxygen" card by students who represent the lungs). Returning to the heart, the blood cells are again pumped out into the rest of the body, where they give up their "oxygen" card and take a "carbon dioxide" card. Lesson 2 in this unit depicts the activity of the digestive system. Lesson 3 shows how the circulatory system picks up nutrients from the digestive system, distributes the nutrients through the body, and brings back waste materials to be disposed of.

During these life science lessons there were a few sheepish giggles as the students made mental connections between the body parts they were imitating and the workings of their own bodies. But this personal connection also made the lessons inherently interesting. Students found it more difficult to relate to physical science lessons than to either the life science lessons or the astronomy lessons. Therefore, the physical science lesson described below includes the verbal interactions between teacher and students that helped to keep the students focused.

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2 Ecosystem videos: http://sites.uci.edu/teachingartistproject/gallery/videos/grade-4-videos/life-science/
Ecosystem lesson plans: http://sites.uci.edu/teachingartistproject/lessons/grade-4/life-science/
3 Circulatory system lesson plan: http://sites.uci.edu/teachingartistproject/files/2014/08/G5LSD-Lesson-1-We-Got-The-Beat-The-Circulatory-System.pdf
Circulatory system video: http://sites.uci.edu/teachingartistproject/gallery/videos/grade-5-videos/life-science/

What does it take to turn on an electric light bulb?

The physical science lesson "Get Your Motor Running: Circuits and Motors"[4] reviewed the concepts 4th graders had explored through their science kit on magnetism and electricity. During the warm-up segment, children reviewed their last STEAM lesson, in which they played the role of electrons. Dancing in a conga line, the electrons moved out of the negative pole of a D-Cell battery, then moved along a wire (D-cell and wire were both marked with tape on the floor) to the positive pole, where they re-entered the D-cell. Next a student volunteer was asked to play the role of the "switch". The switch was inserted between the positive pole of the D-Cell and the wire, making it possible to easily turn the electric current on and off.

The children then learned two short chants. The words for the *Closed Circuit* Chant were: "The *switch* is on; the *circuit* is *closed*; electricity flows." The chant was accompanied by a gesture. With hands clasped in front of the body, the arms made a circle at chest height. The words for the *Open Circuit* Chant were: "The *switch* is off; the *circuit* is open; electricity stops." This was also accompanied by gestures. The hands stopped, separated, then flipped up with elbows bent. The student who played the switch signaled the on and off positions by using these gestures, while saying the Open Circuit Chant or the Closed Circuit Chant. The rest of the group (except for the student "electrons") said the chant and performed the gestures at the same time. The electrons danced along the wire when the switch was closed and stopped when it was open.

Once the children were comfortable with the chant, the "switch" was removed, leaving just the wire and the D-cell. The teacher asked the class to help her make a model of a one-wire *circuit* that used the battery to light a bulb, using creative movement. The conversation went like this: *How would someone play the role of a light bulb.* [The person who plays the light bulb could make flashing movements with his arms and hands when the electricity is flowing.] *Where would we place the bulb so that the electricity in the D-cell would cause it to light up?* [The metal tip on the bottom of the light bulb would touch the positive pole of the D-cell. The wire coming from the negative pole of the D-Cell would touch the metal screw-in part at the bottom of the bulb so that the electrons could move through it.]

When the teacher saw that the concept was understood by all of the students, the teacher made the activity memorable by introducing music and encouraging the student "electrons" to dance along the wire—using a flowing locomotor movement—from the negative pole of the battery, along the wire to the light bulb (which "lit up"), through the positive pole and back into the battery. After this, the music was turned off and the class tackled a new challenge. They discussed how they would create a circuit that included two wires and a switch, allowing the light bulb to be turned on and off without unhooking the wires.

What is needed to create an electric motor?

Now the class was ready to apply their knowledge in a new way. Instead of converting electricity into light, they would now convert electricity into motion by creating a motor. First they discussed how to represent the various "parts," consisting of a battery, two wires, a switch, and a motor. The teacher arranged students into groups of approximately ten:

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4 Circuits and Motors Lesson Plan: http://sites.uci.edu/teachingartistproject/files/2014/08/G4PSD-Lesson-2-Get-Your-Motor-Running-Circuits-and-Motors-.pdf

1. Four students would create the D-cell. In pairs, they faced one another, raising their arms and clasping hands to created an arch, under which an "electron" could crouch.
2. Four students would create the *motor.* Students would create a way to show each of the four parts of the imaginary motor working together. To do this, they used *contrasting* movement. (Example: student #1 bent down and stood up; student #2 pressed on student #1's head or back to make the down movement and released to cause the up movement; student #3 connected to student #2, lifting and lowering leg; student #4 connected to student #3, providing lift to raise the leg and pressing to lower the leg of student #3). All four students (who were pretending to be the parts of a *motor*) moved at the same time.
3. Another student was the switch. *Where should we place the switch?* [The switch should be next to the motor.] The "switch" showed on and off positions by using the gestures to show open and closed circuits. This student said the Open Circuit Chant or the Closed Circuit Chant and performed the gestures to open and close the circuit. Students who were not in the group currently performing, said and performed the chants with the "switch".
4. This time the flow of electricity in the *circuit* was be shown by taking a long piece of yarn or string and tracing the pathway from the D-cell, to and from the *motor*. When the circuit was closed, a single student acted as an "electron" dancing along the "wire".

Culminating Activity: "Making the Motor Run"

This culminating activity, in which a group of students cooperated to play the role of a "machine", was videotaped for students to watch later. Everyone began in an opening pose in stillness. The "switch" started the exercise by performing the chant and creating a closed circuit. Students not in the group currently performing also repeated the words. (The next steps happened almost simultaneously.) The electricity (a student "electron") began to flow in the circuit. All four parts of the motor began to move. Background music began and the demonstration continued for 15 seconds. Then the music stopped. The student "switch" (and others) performed the chant to open the circuit. The electron and motor stopped. (There was stillness). The exercise was repeated two more times. Then, after each group had demonstrated their "machine", the teacher debriefed the students, asking such questions as:

What does a motor do in a circuit? [The motor converts electric energy into the energy of motion.] *What is the role of the switch?* [The switch controls the flow of electricity through the wire by opening or closing the circuit.]

Rationale. So as not to undermine the discovery process associated with the science kits, the STEAM lessons were taught as review lessons after students' work with the science kits was finished. Yet, although the class had already carried out the science kit activities, many students still had trouble remembering the relevant vocabulary and concepts. Scores on district benchmarks had demonstrated that, for students who were still struggling with academic English, long-term retention was limited. The STEAM lessons not only gave students an exposure to the arts, which they would not have had otherwise, but provided an opportunity to experience the science concepts and vocabulary from an engaging new perspective. But how do we know the STEAM activities had an impact on science learning? The next section describes a quasi-experimental study that was carried out to determine the impact of the STEAM lessons.

Impact of Arts Integration on Student Achievement

The purpose of the quantitative study summarized below was to investigate the effect of

nine STEAM lessons on the physical science achievement of elementary students in grades 3-5. Physical science had proven to be the most challenging area for elementary students because so many of the phenomena studied take place at the atomic level; therefore, they cannot be directly observed. Yet, at the high school level, physics and chemistry made up 2/3 of the high school science courses taken by a majority of students preparing to apply to four-year universities.

Analysis of Student Test Scores

This study looked the impact of nine hour-long arts/physical science lessons that were implemented during the 2011-2012 school year across two randomly selected cohorts of schools with cohorts differing by degree of experience with the curriculum. These nine lessons used a combination of dance, theater, and visual art to review science vocabulary and concepts over a nine-week period. The first cohort of the treatment group consisted of 893 students across five schools whose teachers had one year of training prior to the experiment; the second cohort of the treatment group consisted of 1,263 students across five schools whose teachers were currently co-teaching with teaching artists (professionals trained in our curriculum). The control group consisted of 5,683 students with the usual course curriculum. There were differences in baseline characteristics across cohorts, which may contribute to biased results if not corrected for in the study. Descriptive statistics for this sample are provided in *Table 1*.

Table 1.
Descriptive Statistics, Whole Sample and 5th Grade Sample by Group

	Cohort 1	Cohort 2	Control
	N (%)	N (%)	N (%)
Gender			
Male	439 (49.2)	648 (51.3)	2965 (52.2)
Female	454 (50.8)	615 (48.7)	2717 (47.8)
Race			
African American	44 (4.9)	217 (17.2)	513 (9.0)
Asian	59 (6.6)	93 (7.4)	475 (8.4)
Latino	730 (81.8)	697 (55.2)	4187 (73.7)
White	19 (2.1)	65 (5.2)	377 (6.6)
Filipino/ Pac. Islander	39 (4.4)	188 (14.9)	118 (2.1)
Other/ Multi-ethnic	2 (0.2)	3 (0.2)	12 (0.2)
Parental Education			
Declined to State	170 (19.0)	156 (12.4)	994 (17.5)
Less than HS Graduate	254 (28.4)	240 (19.0)	1568 (27.6)
High School Graduate	276 (30.9)	365 (28.9)	1595 (28.1)
Some College	109 (12.2)	298 (23.6)	922 (16.2)
College Graduate	49 (5.5)	173 (13.7)	411 (7.2)
Graduate School	35 (3.9)	31 (2.5)	192 (3.4)
Grade			
3rd Grade	291 (32.6)	429 (34.0)	1928 (33.9)
4th Grade	327 (36.6)	437 (34.6)	1791 (31.5)
5th Grade	275 (30.8)	397 (31.4)	1963 (34.6)

	Mean (SD)	Mean (SD)	Mean (SD)
Avg. Sch. Length in days	315 (19)	300 (24)	303 (24)
Physical Sci. Benchmark	3.4(1.1)	3.6(1.0)	3.4(1.1)
Earth Sci. Benchmark	3.2(0.98)	3.5(0.99)	3.5(1.0)
Life Science Benchmark	3.2(1.1)	3.7(1.0)	3.4(1.1)
Total	893	1263	5682

Note: Percentages or standard deviations are in parentheses. Not all Ns add up to total due to missing data.

We expected students of the teachers who were implementing the STEAM lessons to perform better on benchmark tests covering the targeted curriculum (i.e. physical science) than students of teachers who were not implementing the STEAM lessons, without showing significant improvement in science areas that were not targeted by our curriculum that year (i.e. earth science and life science). Scientific knowledge was measured by standardized district-wide tests, which the school district required teachers to give to all students in third, fourth and fifth grade. Additional analyses were conducted on English learner subgroups and by student grade, but no significant differences were found and these results are omitted from this paper.

Results of the Quantitative Study

We used OLS regression to demonstrate the effectiveness of the STEAM curriculum while controlling for socio-demographic covariates and non-targeted science scores that may naturally vary by school. We provide three models to demonstrate the importance of these covariates as experimental schools did already have higher achievement going into the program. Model 1 simply controls for the effect of being within an experimental cohort, either cohort 1 or cohort 2. Model 2 includes control over socio-demographic characteristics, which may correlate with performance, and Model 3 adds control over non-targeted science benchmarks. All outcome variables are standardized within the sample for comparison reasons. Results for the analysis are provided in *Table 2*.

Table 2.
Benchmark Scores, by Regression Model

	(1)	(2)	(3)
Cohort 1	0.08 (0.04)	0.09 (0.04)*	0.35 (0.03)***
Cohort 2	0.23 (0.03)***	0.15 (0.03)***	0.10 (0.02)***
3rd Grade	0.17 (0.03)***	-0.05 (0.03)	0.04 (0.02)
4th Grade	-0.11 (0.03)***	-0.08 (0.03)	-0.14 (0.02)***
Female		0.00 (0.02)	-0.03 (0.02)
African American		-0.27 (0.06)***	-0.06 (0.05)
Asian		0.20 (0.05)***	0.10 (0.05)*
Latino		-0.13 (0.05)*	-0.02 (0.04)
Pacific Islander		0.19 (0.07)	0.13 (0.06)*
Other/Multi-ethnic		-0.01 (0.24)	0.06 (0.19)
Refused Parent Ed		-0.07 (0.03)	-0.03 (0.03)

Less than HS Ed		-0.02 (0.03)	0.03 (0.02)
High School Grad Ed			
Some College Ed		0.12 (0.03)***	0.04 (0.03)
College Grad Ed		0.18 (0.05)***	0.01 (0.04)
Graduate Ed		0.20 (0.07)**	0.01 (0.05)
ELL Status		-0.43 (0.03)***	-0.09 (0.02)***
Earth Sci. Benchmark			0.38 (0.01)***
Life Sci. Benchmark			0.37 (0.01)***
R-Squared	0.02	0.08	0.49
N	7376	7376	6570

Standard errors in parentheses. Parental education compared to High School Graduate.

** p > 0.05; ** p > 0.01; *** p > 0.001*

Initially, Model 1 suggests that only students in the second cohort (those students whose teachers were currently co-teaching the STEAM lessons with a teaching artist each week) saw improvements in their test scores by 0.23 of a standard deviation. This is misleading, however, as later models reveal that cohort two benefited from better overall scores in general, meaning that these Model 1 results may be biased in their favor. Control over socio-demographic characteristics and, more importantly, non-targeted curriculum reveal that cohort 1 saw moderate improvements in benchmark scores over controls (0.35 of a standard deviation; $p < 0.001$) with cohort 2 trailing behind with slight improvements in benchmark scores over controls (0.10 of a standard deviation; $p < 0.001$). In layman's terms, this amounts to an improvement, with a student moving from 50th percentile to 63rd percentile in the targeted curriculum when assigned a teacher well-trained in the STEAM curriculum, all other factors equal. This is a fairly impressive effect for only nine hours of exposure to the intervention.

Limitations. The standardized tests used to measure science knowledge in this quasi-experimental study did not focus on the naïve misconceptions that were a primary target of the STEAM lessons. This is because we were not able to arrange for a suitable control group to take the Misconceptions-Oriented Standards-Based Assessment Resources for Teachers (MOSART) inventory from the Harvard-Smithsonian Center for Astrophysics. Furthermore, this study covers only one year of data and so long-term memory is not assessed in this paper.

In conducting our analysis, we also attempted to examine the effect curriculum had on CST scores provided to 5th grade students within our study. Unfortunately, this proved problematic as the sample at that grade level was too small to detect any meaningful changes and it was difficult to find a meaningful way to control for differences in student ability (e.g. no pre-test, limited availability of non-targeted scores, etc.). Likewise, we did not find any differences in results for various subgroups within the sample, such as English learners.

Future Research. The finding that the STEAM lessons were as beneficial to children who spoke English at home as to English learners was unexpected. Earlier research with K-2 English learners in San Diego (Brouillette, Grove & Hinga, 2015; Greenfader & Brouillette, 2013, 2017; Greenfader, Brouillette & Farkas, 2015) led us to believe that arts integration was especially helpful for young English learners. But our findings suggest that, at least in the high-poverty urban schools where we worked, all children benefitted equally from the use of

STEAM lessons to help them to envision phenomena that they were not able to directly observe. More research is needed to better understand the role that developmental readiness plays in student understanding of scientific concepts in the upper elementary grades.

Elementary school science teachers often lack adequate content preparation, especially in the physical sciences; almost three-fourths of elementary teachers perceive a need for professional development to deepen their own science content knowledge (Fulp, 2002). Additional research will be needed to measure the success of the STEAM lessons in correcting the naïve misconceptions of students in grades 3-5.

Teacher Focus Groups

Focus groups were held with teachers at each participating school. The teachers were enthusiastic about the opportunity to co-teach the STEAM lessons with a teaching artist in their own classrooms. They found that working with a coach provided a more effective professional development experience than after-school workshops or meetings held away from the school site. When asked about the impact of the program, teachers mentioned students who had not met with success when traditional teaching methods were used. A typical observation was: "The different learning style engaged kids who might not participate normally." One teacher noted:

> I have a student who has a lot of behavior issues. I think maybe in other lessons he thinks he can't do it because it's too hard. But, in the arts lessons, he feels he can be successful. So, it isn't this huge academic pressure on him. Yet he is still learning.

Because the lessons got students up and moving, even students who were often restless became more engaged. Teacher perceptions of the impact on science learning are described below.

Science Learning. Teachers spoke of the benefits of giving students a "double dose" of science, starting with the science kit investigations and following up with the arts-based review lessons. They commented that the opportunity to learn the same concept in different ways was especially helpful for students whose limited academic vocabulary made it difficult to follow the discussion at the end of the science kit units. Typical comments included:

- I think the students were highly engaged. They definitely learned science concepts more deeply than in past years because of the movements associated with the concepts.
- There are kids for whom lecturing is all it takes. But there are other kids who don't get it yet. They don't see it without moving around and physically acting it out. The more you hear something the more you own it. The more you're comfortable. But if I just repeat the science lesson, the kids stop listening. The arts made it new.
- There's a chant they did about electricity flowing and the circuit being open. The kids are probably going to remember that for many years and will understand it.
- Dance worked best, tying movements to a concept or vocabulary word. It's easier to learn because it's more concrete. They are retaining the information better.

The observations of these teachers were in line with the Dana Consortium finding that an interest in a performing art leads to a high state of motivation, which produces the sustained attention necessary to improve performance (Gazzaniga, 2008). In addition, teacher comments echoed findings from earlier studies that showed arts integration boosted student engagement

(Brouillette, Childress-Evans, Hinga & Farkas, 2014) and supported development of a greater sense of community within the classroom (Brouillette, 2010).

Recognizing a Crucial Dimension of the STEM vs. STEAM Debate

> A tug of war is currently looming between proponents of STEM education (science, technology, engineering, and math) and advocates for STEAM lessons, which add art to the mix (Jolly, *Education Week*, November 18, 2014).

Proponents of STEAM point out that, in engineering, product design (a form of art) clearly plays a role. Artists routinely use technology—ranging from a simple paintbrush to digital media—in the creation of art. Scientific drawings and photographs often have great aesthetic appeal. But opponents of the STEAM movement argue that the commonalties between the arts and the STEM disciplines are incidental, either to the application of mathematical and scientific concepts to the expansion human knowledge or to the production of technologies that solve real world problems. Some STEM education advocates argue that attempts to integrate art/design into the teaching of science or math are likely to undermine the rigor of STEM instruction. On the other hand, many arts educators are wary of the instrumental use of the arts, simply to boost achievement in other fields.

The research summarized in this article suggests that such arguments, which tend to focus on older students, miss a key contribution that STEAM can make through boosting the scientific understanding of students in the upper elementary grades. The framework for the *Next Generation Science Standards* (National Academy of Sciences, 2012) is built on the assumption that learning is a developmental progression during which children continually revise their initial conceptions about how the world works. Insights that are developed through arts-based experiences can contribute to this process. Drawing, painting, and sculpting can provide children who are not yet abstract thinkers (Inhelder & Piaget, 1958) with a powerful means of promoting understanding by providing concrete methods for envisioning phenomena that children cannot directly observe. Nor does the potential of STEAM extend only to the visual arts. Dance can effectively represent movement through space and the relationship between moving objects. Music builds an ability to recognize patterns and relationships (Catterall, 2009).

This suggests that the arts, like mathematics, may have a dual role in education. We recognize that mathematics is both an independent scholarly discipline and a crucial tool used in scientific research. Now there is growing recognition that the arts are not only independent disciplines, but effective tools for depicting and understanding the world at large. Just as children learn to count on their fingers before starting school, children routinely learn to sing, dance and engage in dramatic play long before they begin to take formal lessons in the arts.

Arts advocates are understandably wary of suggestions that arts education is valuable *only* to the extent that it promotes broad social and economic goals. Therefore, many feel uncomfortable with discussions of arts integration (STEAM) as *instrumental* in boosting science achievement. They ask: should the *intrinsic* benefits of arts experiences (such as aesthetic pleasure, stimulation, and a sense of meaning) not be given equal emphasis? The final section of this article addresses that question, pointing to a deeper reality beyond the oft-cited instrumental/intrinsic dichotomy.

The Rand report, *Gifts of the Muse: Reframing the Debate about the Benefits of the Arts* (McCarthy, Ondaatje, Zakaras & Brooks, 2005), offers a useful framework for understanding

the complexity of the challenge facing arts advocates. An unfortunate effect of the diminished presence of the arts in U.S. public schools is that, to the extent that the intrinsic benefits of the arts are mentioned in policy discussions, they tend to be seen as having only a private, personal value that is largely irrelevant to objective, quantitative discussions of school policy. But, for the personal benefits students receive from the visual and performing arts to be taken seriously by policymakers, arts educators must show how these private benefits serve the public good.

TAP teachers touched on a key issue when they commented that, during the arts lessons, "students were highly engaged." There was a "wide awake" quality to the children's awareness when working with the teaching artists that—along with the concrete nature of the activities—made it easier for children to absorb new concepts and vocabulary. Student interest was awakened by the pleasure they experienced, not just from the possibility of getting higher test scores. Motivation may be the "missing link" that is routinely overlooked by those who assume that "intrinsic" benefits are strictly private. Over time, motivation to participate in STEAM lessons and other kinds of arts integration can lead to growth in individual capacities, such as enhanced powers of observation and an increased understanding of the world. These benefits not only enrich individual lives but also have a spillover component. Increased individual capacity and achievement bring public benefits. Personal benefits are not strictly private.

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AC 2012-3308: A STUDY OF THE IMPACT OF PROJECT LEAD THE WAY ON ACHIEVEMENT OUTCOMES IN IOWA

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A Study of the Impact of *Project Lead The Way* on Achievement Outcomes in Iowa

Abstract

Iowa has implemented the secondary engineering curriculum *Project Lead The Way* (PLTW) in an effort to create a more seamless transition for students from secondary school into science, technology, engineering, and mathematics post-secondary programs. PLTW has been implemented in all fifty states; however, there has been sparse research to-date that has rigorously measured the impact of PLTW on mathematics and science achievement. We used Iowa's statewide longitudinal data system to follow multiple cohorts of PLTW participants and nonparticipants from 8th grade into secondary education. We derived a comparable treatment and control group by matching students based on their propensity to enter PLTW, permitting a stronger interpretation of the program's impact than prior studies. The findings indicate PLTW participants are more likely to be white, male, and perform in the upper quartile in mathematics and science prior to PLTW enrollment. Further, we found statistically significant evidence that PLTW increases mathematics or science scores on the Iowa Test of Educational Development by 5 points after controlling for selection bias. The 5 point increase in mathematics score corresponds to roughly a half of a grade level. The effect size (f^2) for mathematics was 0.15 and 0.05 for science—a moderate and small effect size, respectively. Further studies will also need to properly account for pre-existing ability in mathematics and science when determining achievement outcomes to ensure results are not being driven by pre-existing ability. This study has implications for researchers, practitioners, and policy makers regarding the comprehensive evaluation design and the critical role that PLTW can play to increase the participation, both generally and within non-traditional groups, in postsecondary STEM education in the U.S.

Introduction

In 2005 Iowa implemented the PLTW curriculum to create a seamless transition for students from secondary school into STEM majors at two- and four-year postsecondary institutions (Maguire, 2006). Since then, enrollment has grown to over 2,000 students and it is currently offered in 101 of 260 Iowa school districts. The increase in Iowa's enrollment coincided with growth of PLTW nationwide (e.g., Brandt, 2009; Cech, 2007; Spellman, 2007).

The program is a sequence of year-long courses designed to teach engineering and problem solving concepts to high school students. The curriculum is divided into two strata (Taylor, Foster, & Ratcliff, 2006)—foundation courses (Introduction to Engineering Design and Principles of Engineering) and specialization courses (Aerospace Engineering; Biotechnical Engineering; Civil Engineering and Architecture; Computer Integrated Manufacturing; and Digital Electronics). The sequence of courses ends with a capstone course (Engineering Design and Development) which requires students to take their own idea from design through development. In addition, Gateway to Technology is offered in middle school in selected school districts.

The PLTW curriculum is optional in Iowa school districts as it is in most states. Each course is one full Carnegie unit (e.g., full year) and is offered to anyone between ninth and twelfth grade. The curriculum requires students to enroll in mathematics and science as pre- or co-requisite courses in conjunction with the PLTW curriculum. PLTW is open to any student who meets the minimum requirements, but Misko (2011) and other PLTW administrators have noted the program is generally targeted toward the top 80% of a school's population. In addition, PLTW courses can qualify students for high school and college credit. Students are also encouraged to enroll in college preparatory mathematics, biology, chemistry, and physics courses.

The foundation courses provide an overview of engineering and introduce students to various engineering aspects, such as design, and manufacturing processes. These courses involve students learning 3-D computer modeling, designing and reverse engineering objects, applying the fundamentals of physics, and using electronics and computer programs to build robotic machines. Specialization courses allow students to explore a specific engineering discipline in more detail.

The PLTW courses offer projects which would seem engaging for a variety of students. For example, one segment of the curriculum requires students to design and build a small mechanical robot that sorts marbles made from various materials (such as metal, wood, and glass) into bins to mimic sorting of recyclable materials. The marbles are sorted based on their opacity, which is determined by shining a light on the marble and determining the amount of ohms received by a sensor on the other side. Students utilize software to adjust the sensitivity of the sensor, which is crucial for performance.

PLTW's curriculum contains detailed daily lesson plans and is disseminated through rigorous professional development courses. All PLTW teachers must attend a two week summer training institute for each course to be taught (cf. Taylor et al., 2006). The summer training involves a university professor and experienced PLTW teacher (master teacher) for both theory and application with a heavy emphasis on the pedagogical approach of project based learning. In Iowa, most of the training originates from engineering departments at The University of Iowa or Iowa State University. Eventual teachers learn the same software, theory, and applications that their students will use.

Literature Review

Several studies have attempted to explore the impact of PLTW on various educational outcomes (Blais & Adelson, 1998; Bottoms & Anthony, 2005; Walcerz, 2007), a serious limitation of these studies is the lack of control for pre-existing ability. However, some researchers have begun to address this issue. A research brief by the Southern Regional Education Board (SREB) matched PLTW participants with career and technical education students with similar demographics and fields of study. SREB found that PLTW students who enrolled in two or more PLTW courses did significantly better in mathematics and science on the High Schools that Work (HSTW) assessment than career/technical students in comparable fields (Bottoms & Anthony, 2005). Differences between PLTW students and similar career/technical students were also found for subsequent course-taking behavior, with PLTW students more likely to complete the four years of mathematics and science (Bottoms & Uhn, 2007). However, this may not have been an appropriate control group since the PLTW courses can all result in college credit. In addition, SREB's study was limited to matching on students' race and gender.

In a follow-up to an earlier study, Tran & Nathan (2010) collected transcript data from a school district in Wisconsin which was heavily represented by racial minorities as well as a high proportion of students eligible for free or reduced lunch prices. Their study matched PLTW participants with nonparticipants using results of prior achievement scores in mathematics and science, gender, and free and reduced lunch eligibility. Tran & Nathan measured relative change of mathematics and science scores between the state-mandated tests, a part of the No Child Left Behind requirements between 8th and 10th grade. They found that PLTW had no measurable impact on science scores while PLTW participants actually scored lower in mathematics compared to similar students.

It is important to note that there were some limitations in the Tran and Nathan study, such as the short time frame between the two standardized assessments. The structure of the study only permitted students to realistically enroll in a single class, although a very small number enrolled in two courses. Additionally, the paper's focus was on a single school district with a limited sample size. The study also investigated the integration of math in the PLTW curriculum. In a curriculum review, Prevost et al. (2009) and Nathan et al. (2008) found some, but minimal

alignment between PLTW curriculum and standards set by the National Council of Teachers of Mathematics.

Thus, while there have been studies of PLTW, there is a need for evaluations to been conducted on a large, state-wide level such as the current research. Iowa provides a unique opportunity to assess the outcomes of PLTW. About 33% of the schools in Iowa participate in the PLTW program. However, Iowa also has a K-12 database that is not available in most states. To help address the current lack of study of PLTW, we have initiated a study using the Iowa K-12 database (maintained by the Iowa Department of Education) combined with data from community colleges to assess the impact of PLTW courses on high school students.

Methodology

Research Questions

The following research questions guided this evaluation at this early stage:

- RQ1: What are the socio-demographic, academic, and cognitive characteristics of PLTW students and what characteristics are associated with PLTW participation?
- RQ 2: Do PLTW students take more math and science courses than non-PLTW students?
- RQ3: Is the cognitive improvement for PLTW students greater than that for non-PLTW students?

Data

The Iowa Department of Education maintains a longitudinal data set that tracks students through high school into college and the workforce. Since 2005, each student has been assigned a unique student identifier, which is retained as they progress through high school, including if they transfer to any other secondary institution within Iowa. Figure 1 shows the path of students from middle school through the workforce. Our focus in this paper is the short-term impact on high school achievement tests, so the main source of data will be limited to the secondary school data set.

Iowa's administrative records also contain socio-demographic data, achievement scores in the area of mathematics, science, and reading, institutional-level factors, and course enrollment information. Socio-demographic information includes the student's race/ethnicity, gender, eligibility for free and reduced lunch (an underreported proxy for economic status, Harwell & LeBeau, 2010), and whether the student is homeless. The data set contains scores from the Iowa Test of Basic Skills (ITBS) for 8th grade and Iowa Test of Educational Development (ITED) for 11th grade, including scores by subject exam (reading, science, and mathematics). It also contains information on whether students have a special need, indicated by a Section 504 disability or individual education plan (IEP). Finally, the school district is recorded, which we can use to control for institutional-level factors.

We limited our analysis to all students enrolled in school districts offering PLTW, which yielded over 35,000 students. Since the focus of this paper is the relative growth in test scores between the 8th grade ITBS and 11th grade ITED, the timeframe of the data means we had to limit our data to the class of 2009 and the class of 2010. Further, students were only included if their records were available in 8th and 11th grade. Consequently, the sample size included 26,030 students.

PLTW participants were identified through course records. All PLTW programs are assigned a program number using the Classification of Instructional Programs (CIP), which indicates a list of PLTW courses offered at each school district. Students were considered a PLTW participant if they enrolled in at least one PLTW course in either 9th or 10th grade. For the purposes of this study, nonparticipants are students who did not enroll in a PLTW course in 9th or 10th grade, but were enrolled in a school district that offered the program.

Table 1 shows the descriptive statistics from the PLTW dataset for the 2009 and 2010 cohorts. Total enrollment was 1,321 students, compared to 24,709 students in the control group. The data strongly suggests the presence of selection bias. Participants were disproportionally white males compared to nonparticipants. Eighty-five percent of the PLTW participants were male and 91 percent of the participants were white. By contrast, 49% of non-participants were male 80% were white. The proportion of females entering PLTW (20%), however, is approximately the same amount of females entering mechanical and electrical engineering programs nationwide (Walcerz, 2007).

Further, the economic status proxies indicated PLTW participants were less likely to come from low-income families. Sixteen percent of participants were eligible for free or reduced lunch, compared to 32 % of the control group. PLTW participants were also twice as likely to be identified as a part of a gifted & talented program (21%) and were seven times less likely to have an IEP (2%).

Finally, we found PLTW participants had higher achievement in mathematics and science than non-PLTW participants prior to entering in the program. Eighth grade mathematics scores show mean mathematics scores were in the 80th percentile, compared to the 60th percentile for nonparticipants. Science scores show a similar pattern. The mean participant score was the 84th percentile compared to the 64th percentile for nonparticipants.

Analysis

Since enrollment in PLTW is not random, we must be control for pre-existing achievement not attributable to the program. Data shown in Table 1 demonstrates that PLTW participants already exhibit higher mathematics and science scores prior to enrolling into PLTW. Thus, a

simple comparison between expected values (e.g., mean differences) between the treated and control group is highly biased.

It is important to note that there are two levels of selection bias: for school districts and for students. Most noticeably, school districts that offer PLTW have a larger number of students, and are more likely to be in an urban setting. The average size of a PLTW district in 2007 was 1,830 students compared to the 339 students for non-PLTW districts. While it is possible to control for selection bias with observed variables, such as size, we also know that PLTW districts were also selected on non-observables, such as relationships between PLTW program officers and administrators and the willingness of administrators to pursue "innovative" programs. In order to limit bias from school district-level selection bias, the control group consists only of students from districts offering PLTW, but who did not enroll in any PLTW courses.

In addition to school district selection bias, we have already highlighted data which suggest selection bias at the student level. We can determine if there is any selection bias by estimating the likelihood of entering PLTW while conditioning on data prior to enrollment. We use socio-demographic and testing data from 8th grade—the year prior to any PLTW enrollment—to calculate the conditional probability of enrolling in PLTW in 9th or 10th grade given the observed covariates (p. 296, Rosenbaum, 2002)

$$\rho(\mathbf{X}) = E(\tau = 1|\mathbf{X}) = \varphi(\alpha_i + \bar{\beta}\mathbf{X} + \epsilon_i) \qquad (1)$$

Where ρ(X) is the propensity score, τ indicates treatment (enrolling in PLTW = 1), X is a matrix of historical socio-demographics (gender, race, free/reduced lunch, and homeless status) and testing data (reading, mathematics, and science) from 8th grade—a year prior to PLTW entry—and ϕ(•) is the logit function.1

Matching

With selection bias, the distribution for the outcome of interest (Y, Y') is unequal across the treatment variable (τ'). Specifically, Table 1 shows the outcome of interest (11th grade test scores) are much higher for participants, but participants are also more likely to be male, white, high-achievers in mathematics and science, are more likely to be in gifted and talented programs, and are less likely to be eligible for free or reduced lunch. Rosenbaum and Rubin (1983, 1984) prove that the distribution of outcomes can be balanced using propensity scores. Namely, students with similar propensity scores, ρ(X), are matched while unmatched students are

[1] This leaves the question if participation was determined by an unobserved variable. This cannot be answered with the data and is a weakness of propensity score analysis and we must rely on the stable unit treatment value assumption (SUTVA), which ignores any unobserved covariate that affects the probability of treatment. Some of this concern is mitigated since unobserved covariates are likely correlated with observed variable, thereby limiting the reliance on SUTVA (Stuart, 2009).

discarded from the data. We can estimate the impact of PLTW on student outcomes by comparing the expected values of the treatment and control group once the propensity of PLTW entry, $\rho(X)$, is estimated.

We chose to use genetic algorithms to find the minimal distance between treatment and control units. Genetic algorithms are based on the principles of population biology which use selection, recombination, and mutation of estimates to derive optimal solutions (Duffy, 2006; Holland, 1975). These algorithms are computationally more efficient than other algorithms to find solutions to optimization problems. In this case, we used genetic algorithms from Ho, Imai, King, & Stuart (2011) to minimize the distance (difference) between the treatment and control group. The distance between these two groups are defined by the generalized Mahalanobis distance measure (Diamond & Sekhon, 2010). The genetic algorithms search to find an optimal mix of students and weights to minimize the difference in characteristics between these two groups. Once an optimal solution is derived, the matched students and corresponding regression weights are used in the subsequent analysis. In this study we matched one participant to two nonparticipants with genetic algorithms. We will refer to this as the one-to-two matching genetic algorithm.

Results

Table 2 shows the results of the propensity score estimates. Males, gifted and talented, and ITBS scores on mathematics and science were positively correlated with entry into PLTW, while free lunch eligibility and individualized education plans (IEP) were negatively correlated with PLTW participation.

Table 3 shows the descriptive statistics for the matched data set using a genetic algorithm with a maximum ratio of two control students for every treatment case. PLTW participants comprise approximately 38% of the sample, which was almost mostly white (90%) and male (85%). Average test scores are much higher for the matched data set than the full sample (see Table 1). The average 8th grade mathematics score was 284 points and science was 289 points. The demographic profile of the balanced data set now mirrors the typical profile of a PLTW participant demonstrated in Table 1.

Test Scores

Table 4 shows the subsequent estimate of PLTW's impact on mathematics scores. The DID estimator (Δ) shows participants had a relative gain of 5.2 points ($p = 0.01$) on the national scale score. Table 5 shows the estimated impact of PLTW on science scores to also be 5.2 points ($p = 0.02$) on the national scale score. The point-estimates show PLTW participants gained an average of 36 points ($T + \Delta$) compared to a 30.8 point gain for non-participants (T). While holding other variables constant, a PLTW participant scored in the 91st percentile in

mathematics compared to the 81st percentile for similar nonparticipants by the 11th grade.[2] The gap in science scores is less pronounced. The mean science percentile for a participant is the 83rd percentile compared to the 80th percentile for the control group.

Additional covariates portray other important information that is not directly attributable to PLTW. Demographic covariates show African-American and Hispanic students' score significantly lower than white students on the 8th grade ITBS. Asian students, meanwhile, score equivalently to white students in both mathematics and science. Males score around 3 points higher than females in mathematics, but both genders had statistically equivalent ITBS scores on the science subtest.

Economic status also impacts test scores with students eligible for free or reduced lunch scoring lower on both subtests. Homeless students had mixed results, scoring lower on the science exam, but having equivalent mathematics scores to non-homeless students. Special populations also had statistically different test performance; students with an IEP or Section 504 plan scored lower on both subtests, the former with a large disparity in scores. Gifted and talented students scored significantly higher on mathematics and science exams.

Effect Size

The results show PLTW leads to a 5.2 increase for mathematics and science scores. Statistical significance indicates that the estimates from the impact are unlikely a statistically anomaly of a program that provides no or even negative impact. The evidence from the 2009 and 2010 cohorts suggest PLTW participation leads to an average increase of 5 points in math and science scores.

However, these results do not yet show the relative effect size—whether they are small or large. Literature on this topic provides several options (cf. Cohen, 1988). The most straightforward calculation of effect size is Cohen's d: Δ/σ_{Δ}. That is, the estimated impact of PLTW divided by the standard deviation. Using the results from the data matched using genetic algorithms (one-to-two) shows the estimated effect size is 0.16 for mathematics and 0.14 for science. Typically, effect sizes below 0.2 are considered "small" impacts.

The calculation of the effect size, however, is more complicated in this case. Effect sizes from results that employ regression are sometimes expressed from Cohen's f^2:

[2] The percentiles are based on national percentile rank. The percentiles are translated from the raw scores by summing the intercept (α), PLTW participant (τ), ITED (T), and interaction term (Δ) coefficients. Thus, these percentiles are being computed for white, female students who are not eligible for free or reduced lunch, nor homeless, nor a member of any special population.

$$f^2 = \frac{R^2_{X,\Delta,\tau} - R^2_X}{1 - R^2_{X,\Delta,\tau}}$$

where $R^2_{X,\Delta,\tau}$ denotes the pseudo R^2 for the regression model which includes socio-demographics (X), the interaction term (Δ), and PLTW participation (τ). The recommended thresholds for f^2 are slightly different than d. A small effect is around 0.02, a moderate effect is approximately 0.15, and large effect is 0.35. Using McFadden's adjusted R^2 formula, we determined the approximate effect size was 0.15 for mathematics and 0.05 for science. Thus, the impact on mathematics scores could be considered a "moderate" effect while the impact on science seems relatively "small."

Conclusions

There are several points of interest based on these results. First, PLTW in Iowa tends to attract white males and students who have higher achievement in mathematics and science in junior high. The percentages of women who enter PLTW are approximately the same percentage that enters mechanical and electrical engineering programs (Walcerz, 2006). Overall, the selection bias was rather significant, with participants scoring between 0.72 and 0.9 standard deviations higher on mathematics and science scores prior to entering PLTW. We strongly suggest that future research on PLTW needs to reflect selection bias in their analysis of the program.

We controlled for selection bias using propensity score matching that predicted entry into the program based on demographics, economic status, and whether the student was a part of a special population. We used a differences-in-differences growth model to measure the relative growth of students between 8th and 11th grade. We found that PLTW increase both mathematics and science scores by 5.2 points.

It is not immediately clear if 5.2 points is a large, modest, or small increase. A measure of effect size—Cohen's f^2—showed the impact was approximately 0.15 for mathematics and 0.05 for science—a moderate and small impact, respectively. Our results show a stronger impact than similar studies utilizing matching. Using the intercept and participation coefficients, we found this roughly equates PLTW students performing in the 91st percentile in mathematics while non-participants scored in the 81st percentile. PLTW participants scored in the 83rd percentile in science achievement compared to the 80th percentile for similar non-participants.

Our findings contradict Tran & Nathan (2010) who found PLTW had insufficient or adverse integration for science and mathematics, respectively. However, our findings support the conclusions of Tran & Nathan (2009) who showed positive impacts on mathematics with weaker impact on science. Our statistical significance was higher, which likely related to the greater statistical power from the larger sample.

We also conducted some analysis that included additional mathematics and science courses (e.g., algebra 2, chemistry). PLTW students were much more likely to enroll in higher level mathematics and science courses, which support the findings from Bottom & Uhn (2007). It is possible, but we cannot conclusively determine, that PLTW's pre- and co-requisites lead students to enrolling in more mathematics and science courses in high school. It is also possible that PLTW's program encourage students to enroll in additional coursework due to other factors, such as self-efficacy or student engagement.

Notwithstanding the reason, it is clear that these additional mathematics and science courses play an important role in the growth of test scores. Including these courses led to a substantial reduction in the estimated impact of PLTW. The pseudo R^2 suggests the additional courses simply supplant the variation explained by PLTW. These results strongly suggest that researchers need to also consider the role of other mathematics and science course, especially whether PLTW leads to increased enrollment in mathematics and science.

Assessment Instrument

The current policy environment has emphasized growth and measurable gains in core subjects within standardized testing. Nevertheless, the use of statewide standardized exams may be inappropriate for the evaluation of a problem-based learning (PBL) curriculum (Tran & Nathan, 2010; Brophy, Klein, Portsmore, & Roger, 2008; Hmelo, et al., 1997). In studies already cited, PBL students perform at par or below on assessments which emphasize recollection and utilize multiple choice responses, but perform moderately better on assessments measuring applied skill.

To this extent, these results from the ITBS and ITED cannot be extrapolated to performance on the PISA or TIMSS. The literature has usually referenced performance on the latter tests to measure the international placing of U.S. students in mathematics and science. In particular, the PISA may be better-suited for a PLTW evaluation since it is intended to measure the applicability of mathematics and science knowledge to real-world problems.

Limitations

We have conducted a statewide evaluation of PLTW's impact on test scores. There are a few limitations that we would like to address in future research and evaluation. Namely, this study uses administrative data, which is distinct from transcript data as it only captures course enrollment, not completion. We may overestimate the enrollment in PLTW or other courses by not being able to remove students who dropped a course. Likewise, we also do not have access to student grades or grade point averages.

This study does not provide any controls for individual classrooms or teachers since the data was not available. There are multiple ways to view this issue and its impact. Within the context

of a multi-level model, we essentially ignored another level where we observe students within a classroom that is within a school district. The effects of PLTW within the classroom may be positively correlated and vary within the school district. The variance of effects within the classroom can be influenced by teachers and their qualifications. Earlier, we noted the varying proportions of teachers with advanced degrees in each school district. Also, we noted the challenges in which PLTW can either be taught by teachers licensed in mathematics, science, or industrial technology. We are uncertain if teacher qualifications or licensures have a differential impact on student performance.

Future Directions

Test scores are relevant to the literature given the current policy environment's emphasis on measureable gains on standardized tests. Yet, gains on standardized tests are not the only goals of the program. Future iterations of this research will explore other outcomes that should be considered, such as college attendance, choice of majors, and college completion. The authors are currently using Iowa's SLDS to follow outcomes for the treatment and control group beyond high school, which will enable research of PLTW's long-term outcomes.

Future research is also needed on PLTW's impact on problem solving through testing instruments that are oriented toward evaluating problem-solving and critical thinking. Prior research on PBL has shown little success of students on fact-based exams, but it is possible PLTW improves critical thinking and problem solving abilities(Tran & Nathan, 2010; Brophy, Klein, Portsmore, & Roger, 2008; Hmelo, et al., 1997).

The results of this study also suggest a strong relationship between PLTW and enrollment in other mathematics and science courses. These other mathematics and science courses play an even larger role in mathematics and science achievement scores than PLTW. Future research is needed to explore this relationship and whether PLTW increases enrollment in these areas through the co- and pre-requisites, increased self-efficacy, increased student engagement, or other mechanisms.

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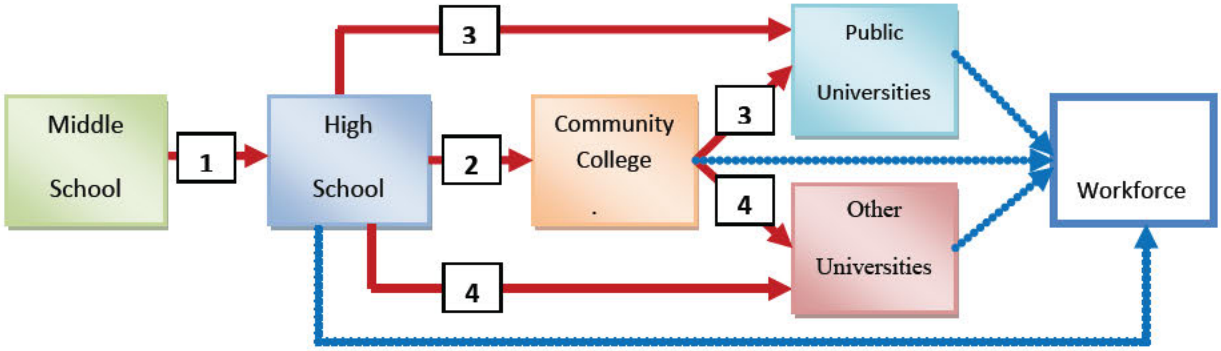
Figure 1: Iowa Statewide Longitudinal Dataset: Tracking Project Lead The Way Students



Note: The transition shown in [1] is tracked by Iowa's secondary data system (Project EASIER); the transition into community colleges [2] is from Iowa's community college data system (MIS), we obtain the transition into public universities, [3] through partnership with the State Board of Regents; and the transition into other higher education institutions [4] is from the National Student Clearinghouse.

Table 1: Descriptive statistics of Project Lead The Way data set: 2009 & 2010 Cohorts

	Nonparticipants (N = 24,709)		PLTW (N = 1,321)	
	Mean	Standard	Mean	Standard
Demographics				
Male	0.49	0.50	0.85	0.36
American Indian	0.01	0.09	0.00	0.06
Asian	0.03	0.16	0.03	0.17
Black	0.09	0.29	0.03	0.16
Hispanic	0.07	0.26	0.03	0.17
White	0.80	0.40	0.91	0.29
Economic Status Proxy				
Free Lunch	0.24	0.43	0.11	0.31
Reduced Lunch	0.07	0.25	0.05	0.21
Homeless	0.01	0.09	0.01	0.08
Special Populations				
Section 504	0.01	0.10	0.01	0.09
Gifted & Talented	0.10	0.29	0.21	0.41
IEP	0.15	0.36	0.02	0.13
Testing - 11th Grade ITED				
Reading - Standard Score	285.75	43.84	307.29	35.44
Reading - Percentile Rank	59.38	26.77	73.19	20.63
Mathematics - Standard Score	286.43	41.55	319.42	28.89
Mathematics - Percentile Rank	60.89	28.63	83.27	18.27
Science - National Standard Score	294.70	44.21	323.90	34.95
Science - Percentile Rank	64.55	27.04	81.74	18.82
Testing - 8th Grade ITBS				
Reading - Standard Score	254.56	41.13	274.68	29.33
Reading - Percentile Rank	57.63	27.57	72.23	20.42
Mathematics - Standard Score	257.45	37.47	282.95	25.41
Mathematics - Percentile Rank	59.57	27.70	79.52	18.18
Science - National Standard Score	263.88	36.22	285.17	27.92
Science - Percentile Rank	62.19	24.95	77.21	17.22

Note: Data represents pooled 2009 and 2010 cohorts. Testing data reflects national standard score and percentile ranks. Control group includes students from districts with PLTW, but who did not enroll in any of those courses.

Table 2: Propensity Score Coefficients

	Coefficient	z-statistic
Intercept	-1654.0	-19.57
ITBS, 8th Grade		
Reading	0.0	-1.86
Mathematics	0.0	8.69
Science	0.0	4.90
Demographics		
Black	-0.6	-1.45
Asian	0.0	-0.11
Hispanic	-0.3	-0.71
Male	1.8	21.72
Economic Status Proxy		
Free Lunch	-0.2	-2.47
Reduced Lunch	0.0	-0.14
Homeless	-0.4	-0.69
Special Populations		
IEP	-1.0	-5.77
Section 504	-0.5	-1.42
Gifted & Talented	0.3	4.28

Note: Estimates are for enrollment into PLTW courses in either 9th or 10th grade. Data includes controls for students in either the 2009 or 2010 cohorts.

Table 3: Descriptive statistics of matched data set: Genetic matching one-to-two

Variable	Weighted Mean	Weighted Standard Deviation
PLTW Participant	0.38	0.49
Demographics		
White	0.90	0.30
Black	0.03	0.17
Asian	0.04	0.18
Hispanic	0.03	0.17
American Indian	0.00	0.06
Male	0.85	0.36
Economic Status Proxy		
Free Lunch	0.11	0.31
Reduced Lunch	0.04	0.21
Homeless Status	0.00	0.06
Special Populations		
IEP	0.02	0.14
Section 504	0.01	0.09
Gifted Talented	0.23	0.42
11th Grade scores		
Reading	306.28	37.31
Mathematics	315.06	31.14
Science	320.28	36.43
8th Grade Scores		
Reading	277.48	30.72
Mathematics	283.72	26.66
Science	288.92	29.88

Note: Descriptive data for the treatment and control group after matching using propensity score matching using genetic algorithms with one treatment matched up to two nontreatment cases. The weighted means and standard deviations are based on the weights assigned from the matching algorithm.

Table 4: Iowa Project Lead The Way's impact (fixed effects) on mathematics scores, 8th to 11th grade

	Genetic One-to-Two	
	Estimate	t-statistic
Intercept (α)	272.5	150.87
PLTW Participant (τ)	2.8	1.51
ITED (Junior-year test) (T)	30.8	21.40
PLTW Participant x ITED (Δ)	5.2	2.40
Additional Testing Controls:		
Midyear	4.0	2.21
Spring	5.8	2.28
Demographics:		
African-American	-14.1	-5.58
Asian/Pacific Islander	0.0	-0.01
Hispanic	-14.9	-5.94
American Indian	15.1	1.94
Male	3.4	3.18
Economic Status Proxy		
Free Lunch Eligible	-8.0	-6.01
Reduced Lunch Eligible	-4.1	-2.38
Homeless	3.4	0.40
Special Populations		
IEP	-31.6	-13.73
Section 504 Plan	-6.6	-1.28
Gifted and Talented	26.2	26.08
Number of Observations	4075	
School Districts	76	
Intra-class Correlation (within		
AIC	37739	
BIC	37941	
LogLikelihood	-18837	
McFadden's R-squared	6.1%	

Note: Estimates are for the national standardized test score, mathematics, between 8th grade Iowa Test of Basic Skills (ITBS) and 11th grade Iowa Test of Educational Development (ITED). Estimates are shown as national scale scores. Estimates are for the class of 2009 and 2010 cohorts.

Table 5: Iowa Project Lead The Way's impact (fixed effects) on science scores, 8th to 11th grade

	Genetic One-to-Two	
	Estimate	t-statistic
Intercept (α)	279.8	139.19
PLTW Participant (τ)	-0.8	-0.36
ITED (Junior-year test) (T)	32.1	20.67
PLTW Participant x ITED (Δ)	5.2	2.02
Additional Testing Controls:		
Midyear	2.3	1.16
Spring	3.5	1.24
Demographics:		
African-American	-13.4	-4.61
Asian/Pacific Islander	-0.4	-0.14
Hispanic	-17.1	-5.93
American Indian	-10.8	-0.83
Male	0.2	0.15
Economic Status Proxy		
Free Lunch Eligible	-11.7	-7.59
Reduced Lunch Eligible	-7.6	-3.74
Homeless	-15.6	-1.64
Special Populations		
IEP	-31.7	-12.00
Section 504 Plan	-8.6	-1.51
Gifted and Talented	30.2	25.56
Number of Observations	4071	
School Districts	76	
Intra-class Correlation (within		
AIC	29283	
BIC	39485	
LogLikelihood	-19610	
McFadden's R-squared	4.7%	

Note: Estimates are for the national standardized test score, mathematics, between 8th grade Iowa Test of Basic Skills (ITBS) and 11th grade Iowa Test of Educational Development (ITED). Estimates are shown as national scale scores. Estimates are for the class of 2009 and 2010 cohorts.

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Magnet Schools Assistance Program 2020-2025

Vision: Learning leads the way for all students to thrive academically through a rigorous, theme-based K-12 pipeline characterized by diverse social, economic, ethnic, and racial backgrounds.

Goals:

1. **Desegregation:** Employ recruitment and selection methods that stimulate socioeconomic integration and reduce minority group isolation

2. **Academic Achievement:** Increase academic success through an educationally challenging and diverse learning environment that inspires all students to achieve their potential

3. **Medical Magnet Theme:** Implement an evidence-based whole school STEAM arts-integrated program with specialized academies of Pre-Med and Biomedical Science for the Beaufort K-12 cluster

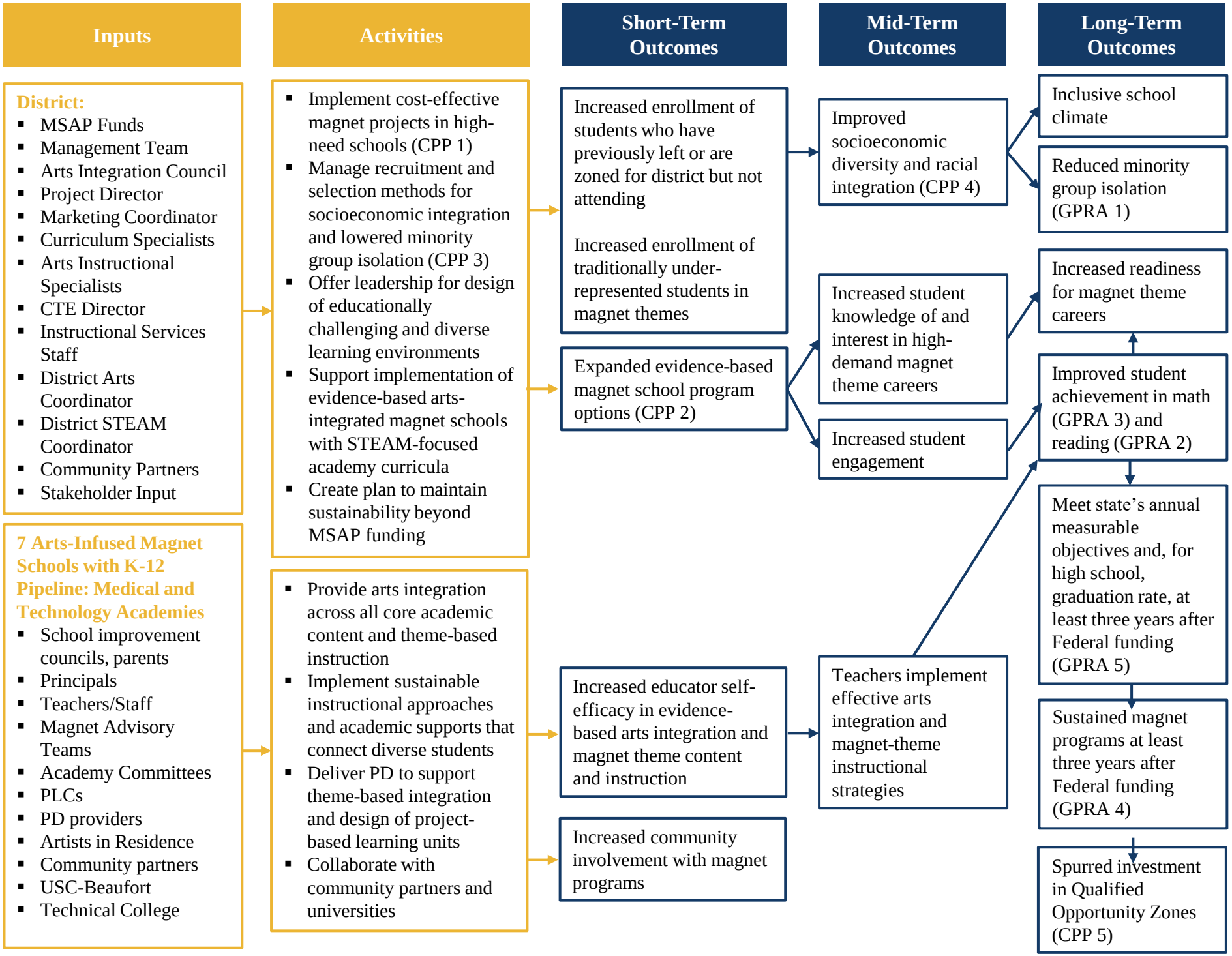
4. **Technology Magnet Theme:** Implement an evidence-based whole school STEAM arts-integrated program with specialized academies of Cybersecurity, Computer Science, and Network Engineering for the Whale Branch K-12 cluster

5. **Professional Development:** Provide high-quality professional learning that empowers educators to excel in practice and innovative integration of magnet themes

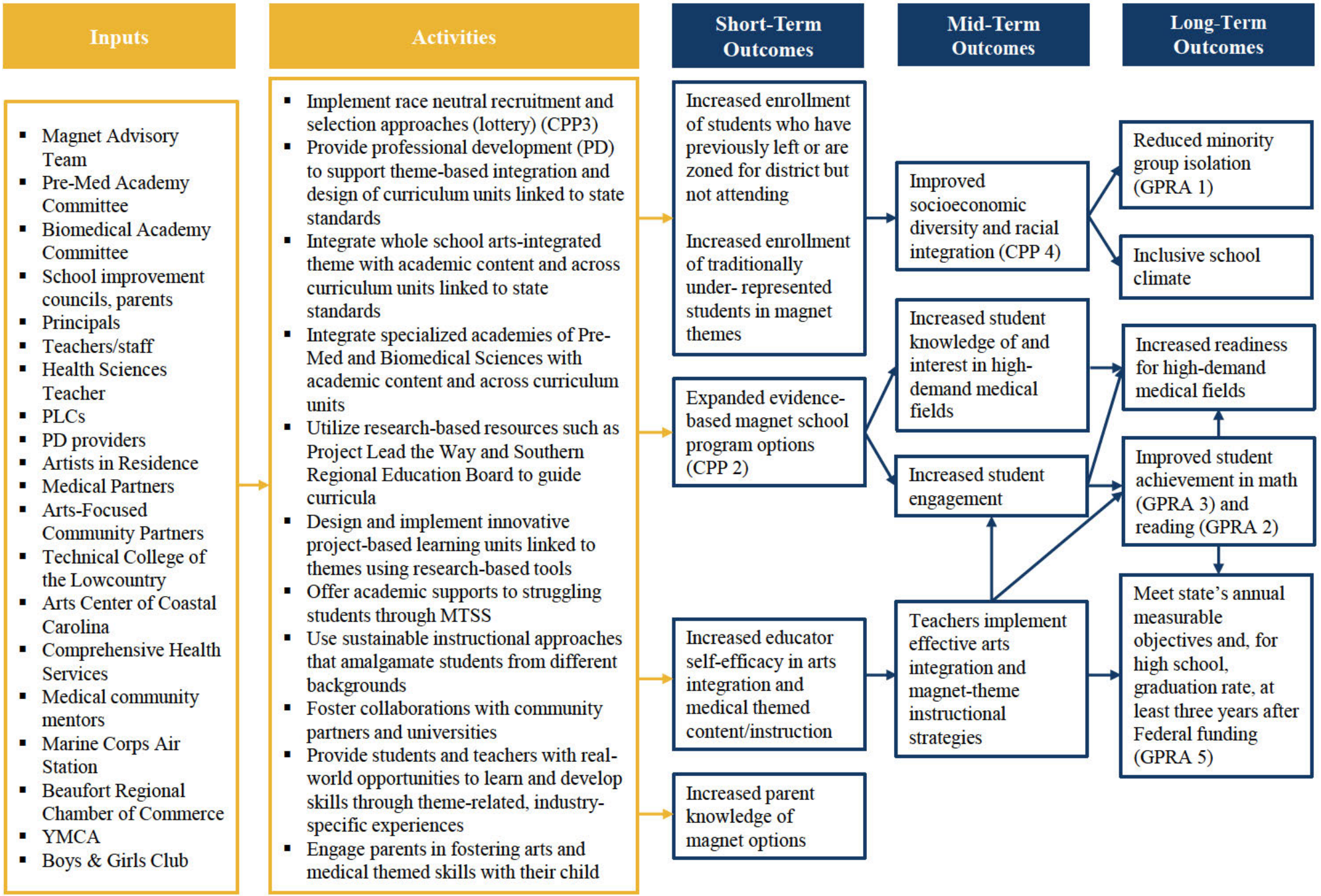
Target Schools:

- **Beaufort Cluster:** Mossy Oaks Elementary, Lady's Island Middle, Beaufort Middle, Beaufort High
- **Whale Branch Cluster:** Whale Branch Elementary, Whale Branch Middle, Whale Branch High

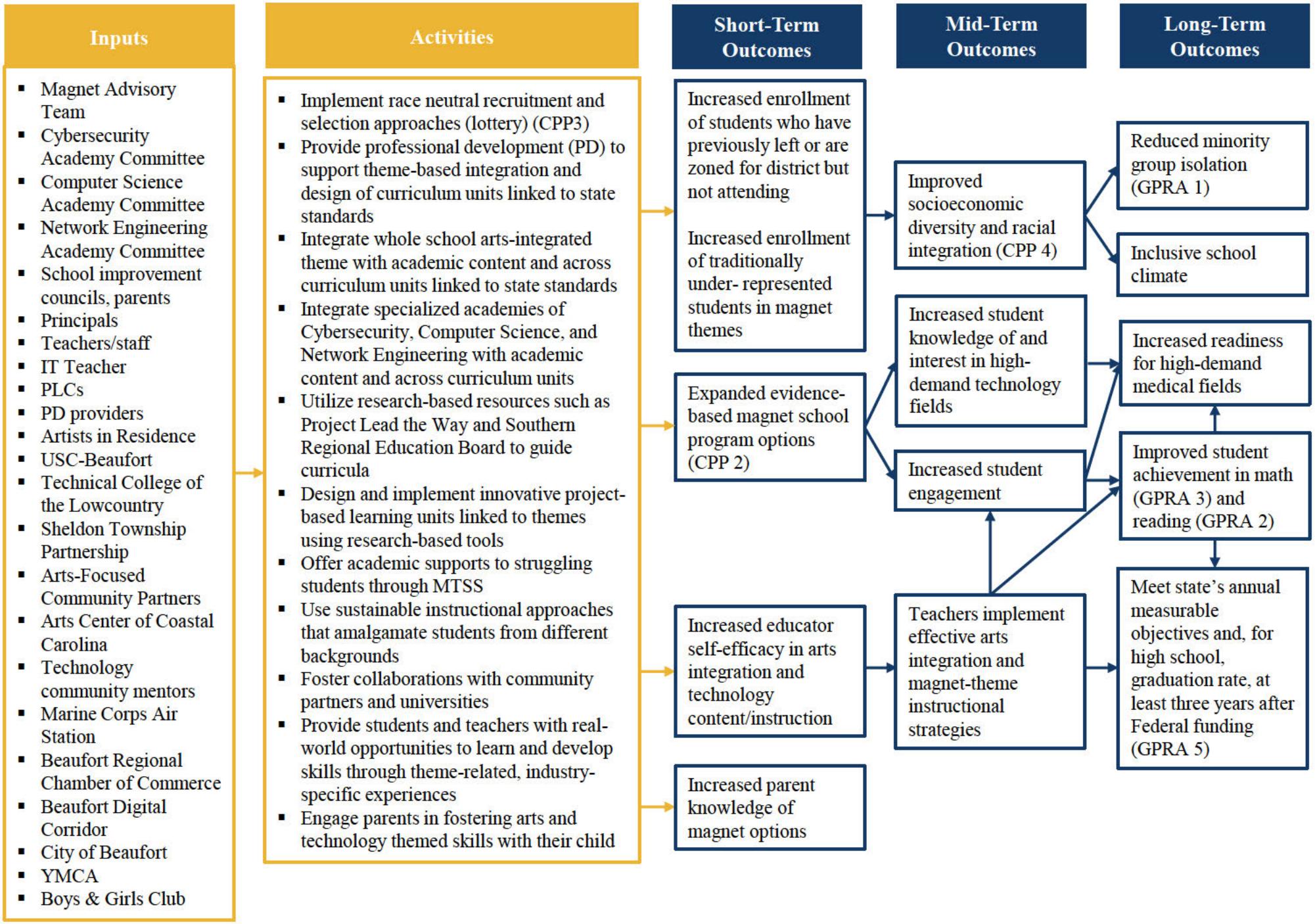
Beaufort County School District: MSAP District Logic Model



Beaufort County School District: K-12 Beaufort Medical Magnet Cluster



Beaufort County School District: K-12 Whale Branch Technology Magnet Cluster



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Frank J. Rodriguez, Ph.D.

Frank.Rodriguez@beaufort.k12.sc.us

EDUCATION

2009 Florida Atlantic University, Ph.D. in Educational Leadership

2000 Florida Atlantic University, M.Ed. in Curriculum and Instruction

2018 Harvard University Institute for Superintendent and District Leaders

2017 Leadership Florida Education Class III

2015 National Superintendents Academy

2014 Harvard University Institute School Turnaround Leaders

2012 Harvard University Institute Strategy in Action

1993 Florida State University, BS Social Science Education

EXPERIENCE

Beaufort County School District, Beaufort, SC

July 2019 – Present, Superintendent,

The Beaufort County School District is the 10th largest district in the State of South Carolina serving over 22,405 students. The annual budget is $400 million, and the school district is the largest employer in Beaufort County with more than 2800 employees.

Academic Leadership

- Restructuring the Principal Supervisor model to improve the span of control from 32:1 to 18:1.
- Establishing a progress monitoring system to monitor student mastery of the standards.
- Establishing a Continuous Improvement Model focusing on data analysis and action planning.
- Establish a data monitoring dashboard focusing on attendance, academic performance, and discipline.
- Ensure academic continuity during the COVID-19 Pandemic through online learning and learning packets.

Operational Leadership

- Successfully supervise the school district consisting of 32 schools, approximately 2800 employees, and 22,405 students.
- Ensure operational continuity during hurricanes and the COVID-19 Pandemic, including ensuring the delivery of 350,000+ meals to students during the COVID-19 Pandemic school closures.
- Execute on a $344 million bond referendum approved by voters.
- Receive exemplary financial audits.

Human Capital Leadership

- Ensure the acquisition, development, and delivery of professional development designed to build staff capacity.
- Establish a recruitment and retention plan designed to bring top quality candidates to the school district.

Community Engagement Leadership

- Held listen and learn tours throughout the district to engage and build a relationship with all stakeholders

The School District of Palm Beach County

2016 – 2019, Regional Superintendent,

The School District of Palm Beach County is the 10th largest district in the nation, serving over 193,000

students. The annual budget is over $3 billion, and the school district is the largest employer in Palm Beach County with more than 22,000 employees. The Regional Superintendent is responsible for mentorship and supervision of the instructional superintendents and principals, as well as the administrative oversight and strategic-plan alignment for the assigned regional area.

Academic Leadership

- Increased the percentage of schools in the Region rated "A" or "B" by the Florida Department of Education from 48% to 67%.
- Increased proficiency and student growth in portfolio schools in Math by 8%and ELA by 4%;
- Increase Composite Graduation Rate for regional schools from 87% to 91%.
- Increased proficiency in Regional Elementary Schools in ELA 4% and Math 3%, closing achievement gaps.

Operational Leadership

- Successfully supervised regional area consisting of 54 schools, approximately 6,400 employees, 58,000 students.
- Maintained a balanced budget of nearly $1 billion.

Human Capital Leadership

- Established a strong professional learning community of principals as evidenced by customer satisfaction survey: Overall 95.0% Positive Rating (Strongly Agree/Agree).

Community Engagement Leadership

- Held focus group meetings for each school to gather input and inform the principal selection process.

2014 – 2016, Area Superintendent

Executive leader for Area 5 of The School District of Palm Beach County. Primarily responsible for administrative oversight of area schools, ensuring school district goals and objectives were met. Supervised area school principals and area staff. Provided leadership to schools in the planning and development of school improvement initiatives, utilizing data analysis and aggressive strategies to enhance school progress.

Academic Leadership

- All Area 5 schools scored an A, B, or C in the state's accountability system.

Operational Leadership

- Area 5 – 33 schools; 2,800 teachers; 38,000 students; a director; academic support team.

Human Capital Leadership

- Established strong support for area schools as evidenced by the customer satisfaction survey: Overall 83.0% Positive Rating (Strongly Agree/Agree).

Community Engagement Leadership

- Attend and participate in education advisory boards - Village of Royal Palm Beach and the City of West Palm Beach.

2012 – 2014, Assistant Superintendent of Educational Services

Responsible for district-wide coordination of communicating and monitoring of results for the school district. Set academic targets for the school district and interpreted the status of the school district's progress towards goals and objectives. Supervised and coordinated 5 divisional departments.

Academic Leadership

- Implemented the District Comprehensive Assessment System.

Operational Leadership

- Led 5 District departments (Research Evaluation, Accountability and Assessment; Educational Data Warehouse; School Improvement and District Accreditation; Multicultural Education; Exceptional Student Education; and Educational Technology)

Human Capital Leadership

- Organized and executed the District Technology Conference with over 2,500 participants.

Community Engagement Leadership

- Presentations to districts Academic Advisory Committee on divisional topics and achievement data.

2011 – 2012, Area Office of Transformation Schools Director

Responsible for working closely with principals and school-based leadership teams to develop and implement school improvement plans of action for the purpose of improving student achievement, school performance, and leading turnaround efforts at the district's lowest performing schools.

Academic Leadership

- Led 33 instructional reviews of school centers, and performed over 450 school and classroom walk-throughs to monitor instruction, fidelity of the Florida Continuous Improvement Model and provide feedback to schools.

Operational Leadership

- Coordinated and monitored school improvement grants (7 schools, including 4 school-based iPad projects).

Human Capital Leadership

- Supervised and deployed academic teams to support data-driven school needs.

Community Engagement Leadership

- Served as the direct contact to the State Regional Executive Director.

2009 – 2011, Principal - Olympic Heights Community High School

2008 – 2009, Principal - West Gate Elementary School

2001 – 2008, Assistant Principal, Forest Hill Community High School

2002 – 2003, District Social Studies / Secondary Curriculum Supervisor

1998 – 2001, Program Coordinator, Florida Atlantic University Department of Education

1993 – 1998, Liaison to Palm Beach, Broward, Martin, and Monroe County School Districts

1993 – 1998, Social Studies Teacher, Boca Raton Community High School

AWARDS AND RECOGNITION

- 2016 Hispanic Education Coalition of Palm Beach County Leadership Award
- 2010 Career and Technical Education Principal of the Year

LANGUAGES

- Spanish and English (Bilingual and Bi-literate)

Dr. MARY E. STRATOS
mary.stratos@.beaufort.k12.sc.us

EDUCATION

2009 – 2015	**NOVA Southeastern University, West Palm Beach, FL** Doctorate studies with concentration in Instructional Leadership and Brain Studies. Dissertation research on urban teachers' perception of professional development and potential impact upon student learning.
2002 – 2003	**Lynn University, Boca Raton, FL** Post graduate coursework in finance and ELL studies
1998 – 2001	**Columbia University/Teachers College, New York, NY** ED. D program, Educational Leadership and Organizational Science, INQUIRY Program of study, Dr. Thomas Sobel, Program Director. Completed all instructional courses, all but dissertation (ABD).
1998 – 1998	**PNPII & PNPI** District program for Preparing New Principals and Asst. Principals
1996 – 1997	**Barry University, Miami Shores, FL** Leadership & Administration certification, 33 postgraduate classes of instruction in the areas of leadership and curriculum design.
1994 – 1997	**Nova Southeastern University, Davie, FL** Master's Degree ESOL K-12
1987 – 1991	**Saint Thomas Aquinas College, Sparkhill, NY** Secondary History & 7 -12 Bilingual Education and Political Science
1982 – 1986	**Rockland Community College, Suffern, NY** Completed varied course work in the humanities and culinary program.

EXPERIENCE

2019 – Present, ***Chief Instructional Services Officer,*** **Beaufort County School District, SC**

- Direct, plan, coordinate, and implement comprehensive instructional and technology services program for the District in support of teaching and learning goals and educational needs.
- Oversee Adult Education, Early Childhood Education, Exceptional Student Education, EEOL, all content area curriculum, Research and Development, Career Technical Education, thirty-two Prek-12 principals, and leadership development.
- Assist the Superintendent as needed for long term academic planning, implementation, and development of policies and procedures for the District.
- Direct academic operations and administration of instructional services staff, while supervising student assessment and tests data analysis programs, directs technology services including IT planning, network services, hardware, software, and training.
- Provide leadership in facilitating curriculum improvement, develop and implement evaluation and appraisal (programs and personnel) systems for the District.
- Recommend instructional staffing formula (allocation).
- Provide leadership of curriculum development.

- Experience with implementing strategies to desegregate schools using current research findings in education.
- Supervise subordinate personnel staff which involves such duties as instructing, assigning, and reviewing work, planning, allocating personnel, acting on employee problems, and recommending promotions and disciplinary action.
- Coordinate and monitor the District instructional services budget.
- Oversee and ensure proper recordkeeping and updating of policies, procedures, regulations, and employee information.
- Interpret and formulate academic policy and procedures and provide related advice to administrators, employees, and staff; recommends new or revised policies and/or procedures as warranted.
- Serve in an advisory capacity as a member of the Superintendent's Management Team and as a Chief Officer. Assist other District administrators as needed to respond to instructional related problems, needs, requests, issues, etc.
- Serve as Superintendent's designee as needed on specific assignments.
- Receive and review various records and documents such as budget information, various reports, schedules, work orders, regulations, curriculum plans, proposals, letters of correspondence, publications, etc.
- Keep abreast of changes in policy, standards, procedures, and regulations pertinent to personnel and community relations functions.

2012 – 2019, Principal, Forest Hill Community High School, West Palm Beach, FL

- 2012 – 2013, Increased graduation rate from 63.4% to 78%.
- 2014 – 2015, Increased graduation rate from 79.9% to 83.4%.
- 2016 – 2017, Increased graduation rate from 87.3% to 89.9%.
- 2018 – 2019, Increased graduation rate from 91.3% to 93.4%.
- Increased passing rate from 25% of students receiving International Baccalaureate diplomas to 80%.
- 2019 – 2020, 71.3% of the total school population were scheduled into accelerated coursework
- Developed four Choice programs (Criminal Justice, International Baccalaureate Career Pathways (IBCP), International Baccalaureate Dual Language Diploma (IBDLD), Allied Medical Studies
- Expanded and integrated the AVID program into two grade levels inclusive of a male program to promote leadership and stronger minority student leadership
- Infused arts integration program with the Norton Museum of Art through English classes
- Expanded fine arts department to include digital art design
- Developed collaborative grants with mentoring programs in the areas of science, engineering, technology, development of a paperless classroom, and distance learning with the Norton Museum, Kravis Center of Performing Arts, Palm Beach Community College, Palm Beach Atlantic University, West Palm Beach Zoo and Science Museum, ASPIRA, and Trio Palm Beach Community College

2018 – 2020, **Adjunct Professor, Florida Atlantic University, Boca Raton, FL**

- Adjunct professor for master level instructional coursework for teachers seeking a degree in Educational Leadership.

2006 – 2012, Principal, Conniston Middle School, West Palm Beach, FL

- Addressed Florida Continuous Improvement Model (FCIM) and Differentiated Accountability DOE Crosswalks.
- Developed and implemented school-wide professional development model and use.
- Highest rated IBMYP middle grades school within school district, "A" rated Urban School.
- Designed and obtained IBMP accreditation, developed partnership IBMYP model with sister high school located in the immediate area.
- Recipient of Magnet Schools of Assistance Program (MSAP) grant.
- Developed arts integration model of instruction through partnership and grants with the Norton Museum, Kravis Center of Performing Arts, Palm Beach Atlantic University, Opus Foundation, Palm Beach Communality College, ASPIRA and PEW Foundation Center.
- Developed staff's delivery of instructional practices to target arts integration, IBMP pedagogy and practices, as well as a balanced approach to literacy.
- Increased the representation of minority students into high-level course work.

2003 – 2006 , Principal, Carver Community Middle Schools, Delray Beach, FL

2001 – 2003, Assistant Principal of Curriculum, Boynton Beach Community High School, Boynton Beach, FL

1998 – 2001, 8th Grade Assistant Principal, Omni Middle School, Boca Raton, FL

1998 – 1998, Dropout Prevention Instructor, Delray Full Service Center, Delray Beach, FL

1993 – 1998, English Language Learner (ELL) Coordinator, Gold Coast Community School, West Palm Beach, FL

1998 – 2001, Adjunct Professor, Florida Atlantic University, Boca Raton, FL

1991 – 1993, Interim Secondary Bilingual Language Art & Social Studies, North Rockland School District, Theills, NY

1989 –1991, Adult ELL Instructor/Citizenship and Career Trainer, BOCES Adult Vocational Center, West Nyack, NY

CERTIFICATIONS: State of Florida, Level 1 Leadership certification, 7-12 Social Studies, K-12 ESOL; New York State, Supervisor, 7-12 History & Bilingual Education

Bilingual in English and Spanish

N'kia Jones Campbell, EdD

n'kia.campbell@beaufort.k12.sc.us

EDUCATION

South Carolina State University (Orangeburg, SC)

May 2014 **Doctorate in Education**

May 2009 Education Specialist: Superintendent Certification

Charleston Southern University (Charleston, SC)

May 2001 **Master's in Education Administration: Elementary K-8**

Winthrop University (Rock Hill, SC)

May 1998 Bachelor of Science in Education: Elementary K-8

EXPERIENCE

University of South Carolina Beaufort

2014 – Present Site Coordinator for the Call Me MISTER Program
Facilitate recruiting and retaining minority males in the field of early childhood and elementary education.

Beaufort County School District

July 2020 Officer of Innovative Initiatives

- Coordinates school choice programming
- Develops data initiatives
- Designs and facilitates Professional Development

2020 Interim Principal, Lady's Island Middle School

2008 – Present Director of Academic Initiatives

- Coordinated BCSD School Choice Programs
- Developed data initiatives
- Designed and facilitated professional development in all content areas
- Accurately maintained an annual budget of $900,000

2006 – 2008 Principal, Joseph S. Shanklin Elementary School (525+ students)

- Provided professional development for 65+ staff members
- Received Palmetto Silver Award in 2006-2007 and 2007-2008
- Accurately maintained an annual budget of $800,000

2001-2006 Assistant Principal, Joseph Shanklin Elementary School, HE McCracken Middle School, and Robert Smalls Middle School

- Data team coordinator
- Implemented a school-wide writing program
- Winner of S.C. Exemplary Writing Award (2003-2004)

1998-2001 Elementary Teacher, Shell Point Elementary School

PROFESSIONAL DEVELOPMENT AND ORGANIZATIONS

- NEA Member (Present)
- ASCD Member (Present)
- Star Base Board Member (Present)
- YMCA Board Member (Present)
- Closing the Achievement Gap Institute, Harvard University, (2017)
- Institute for District Administrators, Columbia SC (2016)
- Curriculum Mapping Training, Salt Lake City, Utah (2011)

ACCOMPLISHMENTS

- College Board Chinese Bridge Delegation, *Teaching and Learning in China 2017*
- Awarded *Community Foundation of the Lowcountry* Grant 2016
- Fulbright-Hayes Grant recipient: Charleston Southern University, *Teaching and Learning in Ghana 2004*
- Spotlighted in the Beaufort Gazette *Educational Accomplishments.*

DANIEL JOHN FALLON

daniel.fallon@beaufort.k12.sc.us

EDUCATION Presbyterian College, Clinton, South Carolina
Bachelor of Science: May 2003
Major: Computer Science, Minor: Political Science

WORK EXPERIENCE

2012 – Present, Director of Accountability, Beaufort County Schools, Beaufort, SC

- Coordinates district and school-level gathering of data and narratives as it relates to State and Federal Accountability and serves as the District Report Card Coordinator.
- Provides leadership for the data services department.
- Facilitates the analysis and interpretation of data for the Instructional Services Department.
- Establishes high standards for performance and ensuring accuracy and timeliness of all reports.
- Maintains a close working relationship with school-based, district level administrators, and external stakeholders to ensure information exchange, coordination of efforts, and general support for the accuracy and timeliness of all data requests.
- Ensures a systemic approach to data services including the development, implementation, and evaluation of programs.

2008 – 2012, District Data Coordinator, Beaufort County Schools, Beaufort, SC

- Oversaw database management, reporting, analysis, and the SIS.
- Assisted school leadership, instructional coaches, and teachers with interpreting data.

2004 – 2008, District Data Specialist/Technician, Beaufort County Schools, Beaufort, SC

- Confirmed the accuracy of data in the district's 19,000 student SIS.
- Oversaw school-level data entry and development of queries.
- Prepared and submitted data files for NWEA MAP testing.
- Prepared School Board Reports.
- Prepared historical compilation of student test results and achievement.
- Provided creative solutions around data collection and analysis for district departments.
- Served as the backup to the District SIS Manager with SASIxp.
- Established a data dictionary of district databases to implement a district data warehouse.

CERTIFICATIONS: PowerTeacher Pro; Enterprise Reporting; School Counselor

T E R R Y B E N N E T T

Terry.Bennett@beaufort.k12.sc.us

EDUCATION

1991, University of South Carolina **Master of Education - Education Administration**

1984, University of South Carolina **Bachelor of Arts in Education**

1982, University of South Carolina - Beaufort

EXPERIENCE

2010 – Current, Director of Special Revenue, *Beaufort County School District*
Management of all special revenue including Title I, Title II, Title III, Title IV, TA funds

02/2012 – 06/2012, Interim Principal, *Beaufort High School*
Successfully concluded the school year as interim

2007 – 2010, Principal, *Lady's Island Intermediate and Middle School*
Supervision and Administrative duties related to a STEM

1999 – 2007, Principal, *Lady's Island Elementary School*
Supervision and Administrative duties related to a site- based, year-round, school of choice, arts-infused, Title One School

1992 – 1999, Assistant Principal, *Shell Point Elementary School*
Supervision and Administrative duties related to a site- based responsible, award-winning Title One elementary school

1991 – 1992, Principal's Apprentice, *Lady's Island Middle School*
Administrative duties related to an emerging middle school

1984 – 1991, Teacher, *Lady's Island Middle / Junior High School,* Classroom teacher Grades 6-8

- Extensive experience in the implementation of standards, criterion reference tests, continuous progress, technology, curriculum mapping, and curriculum
- Extensive experience in the implementation of an arts-infused school and school of choice
- Substantial knowledge of implementing desegregation strategies
- Completed Principal's Apprentice program, Principal's Assessment Center, and Springfield Model
- Completed Center for Creative Leadership program in Greensboro, NC
- Extensive experience with supervision and evaluation of professional staff
- Experience and knowledge of Elementary and Middle School Curriculums
- Knowledgeable in the areas of Special Education, Assistance Teams, Grant Writing, Collection and Analysis of Data, Accelerated Schools, Reading Recovery, Student Assessment, Community Relations, Various Reading Programs, Year-Round transition, and Curriculum Mapping
- Knowledge of Primary Years IB Programme and Middle Years Programme IB
- Knowledge of Program requirements for Title I and other federal programs
- TAP (Teacher Advancement Program) trained
- Numerous partnerships with local and state organizations
- SC Principal's Certificate #138318
- Served on numerous district level committees including annual calendar committee
- Chaired numerous Board Community Committees (Calendar Consolidation, Shell Pont Closing, Bluffton Community)
- Served on numerous RFP committees

- Featured in Claudie Cornett's book *Integrating Literature and the Arts*, 2nd Edition
- 33+ years in education in Beaufort County

AWARDS RECEIVED

- Carolina First Palmetto's Finest School Winner (first in Beaufort)
- Title One Distinguished School Winner (only ever in Beaufort)
- State Incentive Reward Winner (twice) As Principal:
- State winner of the Psychologically Healthy Work Place
- County winner of the Arts Educator of the Year Award
- Administrator Honor Roll List from the South Carolina Association of Librarians (Elementary and Middle)
- School nominated for the Carolina First Palmetto's Finest School Award
- Lifetime membership in the LIBPA
- Good/Good Report card at LIES
- Middle School Report Card best ever in the school's history As Director;
- 2010 Community Spirit Award winner from LIBPA
- 2012 Civitis Award Winner
- 2016 NAFEPA Award Winner

ORGANIZATIONS

- Penn Center Bell Ringer
- Lady's Island Business and Professional Association
- Sheldon Township
- South Carolina Association of Title I Administrators
- Leadership Beaufort
- National Association of Federal Education Program Administrators
- My Carolina, Lifetime Member

VOLUNTEER EXPERIENCE

- 2016 NAFEPA Board Member
- 2014 President of SCATA
- 2013 – 14 President-Elect for SCATA
- 2012 – 13 Secretary/Treasurer for SCATA
- Past Board Member of My Carolina Alumni Association
- Past Board Member Lowcountry USBC Association
- Past board member of the USC-Beaufort Alumni Organization
- Past board member of the Northern Beaufort County Public Education Foundation
- Past board member of the Child Abuse Prevention Association
- Past member of the United Way Finance Review Committee
- Past board member of the Young American Bowling Association
- Little League T-Ball Coach

KAREN GILBERT

karen.gilbert@beaufort.k12.sc.us

EDUCATION

18+ hours in English coursework
Passing score on NC Praxis, May 2009 – Educational Leadership, Admin and Supervision

2011 - East Carolina University
Post-baccalaureate, non-degree ▪ Licensure requirements to add NC Career & Technical certification

2010 - Appalachian State University
Graduate Fall 2005 ▪ Master's in Educational Media, Instructional Technology Specialist

2010, 1987-1993 - UNC-Charlotte
Post-baccalaureate, non-degree ▪ Licensure requirements to instruct English at the 9-12 grade level; licensure requirements to add NC Career & Technical Director's certification

NC A&T University
Post-baccalaureate (2001-2003) ▪ Middle grades business education

Gardner-Webb University
Graduate 1986 ▪ Bachelor of Science, Middle Grades ELA & Social Studies

EXPERIENCE

Career & Technical Education (CTE) Director ▪ 2014 - Present, *Beaufort County School District*

- Provide oversight of career pathways and technical programs for grades 6-12 to include school to work internships, dual enrollment with post-secondary institutions, and business/industry partnerships.
- Support student achievement as defined by Federal CTE indicators and South Carolina Career Readiness Goals.
- Provide curriculum & instruction resources for CTE teachers to include online platforms.
- Manage federal and state Perkins grant and administer CTE budgets.
- Present to workforce development organizations and local chambers.
- Provide ongoing professional development for CTE teachers and school counselors.
- Maintain business, post-secondary, and community partnerships.
- Facilitate career-related events and CTE Advisory meetings, collect and report CTE data.

Career & Technical Education (CTE) Director ▪ 2002 - 2014, *Gaston County School District*

- Similar CTE Director's duties as noted above in addition to facilitation of student career interest inventories, managing state end of CTE course assessments and accountability system.
- Coordinated services with Gaston Technical College on implementation of Career & College Promise for dual enrollment and early college model.

Learning Center Coordinator ▪ 1996 - 2001, *KEMET Electronics Corporation*

- Managed resource center for employees to include education & career development.
- Conducted software applications training at multiple plant locations in US and Mexico
- Supported human resources staff through administration of pre-hire testing and new hire orientations.

Youth Employment Coordinator ▪ 1993 - 1996, *Isothermal Planning Commission*
High School English Teacher ▪ 1986 - 1992, *Burns High School*

CERTIFICATIONS / MEMBERSHIPS

Fall 2018, Career Development Facilitator (National Career Development Association)
Fall 2017, 80-hour Institute for District Administrators (SC Dept of Education)
Current SC Professional License, 1E/1H – Middle Level Language Arts & Social Studies
Current SC Professional License, 75 – Vocational Center Director
Active member, SC Association for Career & Technical Education
Active member, SC Association for School Administrators
2019-20 Technical College of the Lowcountry Advisory Member, Trades & Industrial
2019-20 Lowcountry Advisory Member for SC Department of Commerce

Nicole Turnbach, M.A., M.S

nicole.turnbach@beaufort.k12.sc.us

EDUCATION & CERTIFICATION

Master of Arts: Elementary Education,
UNIVERSITY OF PHOENIX, Okinawa, Japan

Master of Science: Logistical Management,
GEORGIA COLLEGE STATE UNIVERSITY, Warner Robins, GA

Bachelor of Science: Aerospace Administration,
MIDDLE TENNESSEESTATE UNIVERSITY, Murfreesboro, TN

Boeing Military to Civilian Success Program Leadership Course

South Carolina Teaching Certificate with Elementary Education endorsement

EXPERIENCE

7/2019 – current, LEXRICHS SCHOOL DISTRICT I Columbia, SC

Arts Magnet Teacher, 4th Grade Math and Science

- Create a collaborative team of instructors and support staff to meet students' educational and developmental needs.
- Develop lesson plans, activities, and assessments within local, state and Federal Guidelines.
- Incorporate project-based learning, hands-on activities, and technology into daily lessons.
- Utilize formative assessments in the design of lessons.
- Maintain student portfolios and testing data to evaluate, track and assess that student progress and growth are monitored and supported using differentiation in small group instruction.
- Fostered strong communication with families to provide information and progress reports.
- Design and prepare detailed student-outcomes reports for Principal, Instructional Specialists, and accreditors.
- Create and implement professional development workshops for staff and administration.

2014 – 2019, RICHLAND 2 SCHOOL DISTRICT I Columbia, SC

Teacher, 3rd Grade All Subject / 4th Grade Math and Science STEM / 6th Grade Math and Science STEAM

- Developed lesson plans, activities, and assessment s for students learning all subjects.
- Designed and implemented multiple learning activities.
- Collaborated with teachers and support staff for learner-centered environments.
- Used evaluative assessments to create and modify instructional grouping as part of a continuous quality improvement environment.

ALVIDA B. GRAHAM

alvilda.graham@beaufort.k12.sc.us

EDUCATION

Educational Specialist, Ed. S: Educational Leadership
Anticipated Graduation Date May 2020, Citadel College - Charleston, SC

Master of School Administration, M.S.A.
May 2012, The University of North Carolina at Chapel Hill - Chapel Hill, NC

Master of Education, M.Ed.: Technology Education
December 2004, Lesley University - Cambridge, MA

Bachelor of Science, B.S.: Biology
May 1993, Claflin University - Orangeburg, SC

EXPERIENCE

2019-Present *Principal*, Beaufort Middle School, Beaufort County School District

- Served as the instructional leader of the school of an Arts Based Curriculum School.
- Developed Professional Development Plans based on the academic needs of the students.
- Created academic schedules which allowed for maximum instructional time for all grade levels.
- Developed an Instructional Leadership Team made up of leaders from all school departments.
- Streamlined processes and procedures to ensure that Students with Disabilities receive appropriate instruction.

2015-2019 *Assistant Principal*, Hilton Head Island High School, Beaufort County School District

- Served as Assistant Principal of Instruction (2017-2019).
- Observed instruction, records observations, and conducted conferences.
- Created teacher evaluation and weekly walk-through schedules.
- Supervised the school counselors and English for Speakers of Other Languages Department.
- Facilitated department and school-wide curriculum review and revision.
- Served as Administrator for Ninth Grade (2015-2017).
- Served as Summer School Administrator.
- Coordinated New Teacher Support Program.

2013-2015 *Assistant Principal*, Hilton Head Island Middle School, Beaufort County School District

- Served as Testing Coordinator and Administrator for Special Education Department/504.
- Served as Summer School Administrator and Tuesday Night School Administrator.

2012-2013 *Assistant Dean of Students*, G.L. Carrington Middle School, Durham Public Schools

2011-2012 *Principal Intern*, Hope Valley Elementary School, Durham Public Schools

2005-2011 *Middle School Teacher*, Carrington Middle School, Durham Public Schools

2005-2011 Encore! *Afterschool Manager*, Carrington Middle School, Durham Public Schools

2003-2004 *High School Teacher*, South Florence High School, Florence School District 1

2001-2003 *Elementary School Teacher*, Lester Elementary School, Florence School District 1

CHARITY B. SUMMERS

charity.summers@beaufort.k12.sc.us

EDUCATION

- **2006, Master's in Secondary Education Administration: Leadership and Supervision,** Charleston Southern University – Charleston, South Carolina. GPA: 4.0

- **2001, MBA,** Webster University – St. Louis, Missouri

- **1987, Bachelor of Science in Accounting,** South Carolina State University – Orangeburg, South Carolina

- South Carolina Certifications: Business Education; Secondary Education Administration

EXPERIENCE

2018 – Present, Beaufort County School District - Beaufort, South Carolina
Principal, Beaufort High School

- Successfully facilitated and implemented the effective components of the Programmatic Design aligned to the Beaufort High School Vision, Mission, Core Beliefs, and the South Carolina Profile of a High School Graduate.

- Effectively designed and implemented the Behavior and Academic Prevention/Intervention Support Program; a successful PBIS Program; the Eagle Academic Success Time (E.A.S.T.) Tutoring Lab; and a cost-effective use of teacher and facilities resources and sound curriculum and instruction for the Core Curriculum and Career and Technology Education Program;

2012 – 2018, Charleston County School District - Charleston, South Carolina
Principal, Garrett Academy of Technology

- Positively impacted student achievement as indicated by three consecutive years excellent report card ratings, four consecutive years Palmetto Gold Awards and/or Gold Closing the Achievement Gap Award.

- Successfully streamlined and redesigned the Career and Technology Programs to create more marketable and viable CTE Career Major Offerings.

- Effectively designed and implemented the Behavior and Academic Prevention/Intervention Support Program; a successful PBIS Program; all components of the High School Design Model to ensure alignment to the vision and mission for all students; and the Falcon Academic Success Time (F.A.S.T.) Tutoring Lab to provide academic support to students who require extra-help to maintain or achieve academic success.

2002 – 2012 Dorchester School District Two - Summerville, South Carolina
Assistant Principal, Ashley Ridge High School, 2010 – 2012

Assistant Principal, Charles B. DuBose Middle School, 2006 – 2010

Secondary Administration Internship and Teacher, 2002 – 2006

MEMBERSHIPS / ACTIVITIES / INTERESTS

Member, Kiwanis Club of Beaufort, 2019

Present, Member, National Association of Secondary School Principals, 2006

Present, Member, South Carolina Education Association, 2004

Present, Member, South Carolina Association of School Administrators, 2011

Summerville Councilman's Ball Philanthropist of the Year Award Winner, 2013

FREDDIE LAWTON, JR.
Freddie.Lawton@beaufort.k12.sc.us

EDUCATION

2006, Masters of Administration and Supervision, Charleston Southern University

2002, Masters in Elementary Education, Wheelock College

1999, B.A. in Communication, University of South Carolina

EXPERIENCE

2017 – 2020, Principal, Whale Branch Middle, Seabrook, SC

2013 – 2017, Assistant Principal of Instruction, Whale Branch Middle School, Seabrook, NC
Lead administrator in a 5th - 8th Middle School

2010 – 2013, Assistant Principal, St. Helena Elementary School, St. Helena, SC
Utilize leadership, supervisory, and administrative skills to promote student achievement

2008 – 2010, Assistant Principal, Okatie Elementary School, Okatie, SC

2002 – 2008, Teacher, Port Royal Elementary School, Port Royal, SC
Lead grade-level teacher

CERTIFICATION

2002, South Carolina Teaching License

2006, South Carolina Administrative License

HONORS/ACTIVITIES

- 2017 Southern Regional Education Board/High Schools That Work Conference Presenter
- 2017 South Carolina Association of School Administrator Innovative Ideas Institute Presenter
- 2016 – Present AdvancED Diagnostic and External Review Team Member
- 2011 – 2012 SCDOE Developing Aspiring Principals Program
- ADEPT SAFE-T Evaluator

Skills

- Arts Integration
- Strategic Planning & Implementation
- Professional Development Leader
- Technology Development & Implementation
- Social Networking Technologies
- Teacher & Student Digital Literacy Enhancement
- Job-Embedded Technologies
- Learning, Assessments & Instructional Practices
- Student Growth & Development
- Differentiated Instructional Strategies
- Data Collection, Sharing & Analysis
- Curriculum Development
- Professional Development Planning and Implementation
- Educational Technology
- Strong Oral and Written Communication Abilities
- Educational Consulting
- Literacy

MICHELLE SACKMAN

michelle.sackman@beaufort.k12.nc.us

EDUCATION

2012, Capella University, Ed. Leadership Master's Program

2007, Converse College, Nature and Needs of Gifted Learners

2004, College of Charleston, Collins Writing Project

2004 University of South Carolina, Project WHIRL Technology in Learning, *Published in NSTA Journal, "Assessment in the Palm of Your Hand"*

2003, Converse College, Curriculum and Instruction for Gifted Learners

1996, Florida State University, Bachelor of Science Elementary Education, *Graduated Summa Cum Laude, Undergraduate Award for Academic Excellence, Garnet Key Honor Society*

EXPERIENCE

2017 – Present, Principal, Mossy Oaks Elementary, Beaufort County Schools

2018 – Present, Curriculum Writer, SC Dept. of Education, Virtual SCPD

2008 – Present, Facilitator, SC Dept. of Education, Virtual SCPD

2012 – 2017, Assistant Principal, Whale Branch Elementary, Beaufort County School District

2011 – 2012, Literacy Coach, Beaufort Elementary School, Beaufort County School District

2009 – 2011, Literacy Coach, Coosa Elementary School, Beaufort County School District

2007 – 2009, Gifted and Talented, 4th/5th Coosa Elementary School, Beaufort County School District

2002 – 2007, 5th Grade Teacher, Coosa Elementary School, Beaufort County School District

CERTIFICATION

- State of South Carolina – Professional, Active Elementary Education
- Administrator Certification
- Gifted Endorsement
- Online Facilitator Endorsement
- 2009 – 2019 National Board-Certified Teacher

CONTINUING EDUCATION/PROFESSIONAL DEVELOPMENT

- 2018 – 2019, PSAE Arts Integration Conference
- 2018 – 2019, Joint Arts Administrators Conference
- 2019 – 2020, Arts Administrators Standards Deep Dive
- 2017 – 2018, Principal Induction Program completer
- 2014 – 2015, Developing Aspiring Principals Program

Mona Lise Dickson

Monalise.Dickson@Beaufort.k12.sc.us

EDUCATION

Educational Specialist Degree May 2020
South Carolina Superintendent Licensure
Citadel University

Master of Education in Administration Licensure May 2005
South Carolina Secondary Certification
Cambridge College

Bachelor of Arts in Mathematics May 1992
South Carolina Certification
Rollins College

EXPERIENCE

Building Principal, Whale Branch Early College High School, Seabrook, SC 2015-Current

- Provide instructional and organizational leadership.
- Develop Professional Staff Development Plans.
- Provide data and assessment literacy.
- Assist in organizing and planning Family Literacy Nights for Whale Branch Cluster.
- Empower teachers to become leaders.
- Create a safe and orderly environment in order for teaching and learning to take place and to increase academic achievement according to End of Course Testing.

Building Principal, Lady's Island Middle School, Lady's Island, SC 2011-2015
Building Principal, Whale Branch Middle School, Seabrook, SC 2008-2011
Assistant Building Principal, Beaufort High School, Beaufort, SC 2005-2008
Dean of Academies, Beaufort High School, Beaufort, SC 2004-2005
Math Teacher, Beaufort High School, Beaufort SC 1994-2004

SKILLS AND EXPERIENCE

- Researched and developed a plan for implementing Small Learning communities.
- Discovered and introduced the staff to the Failure is Not an Options Process.
- Involved in evaluating and refining the plan of action for achieving the school's vision.
- Successfully used the school reform model of personal mastery, mental models, systems thinking, shared vision and team learning to address sustainability in school improvement.
- Spearheaded the use of the school's student data program and process.

PROFESSIONAL AFFILIATIONS AND SPECIAL RECOGNITION

- Association of Supervision and Curriculum Development
- South Carolina Association of School Administrators
- South Carolina High School League Executive Board
- Coach of the Year 1996, 2001 – 2005
- Who's Who Among America's Teachers 2000, 2002
- Selected Beaufort Gazette/Island Packet Coach of the Year 2003, 2005
- Selected Assist Coach of the North/South All-Star Game 2004
- Selected Coach of the North/South All-Star Game 2008
- Certified Trainer in Making Standards Work & Effective Teaching Strategies

Catherine Snyder, PhD

The Evaluation Group
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Evaluator with 10+ years of experience dedicated to designing, conducting, and managing partner-focused, participatory evaluations in a wide variety of areas including education and human services

Current Projects with TEG

- Investing in Innovation Grant
- Kellogg Foundation Family Engagement Grant
- Military-Connected Academic and Support Programs
- Literacy for Learning, Living, and Leading in Georgia Grant
- Georgia Innovation Fund
- Innovative Approaches to Literacy Grant

Education

PhD / University of South Carolina

Educational Psychology and Research

MA / University of Akron

Industrial/Organizational Psychology

BS / Michigan State University

Psychology, *Magna Cum Laude*

Experience

Evaluator / The Evaluation Group [2018 - Present]

Grant Writer and Principal Investigator / Consultant [2004-2018]

- Substance Abuse and Mental Health Services Administration Grants
- US Department of Education Grants
- US Department of Labor Grants
- State Agencies
- Developed and conduct needs assessments, evaluation plans, implementation designs, and sustainability strategies.
- Developed logic models, data collection plans, and database development protocol.
- Conducted site visits to observe implementation fidelity and to monitor the effectiveness of programs and interventions.
- Established strategies for conducting statistical analyses and reporting methodologies, including managing both quantitative and qualitative databases and reporting protocol.

- Developed qualitative research instruments (e.g., survey instruments, structured observation, interview, and focus group protocol).
- Conducted complex quantitative data analyses (latent class and latent transition analyses, structural equation and multi-level modeling, time series and trend analyses, etc.), as well as multi-year longitudinal analyses using matched cases.
- Authored comprehensive evaluations and semiannual evidence-based formal reports.
- Presented data-driven results to stakeholders to inform policy decisions.

Adjunct Instructor / Newberry College [2011-Present]

- Department of Psychology

Publications and Presentations

Snyder, C. J. (1999-2000). Validating the High Schools That Work Award Recipient's Performance in Postsecondary Education: A South Carolina Study. Columbia, SC: South Carolina Department of Education, Office of Career and Technology Education.

Snyder, C. J. (June, 2000). The Feasibility of Using College Students and Other Potential Mentors to Assist Third-Grade Students in Improving Math Performance: A Report to the General Assembly. Columbia, SC: South Carolina Department of Education, Evaluation Section, Office of Research.

Snyder, C. J. (December 2000). A Longitudinal Research Report on the Early Childhood Development Program: The Half-Day Child Development Program for Four-Year-Olds, 1997-98. Columbia, SC: South Carolina Department of Education, Evaluation Section, Office of Research.

Snyder, C. J. (December 2001). What is the Penny Buying for South Carolina? Seventeenth Annual Reporting Featuring an Evaluation of Class Size Reduction in South Carolina. Columbia, SC: South Carolina Department of Education, Evaluation Section, Office of Research.

Snyder, C. J. (2013, February). Determining the changing impact of student interest and perceived competence on mathematics achievement scores. Paper presented at the annual meeting of the South Carolina Educators for the Practical Use of Research, Columbia, SC.

Snyder, C. J. (2018, March). Using person-oriented, latent transition approaches to examine self-concept and achievement. Paper presented at the annual meeting of the Southeastern Psychological Association, Charleston, SC.

Snyder, C. J. (2018, March). Differential effectiveness of an intervention for adolescents with substance-use disorder. Paper presented at the annual meeting of the Southeastern Psychological Association, Charleston, SC.

Affiliations and Awards

American Evaluation Association, 2010-present
American Educational Research Association, 1990-present
National Council for Measurement in Education, 1990-present
Certified in What Works Clearinghouse Group Design Standards

Olivia Stevenson, MS

The Evaluation Group
727.729.9223
Olivia@evaluationgroup.com
www.evaluationgroup.com

Data Architect with 4 years of experience with data collection, management, and analysis and research and program evaluation design.

Current Projects with TEG

- Investing in Innovation Grant
- Magnet Schools Assistance Program
- Education Innovation and Research Grant
- Teacher and School Leader Incentive Grant
- Teacher Quality Partnership Grant
- Innovative Approaches to Literacy Grant

Education

MS / University of Northern Colorado

Applied Statistics and Research Methods

BS / University of North Florida

Psychology, *Thesis on Empowerment: Finding Strength in Self-Compassion*

Experience

Data Architect / The Evaluation Group [2016 - Present]

- Assists teams with data collection tools, data models, and databases
- Collaborates with teams to manage and analyze quantitative data
- Provides technical training and support on topics like computer software

Research Consultant / University of Northern Colorado Research Consulting Lab [2015]

- Consulted with faculty and students on study design, methodology, and analysis of quantitative, qualitative, and mixed method research
- Presented technical workshops on SAS, R, SPSS, NVivo, research methods, data mining, and statistical analyses

Statistics Tutor / Confidence Cubed [2014-15]

- Assisted with tutoring high school students on probability and statistical concepts

Research Consultant / University of Northern Colorado McNair Scholars Program [2014-15]

- Oversaw scholars study design, methodology, and analysis of research

- Worked with stakeholders in collecting, validating, and analyzing data for federal grant reviews
- Developed logic model and theoretical change model for evaluation
- Editor of The Undergraduate Research Journal

Research Assistant / University of Northern Colorado Psychology Department [2013-14]

- Collected, analyzed, and presented data report for stakeholders of psychological services clinic
- Conducted and presented meta-analysis on workplace psychology
- Reviewed and edited numerous manuscripts

Research Assistant / Self Well-being and Social Behavior Lab [2012-13]

- Led team in the development, implementation, and evaluation of a self-compassion training
- Helped create a quantitative survey for use with a culturally diverse and low income population
- Prepared grant proposals, designed studies, collected, managed, and analyzed data

Teaching Assistant / University of North Florida Honors Program [2011]

- Co-taught weekly section of honors course
- Assisted in course development using weekly focus groups

Publications and Presentations

Stevenson, O. & Allen, A. B. (in press). Women's empowerment: Finding strength in self-compassion. Women & Health.

Allen, A. B., Barton, J., & **Stevenson, O.** (2014). Presenting a self-compassionate image after an interpersonal transgression. Self and Identity, 14(1), 33-50. doi: 10.1080/15298868.2014.946958

Stevenson, O., & Christoe-Frazier, L. (April, 2015). Self-Compassion and Subjective Well-being: A Meta-Analysis. Poster presented at the meeting of the Rocky Mountain Psychological Association, Boise ID.

Stevenson, O., & Wright, S. (August, 2014). Workaholism and Perfectionism: A Meta-Analysis. Poster presented at the meeting of the American Psychological Association, Washington DC.

Barton, J., **Stevenson, O.**, & Allen, A. B. (November, 2013). You Let Someone Down. Now What? Poster presented at the meeting of the Society of Southeastern Psychologists, Augusta, GA.

Stevenson, O., & Allen, A. B. (January, 2013). Female Empowerment: Finding Strength in Self-compassion. Poster presented at the meeting of the Society of Personality and Social Psychologists, New Orleans, LA.

Affiliations and Awards

American Evaluation Association
CITI Training

TITLE: **PROJECT DIRECTOR**
REPORTS TO: Chief Instructional Services Officer

GENERAL STATEMENT OF DUTIES:
The Project Director is responsible for directing the day-to-day operations of the MSAP (Magnet Schools Assistance Program). The Project Director is charged with providing leadership, fiscal management, monitoring recruitment and selection processes, school-level program implementation, and training for the MSAP in seven high-need target schools within Beaufort County School District to improve student achievement and socioeconomic diversity.

ESSENTIAL JOB FUNCTIONS:
- Provide overall direction and guidance to project staff.
- Serve as the key liaison with the US Department of Education.
- Manage implementation of the magnet rollout plan.
- Ensure all planning decisions are well-documented to achieve goal of reducing racial and socioeconomic isolation.
- Identify students and educators with special needs in MSAP schools to ensure access to appropriate resources.
- Ensure grant funded personnel's time is spent on activities outlined in the proposal.
- Assess teacher development needs in collaboration with the Magnet Advisory Teams.
- Develop and schedule professional development plan in collaboration with MSAP team.
- Attend Management Team, Arts Integration Council, and Magnet Advisory Team meetings.
- Work with the Management Team to create a sustainability plan beyond federal funding.
- Manage all fiscal aspects of the project with support from the Chief Financial Officer to ensure project funds are spent appropriately.
- Secure project records and file necessary reports with the US Department of Education.
- Monitor activities to ensure they are continually focused on promoting desegregation.
- Oversee the marketing, recruitment, and student selection process in collaboration with staff.
- Collaborate with the Marketing Coordinator to develop a Family Engagement Plan.
- Assist principals with school-level MSAP project implementation.
- Work with the Director of Transportation to deliver bus services to magnet students.
- Ensure activities are implemented effectively and on time, based on the management plan.
- Maintain and develop community partnerships to maximize implementation.
- Collaborate with partners to ensure adequate teacher training and certification.
- Help identify relevant opportunities for students and teachers for theme-related, industry-specific experiences.

- Coordinate annual field trips for prospective students to visit MSAP schools to generate interest and recruitment.
- Keep data on the number of inquiries that each MSAP cluster receives plus the number of outreach activities and points of contact for students and families.
- Work with external evaluators to collect and analyze data.
- Develop recommendations to the Management Team for project improvements.

MINIMUM QUALIFICATIONS:

This position will hold a Master of School Administration or Leadership degree from a four-year college or university and meet all SC Department of Education certification requirements. An essential qualification will be at least five years prior experience implementing large-scale school reform and improvement projects with experience in school choice or theme-based programs, desegregation, teaching diverse student populations, fiscal monitoring, curriculum development, PD, collaborating with community partners, and sustainability plan.

TITLE: **MARKETING COORDINATOR**
REPORTS TO: Project Director

GENERAL STATEMENT OF DUTIES:
A full-time Marketing Coordinator will be hired to direct the marketing, recruitment, application, and student selection process and serve on the Magnet Schools Assistance Program (MSAP) Management Team.

ESSENTIAL JOB FUNCTIONS:

- Develop communications to inform parents, stakeholders, and community at large about project strategies, challenges, and results.
- Disseminate information on key project accomplishments and results to stakeholders.
- Collaborate with creative teams, graphic designers, and web developers in both print and online mediums.
- Cultivate marketing strategies, product launches, event marketing, brand management, and advertising.
- Support magnet programs by creating integrated marketing and parent engagement plans to recruit students from different social, economic, ethnic, and racial backgrounds.
- Develop a branding strategy and collect data on the number of inquiries magnets receive as well as the number of outreach activities and points of contact for students and families.
- Plan a Magnet Schools Awareness Week, in collaboration with the MSAP Project Director and Management Team, to bring awareness to School Choice programs.
- Keep data on the number of inquiries that each MSAP cluster receives plus the number of outreach activities and points of contact for students and families.

MINIMUM QUALIFICATIONS:
This position will hold a Bachelor's degree in a related field, such as communications or marketing from a four-year college or university; and have at least five years prior experience creating and implementing high impact and cost-effective integrated marketing communications in higher or K-12 education, nonprofit, or government sectors.

TITLE: **MAGNET SCHOOL CURRICULUM SPECIALIST**
REPORTS TO: Project Director

GENERAL STATEMENT OF DUTIES:
The Magnet School Curriculum Specialist is a full-time specialist that will focus on either the medical cluster or technology cluster themes.

ESSENTIAL JOB FUNCTIONS:
- Support School Magnet Advisory Teams with the development and integration of content to ensure alignment to academics and instruction related to the magnet theme.
- Assist each Academy Committee (Pre-Med, Biomedical Science, Cybersecurity, Computer Science, and Network Engineering) in integrating research-based approaches and curriculum models, developing course sequences, and designing hands-on learning opportunities.
- Help Professional Learning Communities with unit implementation, pacing guides, and instructional sequences for each grade level.
- Empower teachers to develop competency with interdisciplinary and theme-based approaches via in-class coaching and co-teaching.
- Collaborate with the Project Director to assess and identify professional development needs.

MINIMUM QUALIFICATIONS:
This position will hold a Master's degree from an accredited institution of higher education; a valid South Carolina teacher's license; and have four years relevant experience in an educational position focused on STEM, technology or medical themes, and problem-based learning; and skill in teacher development and coaching of curricula units, instructional sequences, and performance-based assessments.

TITLE: **ARTS INSTRUCTIONAL SPECIALIST**
REPORTS TO: Project Director

GENERAL STATEMENT OF DUTIES:
The Arts Instructional Specialist is a full-time position that will support the rollout of our STEAM arts integration approach at the elementary or secondary levels.

ESSENTIAL JOB FUNCTIONS:

- Provide leadership to the STEAM Arts Integration Council to guide the rollout of the whole school component across all magnet schools, share best practices, and address implementation issues.
- Work with teachers in target schools to help promote implementation of district's new arts-infused STEAM magnet programs.
- Support school teams with the development of arts content integrated across core academic subjects and collaborate with artists in residence.
- Assist school teams with integrating research-based approaches, develop course sequences, and design hands-on learning opportunities.
- Deliver job-embedded professional development in Professional Learning Communities.
- Help Professional Learning Communities in the implementation of units, pacing guides, and instructional sequences for each grade level.
- Empower teachers to develop competency with interdisciplinary and arts-integrated approaches via in-class coaching and co-teaching.
- Collaborate with the Project Director to assess and identify professional development needs.

MINIMUM QUALIFICATIONS:
This position will hold a Master's degree from an accredited institution of higher education; a valid SC teacher's license; and have four years relevant experience in an educational position focused on STEM, art integration approaches, and problem-based learning; and skill in teacher development and coaching of curricula units, instructional sequences, and performance-based assessments.

TITLE: **ARTIST IN RESIDENCE**
REPORTS TO: Project Director

GENERAL STATEMENT OF DUTIES:
Our district will contract with local experts to serve as an artist resident to support our whole-school magnet theme of STEAM arts integration.

ESSENTIAL JOB FUNCTIONS:

- Serve on the MSAP Arts Integration Council.
- Recognize and celebrate the interconnections between the arts through culturally responsive pedagogical framework.
- Collaborate across disciplinary fields and with Arts Instructional Specialists and teachers to develop arts-integrated curricula and deliver meaningful instruction through the creative inquiry process.
- Help Arts Instructional Specialists and teachers design and deliver advanced-level creative summer workshops.

MINIMUM QUALIFICATIONS:
This position will include at least three years serving as an artist in one or more of the areas such as visual arts, theatre, music, creative writing, dance, films, or other mediums.

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U.S. DEPARTMENT OF EDUCATION, CFDA NUMBER: 84.165A

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Memorandum of Understanding

Vision: Beaufort County School District's vision is to work with families and our diverse community to ensure that students perform at an internationally competitive level in a learning environment that is a safe, nurturing, and engaging.

Mission: Our mission is through a personalized learning approach, we will prepare graduates who compete and succeed in an ever-changing global society and career marketplace.

In our role as principals, we will collaborate with the MSAP Project Director and Leadership Team to guide and implement all program activities. We will serve as a liaison between our staff, parents, and program leadership, ensuring that all of our educators and families are well-informed about program activities and goals and are engaged in our students' success. We will also work to ensure the sustainability of the program so that it may continue to offer our students an exciting, enriching learning experience for years to come.

In collaboration, our MSAP was developed using an evidence-based, whole-school STEAM approach, which will infuse either a Medical Magnet or Technology Magnet theme, across two school clusters, Beaufort (Mossy Oaks Elementary, Lady's Island Middle, Beaufort Middle, Beaufort High), and Whale Branch (Whale Branch Elementary, Middle, and High School).

We understand that this transformation commands our active involvement to contribute to its successful implementation and sustainability. The table below highlights the core components necessary for the successful execution of our MSAP. Our signatures below indicate our commitment to work as a team to ensure that our project is implemented with a high degree of fidelity and fully sustainable.

MSAP New and Significantly Revised Schools and Themes		
School	**Theme**	**Grade Level**
Mossy Oaks Elementary	Whole School STEAM with Medical Theme Exploration	K-5
Lady's Island Middle	Whole School STEAM with Medical Theme Exploration	6-8
Beaufort Middle	Whole School STEAM with Medical Theme Exploration	6-8
Beaufort High	Whole School STEAM with specialized Pre-Med and Biomedical Academies	9-12
Whale Branch Elementary	Whole School STEAM with Technology Theme Exploration	K-4
Whale Branch Middle	Whole School STEAM with Technology Theme Exploration	5-8
Whale Branch High	Whole School STEAM with specialized Cyber Security, Computer Science, and Network Engineering Academies	9-12

SIGNATURES OF PARTICIPATING SCHOOL PRINCIPALS

M Sacleman 4/30/20 Principal Signature Date Mossy Oaks Elementary Please print your school name	5.4.2020 Principal Signature Date Whale Branch Elementary Please print your school name
4/30/20 Principal Signature Date Lady's Island Middle School Please print your school name	5-4-2020 Principal Signature Date Whale Branch Middle Please print your school name
4/30/20 Principal Signature Date Beaufort Middle School Please print your school name	5/4/20 Principal Signature Date Whale Branch Early College High School Please print your school name
5/4/20 Principal Signature Date Beaufort High School Please print your school name	

BEAUFORT COUNTY BOARD OF EDUCATION

May 21, 2020

U.S. Department of Education
Office of Elementary and Secondary Education
School Choice and Improvement Programs
Washington, DC 20202-5970

Dear Director:

A high-quality school district is a key factor in any county's business recruitment and economic development efforts. Fortunately, the Beaufort County School District (BCSD) can boast of steadily increasing academic results, particularly its seven consecutive years of improved high school graduation rates. In addition, our communities can enjoy frequent performances by many talented young student artists and student athletes. Beaufort County's public schools contribute significantly to our overall quality of life.

If selected for MSAP funding, we believe the grant will greatly increase the capacity of Beaufort County Schools to achieve our mission to transform lives through education, empowering students to achieve their potential and dreams. We endorse all components of our district's proposal that will allow all students the opportunity to succeed academically through high-quality education in an environment of diversity and equitable access:

- Implement recruitment and selection approaches that promote socioeconomic integration and reduce minority group isolation.
- Improve academic achievement through an educationally challenging and diverse learning environment that empowers all students to achieve their potential.
- Implement evidence-based magnet programs in arts, technology, and medical themes that deliver career preparation through innovative instructional approaches and supports that amalgamate students from different backgrounds.
- Ensure students have access to effective educators through high-quality professional development that supports improvements in practice and sustainable magnet themes.

Through our planning process, Beaufort County has clearly identified that partnerships between schools, families, students, and other community stakeholders is essential to the district's success. We aim to be an active partner in the planning and implementation phases of this project to ensure that together we create a sustainable model to increase student achievement.

Sincerely,

Christina Gwozdz, MD

Christina Gwozdz, M.D., Chair
Beaufort County Board of Education

CHRISTINA GWOZDZ, MD, CHAIR
District 9
Bluffton, Daufuskie

CATHY ROBINE, VICE CHAIR
District 8
Bluffton, Hilton Head

WILLIAM SMITH, SECRETARY
District 3
St. Helena Island, Beaufort

EARL CAMPBELL
District 1
Burton, Dale, Lobeco, Seabrook

MELVIN CAMPBELL
District 10
Hilton Head Island

JOHN DOWLING, JR.
District 6
Bluffton

TRICIA FIDRYCH
District 4
Port Royal, Beaufort

RICHARD GEIER
District 5
Burton, Okatie

JOANN ORISCHAK
District 11
Hilton Head Island

DAVID STRIEBINGER
District 2
Lady's Island, Beaufort

RACHEL WISNEFSKI
District 7
Bluffton

FRANK J. RODRIGUEZ, PH.D.
Superintendent

ROBYN CUSHINGBERRY
Executive Assistant to the Board

Post Office Drawer 309
Beaufort, South Carolina 29901-0309

April 28, 2020

U.S. Department of Education
Office of Elementary and Secondary Education
School Choice and Improvement Programs
Washington, DC 20202-5970

Dear Director

Beaufort County School District's vision is to work with families and our diverse community to ensure that students perform at an internationally competitive level in a learning environment that is a safe, nurturing, and engaging. Our mission is through a personalized learning approach, we will prepare graduates who compete and succeed in an ever-changing global society and career marketplace. Our efforts as a district are to increase choice offerings for students locally. Through the support of grant programs such as the Magnet Schools Assistance Program (MSAP), our mission and vision directly aligns with the goals of MSAP and will be of substantial benefit to our community that includes multiple Qualified Opportunity Zones.

As a district, we are committed to ensuring stakeholder involvement, addressing program challenges, thoughtfully investing resources, and making regular improvements through the involvement of district staff on the MSAP Management Team, STEAM Arts Integration Council, School Magnet Advisory Team, and Academy Committees, as well as through the strategic planning process executed by our Executive Cabinet. As evidenced by our long-term magnet and sustainability plans and district resources, we are prepared to support our proposed MSAP well-beyond the grant period.

On behalf of Beaufort County School District, we are excited to submit an application for a 2020 Magnet Schools Assistance Program grant and thank you for your consideration of our request.

Sincerely,

Dr. Frank Rodriguez
Superintendent, Beaufort County School District

Beaufort County School District 2900 Mink Point Boulevard Beaufort, SC 29902 843.322.2300

ARTS CENTER
OF COASTAL CAROLINA

5/12/20

Superintendent
Beaufort County School District
2900 Mink Point Boulevard
Beaufort, SC 29902

Dear Dr. Rodriguez,

As the Senior Director of Education at the Arts Center of Coastal Carolina, I am writing to express my strong support of Beaufort County School District's (BCSD) application for the Magnet Schools Assistance Program. This grant will create and strengthen partnerships between schools and community organizations, enabling cross-sector collaboration and the sharing of innovative approaches as they relate to educator development in the arts. I look forward to the positive changes this grant will bring to Beaufort County Schools and the community.

At the Arts Center of Coastal Carolina, we produce musicals, comedies, and dramas. We present visiting performers, musicians, vocalists, artists, dance companies, humorists and more. We are a theater, with a 349-seat main stage house and a smaller black box venue for youth and experimental theater. We are a gallery for the visual arts, and a center of learning.

We are proud to have collaborated with BCSD for over 20 years. We are thrilled to provide the BCSD Visual & Performing Arts Department professional development for fine arts faculty, school outreach programs, art exhibitions, artists in residence, and special performances. We have been honored to provide free arts enrichment to area elementary school classrooms and provide educational field trips to performances and activities for more than 4,000 students each year. We look forward to providing the following additional support for your magnet schools:

- Art experts will join the School Magnet Advisory Team, overseeing implementation and progress and ensuring alignment to academics and instruction and linking to school improvement councils to foster parent and stakeholder engagement.
- Host two-week Arts & Academies summer camps at Beaufort Middle School and Whale Branch Middle School.
- Assist teachers in creating arts-integrated curricula units to build capacity at presenting units of instruction

Increasing access to arts education in our community is a cornerstone of the Arts Center of Coastal Carolina's mission. We fully support the goals and activities of the BCSD proposal and wholeheartedly commit the Arts Center of Coastal Carolina to supporting its implementation.

Sincerely,

Alana Adams
Senior Director of Education

May 12, 2020

Dr. Rodriguez
Beaufort County School District
2900 Mink Point Boulevard
Beaufort, SC 29902

Dear Dr. Rodriguez,

I am a native of the Sea Islands of Beaufort, South Carolina. As an educator, historian, businesswoman, writer, singer, actress and director/producer, I am honored that my work has influenced civil rights and preserved stories and history about the Gullah culture and South Carolina. Growing up during the civil rights movement, my family was one of the first integrated into the school system. This provided involvement in cultural-natured enrichment workshops and activities, visits to the Penn Center, and exposure to the arts. While I have appeared in movies, such as the Hollywood film Forest Gump, I am best known for the character "Aunt Pearlie Sue", based on my grandmother, by which I have entertained audiences with folktales for over 20 years from the schoolhouse to the White House.

With consideration to our racially diverse student population in Beaufort County, I am excited to learn about Beaufort County School District's application for the Magnet Schools Assistance Program grant application to the United States Department of Education. I believe in the importance of education and have a Psychology degree from Howard University and a master's +30 degree in Education from the University of South Carolina. I have helped to create curriculum for the Education of Gullah Culture Through the Arts and feel that my professional and educational experience will be an asset to the magnet programs within Beaufort County Schools.

I can provide support by offering individual or group art sessions. I am also available to mentor students and teachers, guest speak, and help teachers develop curriculum. I look forward to my continued partnership with Beaufort County Schools.

Sincerely,



Anita Singleton-Prather, aka Aunt Pearlie Sue

May 12t 2020

Dr. Frank Rodriguez, Superintendent
Beaufort County School District
2900 Mink Point Boulevard
Beaufort, SC 29902

Dr. Rodriguez,

As a local Beaufort artist, I am excited to learn about your Magnet Schools Assistance Program grant application to the U.S. Department of Education. / am the proud owner of the Green Herring Art and Framing Studio, who personally benefitted from art classes in school and watching other skilled artisans and craftsmen. In partnering with Beaufort County Schools, / would love to ignite the imagination of the next generation by sharing my craft of framing and mixed media art. This can include creation of opportunities for students such as job shadowing, mentoring, individual and group art sessions, field trips, summer camps, and guest speaking.

I am excited to help provide support and experiential learning opportunities for students through the Magnet Schools Assistance Program grant with your district as / believe art should be provided to all cultures and students to stir their soul and ignite their imagination.

Sincerely,

Hank Herring

May 12, 2020

Dr. Rodriguez, Superintendent
Beaufort County School District
2900 Mink Point Boulevard
Beaufort, SC 29902

Dear Dr. Rodriguez,

In 1985, I founded the Gullah Festival in Beaufort, South Carolina, and five years later founded and directed the internationally known group The Hallelujah Singers who recently performed at the Smithsonian National Museum of African Art in Washington, DC. I was inducted into the South Carolina Black Hall of Fame in 2004, performed for the Queen of England, held a concert in the Frankfurt Opera House in Germany, and toured heavily in Europe and around the globe. In addition to many productions for PBS, SCETV, and GPTC, I also had the pleasure of serving as Bubba's mom in the Academy Award winning motion picture "Forrest Gump".

Born in Ohio, I did not realize my singing talent until I took the stage in a talent showcase. I believe in the importance of receiving exposure to the arts at a young age, and thus am excited to learn about Beaufort County School District's application for the Magnet Schools Assistance Program grant application with the U.S. Department of Education.

In partnership with Beaufort County Schools, I can provide support through:

- Mentoring students and educators
- Individual or group art sessions
- Guest speaking

I look forward to my continued partnership with Beaufort County Schools in providing cultural opportunities to students.

Sincerely,

Dr. Marlene Smalls

Dr. Marlene Smalls

May 12, 2020

Dr. Rodriguez, Superintendent
Beaufort County School District
2900 Mink Point Boulevard
Beaufort, SC 29902

Dear Dr. Rodriguez,

Currently an artist-in-residence with Beaufort County School District, I am excited to learn about your Magnet Schools Assistance Program (MSAP) grant application to the U.S. Department of Education. I am a master drummer with 35 years of professional experience and author of a book titled, "Jamari's Drum". I co-founded Friends of de Drums, a nonprofit organization that helps children at risk and those with special needs. I have been a drummer and a teacher for Young Audiences of America, which focuses on preserving African American culture.

I am eager to collaborate with teachers and students to provide mentorship, individual or group music sessions, summer camp activities, and guest speak.

I look forward to my continued partnership with Beaufort County Schools in creating a magnet school program that aims to work with families and our diverse community to ensure our students receive an engaging education that equips them for success.

Sincerely,

Roland Jackson

May 29, 2020

Dear Dr. Rodriguez –

As a third generation Beaufort native, I can truly say that we are blessed with a vibrant and diverse community. Beaufort is a city of history, creativity, and promise. As the second-most diverse school district in South Carolina, Beaufort County School District further builds upon our city's rich history and tradition of excellence.

Improving student achievement is of great importance, and as Councilman of the City of Beaufort and the owner of two Beaufort-based small businesses, I extend my enthusiastic support for Beaufort County School District's Magnet Schools Assistance Program. As a graduate of Beaufort High School, I commend our district for its efforts in fostering a magnet education program that seeks to prevent minority group isolation by taking into account socioeconomic diversity.

I am excited to support Beaufort County School District in helping youth, of any age, race and income level, achieve their dreams through education and career readiness. I am happy to serve as a speaker, mentor, and supporter of students and educators in Beaufort County.

Sincerely,



Stephen Murray
Councilman, City of Beaufort
President/CEO, Kazoobie Kazoos, LLC
President/Founder, New South Shirts, LLC

BEAUFORT COMMUNITY PARTNERSHIP

May 12, 2020

Dr. Frank Rodriguez
Superintendent
Beaufort County School District
2900 Mink Point Boulevard
Beaufort, SC 29902

Dr. Rodriguez,

The Beaufort Community Partnership formed a little more than a year ago from a collection of educators, clergy, parents of school-age children, and community volunteers. This grass roots effort was born from a vision to support the positive changes that are shaping the future of Beaufort and ask the question, "How can we as a community help all of the children thrive?"

The overwhelming community response to our education advocacy group has resulted in an increasing number of volunteers willing to share their time and talents. We are honored to have hosted and plan to host upcoming lectures, reading groups and training events.

We strive to provide our community with an enduring source of diverse leaders who are prepared and committed to apply their talents within their community while providing an opportunity to become involved.

With this mission at the forefront of our efforts, Beaufort Community Partnership is excited to support Beaufort County School District in submitting a Magnet Schools Assistance Program grant application to the U.S. Department of Education for the 2020 competition.

We look forward to offering guidance to the Management Team to address sustainability and program challenges to make improvements and ensure stakeholder involvement and buy-in, including teachers, school staff, and the community at large.

Sincerely,

Richard Streedain

Richard Streedain
Affiliate, Beaufort Community Partnership

The Beaufort Community Partnership P.O. Box 4255 Beaufort, SC 29903 bftsccp@gmail.com

BEAUFORT DIGITAL CORRIDOR

June 24, 2020

US Dept. of Education
School Choice and Improvement Programs
Washington, DC 20202

To MSAP Program Office:

On behalf of Beaufort Digital Corridor, we are pleased to confirm our commitment to Beaufort County Schools' application for the Magnet Schools Assistance Program grant through your office.

Software and applications have been the fastest growing careers in the Beaufort County region since 2016 and are expected to increase by an additional 46%. Beaufort Digital Corridor is the response to a request by the City and the citizens of Beaufort to grow a high-wage economy while further diversifying our economy. We support and foster technical start-up companies and are currently partnering with the Beaufort schools and colleges, such as the University of South Carolina Beaufort and the Technical College of the Lowcountry, to build the digital workforce of tomorrow.

We look forward to working with Beaufort County School's STEAM Arts Integration Council with specialized academies of Cyber Security, Computer Science, and Network Engineering. Through this grant program, Beaufort Digital Corridor commits to engage in the activities below:

- Serve on the STEAM Arts Integration Council to support leader development.
- Supply mentors
- Host field trips
- Offer practicums or internships
- Deliver expertise to students and teachers
- Provide guest speakers
- Support a summer camp

By providing an industry perspective, we are committed to help educators and students become familiar with STEAM industries in Beaufort County and increase confidence in our local workforce opportunities.

Sincerely,

Nicie Phillips
Executive Director
Beaufort Digital Corridor

May 12, 2020

Beaufort County School District
Superintendent, Dr. Rodriguez
2900 Mink Point Boulevard Beaufort, SC 29902

Dr. Rodriguez,

As an invested community member, I am writing to extend my support of Beaufort County School District's U.S. Department of Education Magnet Schools Assistance Program grant. I will support the grant's efforts with my history of community involvement which includes: Chief of Pediatrics at Beaufort Jasper Hampton Comprehensive Health Services, the Chair of the Department of Pediatrics at Beaufort Medical Hospital, a Pediatric Clinical Preceptor at A.T. Still Medical University, Associate Clinical Professor at the Medical University of South Carolina, owner of All Children's Pediatrics, and CEO/Managing Partner of 40LA Health Solutions Designer of 5-2-1-0 Healthy Habits Toolkit, Trustee of Beaufort Memorial Hospital, Founding chair of Beaufort County Black Chamber of Commerce, Founder and Medical Director of Reach Back and Read Literacy Program, Principal Investigator at Beaufort County Healthy Steps.

It is my desire to support the students of Beaufort County Schools by serving as a guest speaker; being a resource to students, parents, and educators; and providing job shadowing and mentoring.

I look forward to partnering with you on this project. Please do not hesitate to contact me if I can be of further assistance.

Best Regards,

James Simmons, MD
President All Children's Pediatrics

BEAUFORT COUNTY
BLACK CHAMBER
OF COMMERCE
BUSINESS • HISTORY • CULTURE
711 Bladen Street • P O Box 754 • Beaufort, South Carolina 29901
(843) 986-1102 • Fax (843) 737-9882 • www.bcbcc.org

April 28, 2020

Superintendent, Dr. Rodriquez
Beaufort County Schools
2900 Mink Point Boulevard
Beaufort, SC 29902

Dear Dr. Rodriguez:

Our mission at the Black Chamber of Commerce is dedicated to the economic empowerment of African American communities and small businesses. Certified as a Community Development Financial Institution since 2017, we are one of the few chambers in the nation that have achieved this designation. We have been an SBA/USDA Microlender since 2012. We were awarded the U.S. Black Chambers of the year in 2017 by the USBC during their annual conference.

With a motto of "Working Together, We can make a Difference", we are excited to extend our support for Beaufort County School District's U.S. Department of Education Magnet Schools Assistance Program grant. Providing students with academically challenging opportunities is of great importance, and we commend the district for its efforts to offer magnet programs that are diverse and collaborative. Our support includes engaging students in field experiences to each proposed industry such as on-site interviews, summer programming, and mentoring with representatives operating within the arts, medical, and technology industries. In addition, we will support Beaufort County Schools in engaging the Beaufort business community to support students at all grade levels who are becoming more aware, engaged, and prepared for the career opportunities that our city and state has to offer.

We are excited to support Beaufort County Schools in its efforts to extend the academic opportunities available to its students through unique programming that is academically challenging and highlights the diversity of our city.

Sincerely,

Larry Holman,
President/CEO
Beaufort County Black Chamber of Commerce

BEAUFORT, SC
REGIONAL CHAMBER OF COMMERCE

June 23, 2020

Superintendent
Beaufort County School District
2900 Mink Point Boulevard
Beaufort, SC 29902

Dr. Rodriguez:

On behalf of the Beaufort Regional Chamber of Commerce, I offer our support for your 2020 Magnet Schools Assistance Program. Providing students with academically challenging opportunities is of great importance, and we commend the district for its efforts to offer magnet programs that are diverse, collaborative, and connected to the industries of highest demand in Beaufort County. As an established supporter of our schools, the Chamber has endorsed the Board of Education's initiative in seeking Magnet School status. We look to support this program by:

1. Serving as a member of the Academy Committee, which integrates research-based approaches and curriculum models, develops course sequences, and designs hands-on learning opportunities and mentorships with community partners.
2. Serving as a member of the School Magnet Advisory Team, overseeing implementation and progress and ensure alignment to academics and instruction and linkages to school improvement councils to ensure parent and stakeholder involvement and input.
3. Engaging students in field experiences to each proposed industry such as on-site interviews, summer programming, and mentoring with representatives operating within the Arts, Technology, and Medical industries.

In addition, we will support Beaufort County Schools in engaging the Beaufort business community to support students at all grade levels who are becoming more aware, engaged, and prepared for the career opportunities that our county and state has to offer.

Sincerely,

Stephen Murray
Beaufort Regional Chamber of Commerce

BEAUFORT-JASPER-HAMPTON
COMPREHENSIVE HEALTH SERVICES, INC.

May 12, 2020

U.S. Department of Education
Office of Elementary and Secondary Education
School Choice and Improvement Programs
Washington, DC 20202-5970

Dear Director Dickard:

Over the years the Beaufort-Jasper-Hampton Comprehensive Health Services Inc. (BJHCHS) has become a vibrant community partnership with the local school districts, providing weekly medical, nutrition, and social worker services throughout Beaufort County.

We are proud to continue supporting Beaufort County School District as they apply for a Magnet Schools Assistance Program grant. We are pleased to support their efforts by participating in their Academy Committee, and offering career and job fairs, hosting students participating in field experiences and summer field studies, offering industry mentorships, and assisting in integrating research-based approaches and curriculum models.

We are committed to our partnership with Beaufort County School District to provide students the opportunity to succeed academically through high-quality education in an environment of diversity and collaboration.

Sincerely,

Roland J. Gardner
Chief Executive Officer
BJHCHS, Inc.

721 Okatie Highway Okatie, SC 29909 Phone (843)987-7400

June 3, 2020

Superintendent Rodriguez
Beaufort County School District
2900 Mink Point Boulevard
Beaufort, SC 29902

Dear Dr. Rodriguez,

The Boys & Girls Clubs of the Lowcountry is pleased to support Beaufort County School District's application for the U.S. Department of Education's Magnet Schools Assistance Program grant. Our longstanding partnership with the district will be enhanced through this program as we continue to serve the students of Beaufort County Schools.

Our Clubs offer diverse program activities in five key areas: character and leadership development; education and career development; health and life skills; the arts; and sports, fitness, and recreation. Particularly, the focus of our Health and Life Skills and arts programming aligns closely with the goals of your program. In support of your Magnet Schools Assistance Program, we are committed to:

- Serve on the Arts Integration Council
- Provide mentoring and afterschool programming, with transportation provided from target schools
- Collaborate on professional learning experiences for staff
- Work jointly to develop a common language regarding behavioral expectations
- Share best practices and strategies on life-skills instruction
- Co-sponsor outreach activities with Beaufort County Schools and other agencies.

We are committed to this exciting partnership with Beaufort County Schools to improve the lives of all students and fill their days with opportunities to thrive.

Sincerely,

Chris Protz
Executive Director
Boys & Girls Clubs of the Lowcountry

BOYS & GIRLS CLUBS OF THE LOWCOUNTRY

Corporate Office
10 Pinckney Colony Rd, Suite 103
Bluffton, SC 29909-4127
(843) 379-5430 Phone
(843) 379-5431 Fax

Officers

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Michael Garcia

Vice President
Hall Sumner

Immediate Past President
Jeffrey Grime

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Mona Childers
Judith Flanagan
Suzie Henderson
Dr. Tom Noble
Bob Shields
Russ Whiteford

Executive Director
Chris Protz

GREAT FUTURES START HERE.

A United Way Agency

William A. Prokop
CITY MANAGER
843-525-7070
FAX 843-525-7013

COUNCIL MEMBERS
Billy Keyserling, Mayor
Mike McFee, Mayor Pro Tem
George O' Kelley
Philip Cromer
Stephen Murray

CITY OF BEAUFORT
1911 Boundary Street
BEAUFORT, SOUTH CAROLINA 29902

May 18, 2020

Dr. Frank Rodriguez
Superintendent
Beaufort County School District
2900 Mink Point Boulevard
Beaufort, SC 29902

Dear Dr. Rodriguez,

As the Mayor of the City of Beaufort, SC I am writing to express our enthusiastic support for Beaufort County School District's Magnet Schools Assistance Program grant application to the U.S. Department of Education for the 2020 grant competition.

The quality public education is directly linked to the City's overall sustainability. The 'BCSD's excellence is tied directly to our City's strategic plan for smart growth and diversity of job opportunities necessary to our small and vibrant City. Accordingly improving student achievement is critical. The district efforts in foster a magnet education program that is diverse, dynamic, and collaborative fits like a glove on our future.

Founded in 1711, the City of Beaufort is the second oldest city in South Carolina. We have a rich history, a cultural commission and many no-profit government supported and independent cultural and historical organizations that serve to educate our community about our history, the respective cultures from Gullah to food and the importance of our water resources and pristine environment. We host the now widely acclaimed Beaufort International Film Festival that celebrates the art of past and future filmmaking in Beaufort and the surrounding Sea Islands drawing participation from independent film makers from multiple countries.

The community supports the University of South Carolina, Beaufort's three campuses across the county with their Center for the Arts as a cultural hub for Beaufort County: organizing visual arts gallery events, the USCB Chamber Music Series, the Beaufort Theatre Company, Children's Theater, Met Opera Live in HD, independent films and documentaries. Also The Pat Conroy Literary Festival, among other annual events and countless performances of internationally acclaimed **and local** performing artists.

William A. Prokop
CITY MANAGER
843-525-7070
FAX 843-525-7013

COUNCIL MEMBERS
Billy Keyserling, Mayor
Mike McFee, Mayor Pro Tem
George O' Kelley
Philip Cromer
Stephen Murray

CITY OF BEAUFORT
1911 Boundary Street
BEAUFORT, SOUTH CAROLINA 29902

From supporting the arts to engaging technological innovation, Beaufort is the home base for Beaufort Digital Corridor (BDC). BDC and has just a launched a cyber security initiative to train professionals and incentivize new businesses to the area. A recent recipient of the $65,000 Relentless Challenge grant from the South Carolina Department of Commerce Office of Innovation, BDC fuels innovation and promotes technology entrepreneurs through an array of impactful programs, products, and events.

I look forward to pulling together and facilitating community leaders and stakeholders to provide support throughout implementation of the Magnet Schools Assistance Program.

We look forward to our continued and strengthening through collaborative partnership with the Beaufort County School District, our University and Technical College.

Needless to say, as a hands on Mayor, I am happy to provide any other information you deem necessary for a more complete review of the opportunities and collaborate initiatives we undertake in our very special city.

Sincerely,

Billy Keyserling, Mayor
City of Beaufort

P O BOX 113

GULLAH CHURCH NURSES ASSOCIATION G.C.N.A.

ST. HELENA ISLAND, SC 29920

June 22, 2020

Dr. Frank Rodriguez
Beaufort County School District
2900 Mink Point Boulevard
Beaufort, SC 29902

Dear Dr. Rodriguez,

Named in honor of our native island culture, the Gullah Church Nurses Association provides basic life support certification, conducts workshops in health education on diabetes, nutrition, HIV/AIDS, hypertension, breast cancer, and other health related subjects. Consisting of registered nurses and licensed practical nurses, we promote health education in our local churches and community. We address health issues in the African American community by going to the churches where more people can be reached. We also reach out to our community by taking blood pressures and addressing health concerns at senior citizen centers, as well as participate in local festivals and community health fairs.

We are enthusiastic to partner with Beaufort County Schools' Magnet Assistance Schools Program and support their efforts to engage diverse students in medical field experiences. Our support includes giving lectures on cancer awareness, diabetes, STDs, nutrition, CPR certification, heart disease, smoking cessation and more; serving on the MSAP advisory council; serving as mentors; and providing resources.

Sincerely,

Betty J. Haskins

Betty J. Haskins, President
Gardenia Simmons-White, Treasurer
Gullah Church Nurses Association

Gullah Church Nurses Association PO Box 113 St. Helena Island, SC 29920 sstatswhite@islc.net

SREB

Southern Regional Education Board
592 10th St. N.W.
Atlanta, GA 30318
Phone: (404) 875-9211
Fax: (404) 872-1477
sreb.org

May 11, 2020

Dr. Frank Rodriguez
Beaufort County School District
2900 Mink Point Boulevard
Beaufort, SC 29902

Dr. Rodriguez:

At the Southern Regional Education Board (SREB) we have learned that school improvement works when change efforts are grounded in a shared vision and mission. We are pleased to provide our overwhelming support for Beaufort County School District's 2020 Magnet Schools Assistance Program (MSAP) application to the Federal Department of Education.

SREB uses an Advanced Career approach which is a rigorous, relevant combination of academic and technical skills with authentic projects. This approach offers ready-to-implement course work for students, comprehensive training for teachers, tools and resources for project-based learning, end-of-course assessments, and opportunities for industry certification and dual credit. The health informatics pathway introduces students to using technology and software to analyze data about health care that results in better decisions by consumers and health care providers. The informatics pathway introduces students to the design of information systems to solve problems.

SREB will also serve as a key professional learning provider to build the capacity of teachers in STEAM instruction through a variety of online and on-site professional learning services each year which include:

- Planning the implementation of STEAM in target Beaufort County Schools.
- Providing ongoing professional development and job-embedded support for elementary, middle, and high school teachers implementing STEAM courses and the SREB Advance Career approach.
- Supporting the development of foundational skills for college- and career-readiness linked to academic skills for each theme with career-related Project-Based Learning.
- Engaging in work-based learning opportunities with industry partners through service learning, mentoring, and theme-related experiences.
- Serving on the MSAP Advisory Council.

We look forward to partnering with Beaufort County Schools District's MSAP initiative to create career pathway programs that expand opportunities for all, stimulating socioeconomic integration and reducing minority group isolation.

Sincerely,

Dale Winkler

Dale Winkler, Ed.D.
Vice President – School Improvement

TECHNICAL COLLEGE
OF THE LOWCOUNTRY

June 29, 2020

US Department of Education
Magnet Schools Assistance Program
Washington, DC 20202

Greetings,

The Technical College of the Lowcountry is the region's primary provider of post-secondary education and workforce training. We are a public, two-year, multi-campus community college that serves approximately 5,000 students annually. Our college offers a variety of curricular programs including university transfer options, career and continuing education, online learning, and dual enrollment for area high school students. Our vision is to elevate each student and every community we serve through transformative technology and exceptional teaching.

With approximately 544 dual-enrolled high school students and 2,308 students enrolled Fall of 2019, we offer programs in arts and sciences, aviation technology, business, health sciences, computer technology, industrial technology, and public service. We graduate more than 300 students annually. Fully 94% of TCL graduates either go on to four-year institutions or move directly into jobs – jobs here, in the Lowcountry.

The Technical College of the Lowcountry proudly supports Beaufort County School's application for a 2020 Magnet Schools Assistance Program grant through the U.S. Department of Education. In support of Beaufort County Schools, we commit to supporting professional development and curriculum development, participating in career and job fairs, and hosting students participating in field experiences. We look forward to having more students from Beaufort County Schools on our campuses.

Congratulations to Beaufort County School District as they embark on this exciting endeavor to bring diverse and collaborative learning experiences to students to support academic achievement and the development of leadership skills and career awareness, exploration, and preparation!

Sincerely,

Nancy H. Weber
Vice President for Academic & Student Affairs
Technical College of the Lowcountry

A Sheldon Township Community Support Partnership

Post Office Box 330
Sheldon, SC 29941

A Community Initiative in collaboration with:

Beaufort County
- Sheriff's Office
- C.O.S.Y.
- County Council
- Disabilities & Special Needs Dept.
- Human Services Alliance
- Lobeco Library

Beaufort County School District
- James J. Davis ELC
- Whale Branch Elem.
- Whale Branch Middle
- Battery Creek High
- Whale Branch Early College High School

Beaufort Memorial Hospital

Beaufort Jasper Economic Opportunity Commission – Head Start

Coastal Community Foundation

Faith Community

First Steps

United Way of the Lowcountry, Inc.

April 28, 2020

To: U.S. Department of Education
Office of Elementary and Secondary Education
School Choice and Improvement Programs
Washington, DC 20202-5970

As a grassroots group established 21 years ago, the Sheldon Township Community Support Partnership is a testament to the value in collaborative efforts of a community's most essential asset, its people. Part of the nonprofit institutions industry, we are made up of resident volunteers and have brought more than $8.4 million into the community in the past two decades.

We are excited to extend our support to Beaufort County School District's Magnet Schools Assistance Program. Improving student achievement is of great importance, and we commend the district for its efforts in fostering a magnet education program that is diverse, dynamic, and collaborative. Our support includes serving on the Academic Advisory teams for both the Technology Magnet Cluster and the Medical Magnet Cluster. We feel the vast experience in our community leaders that work directly in these areas will benefit the grant goals and objectives.

We appreciate this unique opportunity to work together to advance innovative learning through unique programming that is academically challenging and celebrates the diversity of our community.

Sincerely,

Rev. James E. Moore
Chairman

UNITED STATES MARINE CORPS
MARINE CORPS AIR STATION
BEAUFORT, SOUTH CAROLINA 29904-5001

IN REPLY REFER TO
1000
CO
June 23, 2020

Dr. Frank Rodriguez
Superintendent
Beaufort County School District
2900 Mink Point Boulevard
Beaufort, SC 29902

Dear Dr. Rodriguez:

The Marine Corps Air Station (MCAS) Beaufort is proud to support Beaufort County School District's U.S. Department of Education Magnet Schools Assistance Program grant application.

MCAS Beaufort is home to the Marine Corps' Atlantic Coast fixed-wing fighter-attack aircraft assets and covers approximately 6,900 acres. Our mission is to provide the highest quality aviation facilities, support, and services to promote the combat readiness of our Marines and Sailors in defense of our nation.

Approximately 4,000 active duty members and their family members are assigned to the Installation and make this area their home. Children of military personnel account for 8.09% of students within Beaufort County Schools. Due to this connection and our long standing partnership with Beaufort County Schools, MCAS Beaufort extends our support for Beaufort County School District's Magnet Schools Assistance Program grant application.

The District's efforts to improve student academic achievement through diverse magnet education programs is commendable, and we are pleased to partner with Beaufort County Schools.

Sincerely,

KARL R. ARBOGAST
Commanding Officer

USCB
UNIVERSITY OF SOUTH CAROLINA BEAUFORT

April 29, 2020

Al M. Panu, Ph.D.
Chancellor

Dr. Frank Rodriguez
Beaufort County School District
2900 Mink Point Boulevard
Beaufort, SC 29902

Dear Dr. Rodriguez:

The University of South Carolina Beaufort (USCB) prepares students personally and professionally for success through liberal arts, the sciences, and professional disciplines. It serves a racially and culturally diverse student body, including first generation students, military personnel, veterans and their dependents, and draws students not only from the South Carolina but from 38 states, and 13 countries. in 2019, USCB was named a top producer of Fulbright Scholars.,

Our Center for the Arts, which has served as the cultural hub for Beaufort County for over thirty years, can be used to support the arts initiative within the goals of the grant. A 460-seat venue used for both local performers and touring professionals, it was established in 2003 by a joint effort between USCB, the City of Beaufort, and several local arts supporters to bring high quality professional entertainment to Beaufort.

In addition to the arts, we can provide support to Beaufort County School District's technology magnet theme, as our Department of Computer Science introduces students to cutting-edge computational science, including programming, modeling, and network engineering.

USCB will proudly support your Magnet Schools Assistance Program application and is willing to provide support in the following ways:

- Our faculty will join the School Magnet Advisory Teams, overseeing implementation and progress, and ensuring alignment to academics and instruction, and linking to school improvement councils to ensure parent and stakeholder involvement and input.
- Our faculty, related to the academy theme, will join the Academy Committee, which integrates research-based approaches and curriculum models, develops course sequences, and designs hands-on learning opportunities and mentorships with our community partners.

Congratulations to Beaufort County Schools as they embark on this exciting endeavor to bring diverse and collaborative learning experiences to students to support academic achievement and the development of leadership skills and career awareness, exploration, and preparation!

Sincerely,

Al. M. Panu, Ph.D.
Chancellor

May 12, 2020

Dr. Frank Rodriguez, Superintendent
Beaufort County School District
2900 Mink Point Boulevard
Beaufort, SC 29902

Dr. Rodriguez,

The Beaufort-Jasper YMCA of the Lowcountry exists to build a healthy spirit, mind, and body for all. As a charitable organization, we are dedicated to building happy, healthy, confident, secure, and connected adults, children, families, and communities. The Beaufort-Jasper YMCA of the Lowcountry has a 23-year history of being a beneficial resource to our community by meeting the needs of many with an emphasis on collaborations.

We are pleased to expand our partnership with Beaufort County Schools as we look forward to enriching more lives, more families, and to further strengthen this community for decades to come through a broad range of activities that serve a community rich in racial, religious, ethnic, and economic diversity.

As a partner in the Magnet Schools Assistance Program, the YMCA will provide the following: (1) Serve as a member of the Arts Integration Council and (2) Provide afterschool enrichment for high-need students.

We are committed to our partnership with Beaufort County Schools to provide students the opportunity to succeed academically through high-quality education in an environment of diversity and collaboration.

Regards,

Beaufort-Jasper YMCA

APPENDIX J: RESEARCH CITATIONS

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STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

June 21, 2019

INDIRECT COST NEGOTIATION AGREEMENT

The indirect cost rates contained herein are for use on grants and contracts with the Federal Government to which 2 CFR Part 200 Subpart E applies subject to the limitations contained in the uniform grant guide and in Section II A below. The rates were negotiated by **Beaufort County School District** and the South Carolina Department of Education in accordance with the authority granted to the South Carolina Superintendent of Education by the United States Department of Education.

Section I: Rates

	Effective Period			
Type	From	To	Unrestricted	Restricted
Fixed	07-01-19	06-30-20	27.97	5.65

Base: Total direct costs excluding capital expenditures of $5,000 or more, flow through funds, and sub-contracts in excess of $25,000.

Section II: General

A: Limitations

Use of rates contained in this agreement are subject to any applicable statutory limitation. Acceptance of the rates agreed to herein are predicated upon the condition: (1) that no costs other than those incurred by the local education agency were included in its indirect cost rate proposal and that such costs are legal obligations of the local education agency, (2) that the same costs that have been treated as indirect costs have not been claimed as direct costs, and (3) that similar types of costs have been accorded consistent treatment. Full responsibility is assumed by the LEA for settlement of any audit questions arising as a result of the data contained in its indirect cost rate proposal.

By the Authorized Representative for the
South Carolina Department of Education

Hershula D. Davis

Hershula D. Davis, Audits Manager
Office of Auditing Services
South Carolina Department of Education

1006 RUTLEDGE BUILDING · 1429 SENATE STREET · COLUMBIA, SC 29201
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The Grant Experts

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Reidville, SC 29375

www.grantexperts.com

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From: Cristin.Casper@beaufort.k12.sc.us <Cristin.Casper@beaufort.k12.sc.us>
Subject: BCSD May Character Education STOM
To:
Sent: June 4, 2024 10:08 AM (UTC-04:00)

We are happy to announce our Character Education Student(s) of the month for May below! The Character Trait for May was responsibility/cooperation. The students were selected based on nominations from each of our schools. Each nominee's information was vetted by a panel and the finalists are named below. With the assistance of the municipalities, we are able to recognize two additional students based on where their school is clustered!

For Northern BCSD Board Meeting recognition and from Beaufort High School – [redacted]

For Southern BCSD Board Meeting recognition and from Daufuskie Island Elementary School – [redacted]

For the City of Beaufort and from Beaufort Middle School – [redacted]

For the Town of Bluffton and from M.C. Riley Elementary School – [redacted]

We will recognize district winners ([redacted] at our regularly scheduled BOE meeting. The students and their families will be attending the BOE meeting scheduled to include points of celebration (date to be provided by Cristin Casper). Principals, please assist us in getting this information to the families.

Mayors will announce the winners at their regularly scheduled town/council meetings.

We are excited about recognizing these students and look forward to having students across the district recognized each month again for exhibiting character traits that we all agree as being essential to success.

Thank you and please continue to nominate and submit your student names each month based on the character trait of the month.

Cristin Casper
Coordinator of Community Engagement
Beaufort County School District
cristin.casper@beaufort.k12.sc.us
O: 843-322-2306
beaufortschools.net
Engage with BCSD



From: Cristin.Casper@beaufort.k12.sc.us <Cristin.Casper@beaufort.k12.sc.us>
Subject: BCSD October Character Education STOM
To:
Sent: November 6, 2023 9:34 AM (UTC-05:00)

We are happy to announce our Character Education Student(s) of the month for October below! The Character Trait for October was courage/tolerance. The students were selected based on nominations from each of our schools. Each nominee's information was vetted by a panel and the finalists are named below. With the assistance of the municipalities, we are able to recognize two additional students based on where their school is clustered!

For Northern BCSD Board Meeting recognition and from Robert Smalls Leadership Academy- [redacted]
For Southern BCSD Board Meeting recognition and from Hilton Head Island School for the Creative Arts – [redacted]
For the City of Beaufort and from Robert Smalls Leadership Academy – [redacted]
For the Town of Bluffton and from H.E. McCracken Middle School – [redacted]

We will recognize district winners [redacted] at our regularly scheduled BOE meeting. The students and their families will be attending the BOE meeting scheduled to include points of celebration (date to be provided by Cristin Casper). Principals, please assist us in getting this information to the families.

Mayors will announce the winners at their regularly scheduled town/council meetings.

We are excited about recognizing these students and look forward to having students across the district recognized each month again for exhibiting character traits that we all agree as being essential to success.

Thank you and please continue to nominate and submit your student names each month based on the character trait of the month.

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From: Cristin.Casper@beaufort.k12.sc.us <Cristin.Casper@beaufort.k12.sc.us>
Subject: BCSD January Character Education STOM
To:
Sent: February 14, 2024 9:11 AM (UTC-05:00)

We are happy to announce our Character Education Student(s) of the month for January below! The Character Trait for January was perseverance. The students were selected based on nominations from each of our schools. Each nominee's information was vetted by a panel and the finalists are named below. With the assistance of the municipalities, we are able to recognize two additional students based on where their school is clustered!

For Northern BCSD Board Meeting recognition and from Lady's Island Middle School – [redacted]

For Southern BCSD Board Meeting recognition and from Red Cedar Elementary School – 3rd [redacted]

For the City of Beaufort and from Broad River Elementary School – [redacted]

For the Town of Bluffton and from Bluffton Elementary School – [redacted]

We will recognize district winners ([redacted] at our regularly scheduled BOE meeting. The students and their families will be attending the BOE meeting scheduled to include points of celebration (date to be provided by Cristin Casper). Principals, please assist us in getting this information to the families.

Mayors will announce the winners at their regularly scheduled town/council meetings.

We are excited about recognizing these students and look forward to having students across the district recognized each month again for exhibiting character traits that we all agree as being essential to success.

Thank you and please continue to nominate and submit your student names each month based on the character trait of the month.

Cristin Casper
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Engage with BCSD

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WELCOMING
SAFE SPACE
FOR EVERYONE

SAFE SPACE BEAUFORT COUNTY SCHOOL DISTRICT

From: Carrie.Chappell@beaufort.k12.sc.us <Carrie.Chappell@beaufort.k12.sc.us>
Subject: Is your house in….
To: Ruth.James@beaufort.k12.sc.us <Ruth.James@beaufort.k12.sc.us>
Sent: May 16, 2024 3:55 PM (UTC-04:00)

.... the City of Beaufort?

Get Outlook for iOS

From: Mary.Stratos@beaufort.k12.sc.us <Mary.Stratos@beaufort.k12.sc.us>
Subject: Legislation summary
To: BCSDISDDirectorsandCoordinatorsDL@beaufort.k12.sc.us <BCSDISDDirectorsandCoordinatorsDL@beaufort.k12.sc.us>
Sent: July 3, 2024 7:54 AM (UTC-04:00)
Attached: FY 2024-25 HOU Proviso Summary.pdf

THE BELOW CONSTITUTED SUMMARY IS NOT THE EXPRESSION OF THE LEGISLATION'S SPONSOR(S) OR THE GENERAL ASSEMBLY. IT IS STRICTLY FOR THE INTERNAL USE AND BENEFIT OF MEMBERS AND STAFF OF THE GENERAL ASSEMBLY AND IS NOT TO BE CONSTRUED BY A COURT OF LAW AS AN EXPRESSION OF LEGISLATIVE INTENT.

SUMMARY OF PROVISO CHANGES FOR FY 2024-2025
AS RECOMMENDED BY
THE HOUSE OF REPRESENTATIVES

SECTION 1 - H630 - DEPARTMENT OF EDUCATION

1.2 **AMEND** (SDE: DHEC - Comprehensive Health Assessment) Requires school districts to seek reimbursement for health and social services provided in the Medicaid program. Prohibits reimbursements from being used to supplant existing funds.
WMC: AMEND proviso to remove DHEC from title.
HOU: ADOPT proviso as amended.

1.2. (SDE: ~~DHEC -~~ Comprehensive Health Assessment) All school districts shall participate, to the fullest extent possible, in the Medicaid program by seeking appropriate reimbursement for services and administration of health and social services. Reimbursements to the school districts shall not be used to supplant funds currently being spent on health and social services.

1.3 **AMEND** (SDE: State Aid Classrooms) States the General Assembly's intent to fully implement the EFA via the State Aid to Classrooms allocation and provide for the allocation of those funds. Updates the average per pupil funding projections and the estimated teacher salary schedule. Provides for the distribution of funds to the SC Public Charter School District. Requires the Revenue and Fiscal Affairs Office to document annually the expenditure of all funds by each district and to post each school district's projections on their website and for each school district to also post their numbers. Requires the department and the EOC provide links to this information on their websites. Provides pupil classification weightings.
WMC: AMEND proviso to update total pupil count and funding per pupil. Updates the State Minimum Teacher Salary Schedule. Updates the salary cost amount and fiscal year references. Adds clarifying language and excludes revenue and local bond issues in the calculation of state funding sources. Allows districts to have flexibility to pay above the levels in the salary schedule. Requires the department to review the child count data and identify any district or charter school authorizer whose percentage of total enrolled students with IEPS is outside a typical range. Directs the department to conduct a review of the district's special education population to ensure students with disabilities are appropriately served.
HOU: ADOPT proviso as amended.

1.3. (SDE: State Aid to Classrooms) *(A)* For the current fiscal year, the total pupil count is projected to be ~~762,837~~ *769,703*, which includes *719,354* traditional school districts, *49,649* charter school authorizers, and ~~the~~ *700* special school districts. ~~For the current fiscal year, the total pupil count for traditional school districts is projected to be 717,486, the total pupil count for the charter authorizers is projected to be 44,648, and the total pupil count for the special districts is projected to be 703.~~ ~~These funds represent~~ *The total appropriations for State Aid to Classrooms represent* an average per pupil *appropriation* of ~~$5,377~~ *$5,763* ~~in State Aid to Classrooms~~. The average *total* per pupil funding*, excluding revenue and local bond issues,* is projected to be ~~$8,214~~ *$8,636 from* state *sources*, ~~$1,310~~ *$1,245 from* federal *sources*, and ~~$8,031~~ *$8,145 from* local *sources*. This is an average total funding level of ~~$17,555~~ *$18,026,* excluding revenues of local bond issues.

(B) The State Minimum Teacher Salary Schedule for the current fiscal year is as follows*, and districts have flexibility to pay above these levels*:

YRS	CLASS 8 DR DEGREE	CLASS 7 MASTERS DEGREE	CLASS 1 MASTERS DEGREE	CLASS 2 BACHELORS DEGREE	CLASS 3 BACHELORS DEGREE

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SUMMARY OF PROVISO CHANGES FOR FY 2024-2025
AS RECOMMENDED BY
THE HOUSE OF REPRESENTATIVES

EXP		+30 HRS		+18 HRS	
0	54,576	51,076	47,576	44,076	42,500
	4.80%	5.15%	5.55%	6.01%	6.25%
1	55,093	51,313	47,877	44,338	42,619
	4.75%	5.12%	5.51%	5.98%	6.23%
2	55,424	51,388	48,025	44,494	42,813
	4.72%	5.11%	5.49%	5.95%	6.20%
3	55,736	51,457	48,164	44,607	42,962
	4.70%	5.11%	5.47%	5.94%	6.18%
4	56,078	51,558	48,331	44,780	43,167
	4.67%	5.10%	5.45%	5.91%	6.15%
5	56,370	51,625	48,462	44,888	43,306
	4.64%	5.09%	5.44%	5.90%	6.13%
6	57,634	52,574	49,411	45,773	44,191
	4.53%	4.99%	5.33%	5.78%	6.00%
7	58,900	53,522	50,359	46,627	45,046
	4.43%	4.90%	5.22%	5.67%	5.88%
8	60,165	54,471	51,308	47,512	45,931
	4.34%	4.81%	5.12%	5.55%	5.76%
9	61,430	55,421	52,257	48,366	46,785
	4.24%	4.72%	5.02%	5.45%	5.65%
10	62,696	56,370	53,207	49,253	47,671
	4.15%	4.64%	4.93%	5.35%	5.53%
11	63,960	57,318	54,155	50,106	48,524
	4.07%	4.56%	4.84%	5.25%	5.43%
12	65,226	58,267	55,104	50,992	49,411
	3.99%	4.48%	4.75%	5.16%	5.33%
13	66,491	59,216	56,053	51,846	50,265
	3.91%	4.41%	4.67%	5.07%	5.23%
14	67,756	60,165	57,001	52,732	51,150
	3.83%	4.34%	4.59%	4.98%	5.14%
15	69,022	61,114	57,951	53,586	52,004
	3.76%	4.27%	4.51%	4.89%	5.05%
16	70,287	62,063	58,900	54,471	52,890
	3.69%	4.20%	4.43%	4.81%	4.96%
17	71,552	63,011	59,848	55,325	53,744
	3.62%	4.13%	4.36%	4.73%	4.88%
18	72,193	63,567	60,372	55,804	54,206
	3.59%	4.09%	4.32%	4.69%	4.84%
19	72,839	64,128	60,901	56,287	54,673
	3.55%	4.06%	4.28%	4.65%	4.79%
20	73,493	64,694	61,435	56,775	55,146
	3.52%	4.02%	4.24%	4.61%	4.75%
21	74,153	65,265	61,974	57,267	55,621
	3.49%	3.98%	4.20%	4.56%	4.71%
22	74,820	65,843	62,519	57,764	56,103
	3.46%	3.95%	4.17%	4.52%	4.66%

SUMMARY OF PROVISO CHANGES FOR FY 2024-2025
AS RECOMMENDED BY
THE HOUSE OF REPRESENTATIVES

~~23~~	~~75,493~~	~~66,427~~	~~63,070~~	~~58,267~~	~~56,589~~
	~~3.42%~~	~~3.91%~~	~~4.13%~~	~~4.48%~~	~~4.62%~~
0	*$55,000*	*$52,500*	*$51,000*	*$47,500*	*$47,000*
1	*$55,500*	*$52,750*	*$51,250*	*$47,750*	*$47,250*
2	*$56,000*	*$53,000*	*$51,500*	*$48,000*	*$47,500*
3	*$56,500*	*$53,250*	*$51,750*	*$48,250*	*$47,750*
4	*$57,000*	*$53,500*	*$52,000*	*$48,500*	*$48,000*
5	*$57,500*	*$54,000*	*$53,000*	*$49,500*	*$49,000*
6	*$58,000*	*$54,500*	*$53,500*	*$50,000*	*$49,500*
7	*$59,000*	*$55,000*	*$54,000*	*$50,500*	*$50,000*
8	*$60,500*	*$55,500*	*$54,500*	*$51,000*	*$50,500*
9	*$62,000*	*$56,000*	*$55,000*	*$51,500*	*$51,000*
10	*$63,250*	*$57,000*	*$56,000*	*$52,500*	*$52,000*
11	*$64,500*	*$58,000*	*$56,500*	*$53,000*	*$52,500*
12	*$65,750*	*$59,000*	*$57,250*	*$53,500*	*$53,000*
13	*$67,000*	*$60,000*	*$58,000*	*$54,000*	*$53,500*
14	*$68,250*	*$61,000*	*$58,750*	*$54,500*	*$54,000*
15	*$69,500*	*$62,000*	*$59,500*	*$55,000*	*$54,500*
16	*$70,750*	*$63,000*	*$60,250*	*$55,500*	*$55,000*
17	*$72,000*	*$64,000*	*$61,000*	*$56,000*	*$55,500*
18	*$72,500*	*$64,500*	*$61,750*	*$56,500*	*$56,000*
19	*$73,000*	*$65,000*	*$62,750*	*$57,500*	*$57,000*
20	*$73,750*	*$65,500*	*$63,250*	*$58,000*	*$57,500*
21	*$74,500*	*$66,000*	*$63,750*	*$58,500*	*$58,000*
22	*$75,250*	*$66,500*	*$64,250*	*$59,000*	*$58,500*
23	*$75,750*	*$67,000*	*$64,750*	*$59,500*	*$59,000*
24	*$76,000*	*$67,500*	*$65,250*	*$60,000*	*$59,500*
25	*$76,250*	*$68,000*	*$65,750*	*$60,500*	*$60,000*
26	*$76,500*	*$68,500*	*$66,250*	*$61,000*	*$60,500*
27	*$76,750*	*$68,750*	*$66,500*	*$61,250*	*$60,750*
28+	*$77,000*	*$69,000*	*$66,750*	*$61,500*	*$61,000*

(C) For the current fiscal year, the funds appropriated for State Aid to Classrooms represent the State's contribution to the Aid to Classrooms program for direct instruction of students in kindergarten through grade twelve in our state, which is seventy-five percent of the total *salary and employer contribution* cost of funding one teacher ~~salary~~ for every ~~11.2~~ *11.23* students. The salary ~~cost~~ used to determine the amount of funding required for the state effort is based on ~~that~~ *the cost* of a teacher ~~having a master's degree and twelve years of experience, which equates to $55,104 on the statewide minimum salary schedule~~ *with a salary of $57,904* for the current fiscal year and including fringe benefits ~~is $72,991~~ *of $18,854, for a total of $76,758*. The *types of teachers used in the* calculation of ~~teachers for every student ratio~~ *student-teacher ratio* includes those teachers eligible pursuant to Section 59-20-50(4)(b)~~, to include~~. *This includes* classroom teachers, librarians, guidance counselors, psychologists, social workers, occupational and physical therapists, school nurses, orientation/mobility instructors, and audiologists in the school districts of the State. School districts are required to meet the statewide minimum salary schedule in the current fiscal year and are required to provide the annual step increase pursuant to Section 59-20-50. No school district is required to increase teacher salaries above the amount necessary

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to meet the statewide minimum salary schedule as prescribed in this act. For the current fiscal year, the provisions of Section 59-20-50(3) of the 1976 Code, as amended, are suspended.

(D) To allocate the funds, the department will calculate the total number of weighted pupil units (WPUs) in each school district and in the State. The funds appropriated herein for State Aid to Classrooms represent the state share of the total Aid to Classrooms program, which is seventy-five percent. The local required effort is twenty-five percent of the total program. The total Aid to Classrooms funding for each district is calculated based on the district's percentage of the total statewide weighted pupils multiplied by the total Aid to Classrooms program. The district's local share is calculated by multiplying the total local share by the district's imputed index of taxpaying ability, which is the district's relative fiscal capacity compared to that of all other districts in the State. The State Aid to Classrooms amount allocated to each district will be determined by subtracting the calculation of the district's local share from the calculation of the district's total Aid to Classrooms projected funding. The Statewide Public Charter School District and any approved institution of higher education authorizing charter schools shall receive one hundred percent of the Aid to Classrooms funding from the State. For Fiscal Year ~~2023-24~~ *2024-25*, no local match is required for the State Aid to Classroom EIA distributions for the base funding rolled up from the previous fiscal year.

(E) Each district will receive either the amount determined by this new methodology or the actual state funding received in Fiscal Year 2021-22 from State Aid to Classrooms, Aid School Districts, Student Health and Fitness, Guidance/Career Specialists, Handicapped – Profoundly Mentally, EIA - Aid to Districts, EIA - Students at Risk of School Failure, Allocations EIA – Teacher Salaries, Allocations EIA – Employer Contributions, EIA – Student Health and Fitness Act - Nurses, and EIA - South Carolina Public Charter Schools.

(F) To provide flexibility, each district may expend the funds as determined by the local school board of trustees to meet the educational needs of students as defined in Section 59-1-50, Chapter 18, Title 59, and as delineated in a child's Individualized Education Program (IEP). Pursuant to Section 59-20-80, each school board of trustees must make available by September first of each fiscal year its annual budget that includes state, local, and federal investments in education. The budget must be available on the district's website. The department, in collaboration with local school districts, will provide a template that each district must use in reporting its budget.

(G) To provide transparency, Revenue and Fiscal Affairs will document annually, through an online financial dashboard, the expenditure of all state, local, and federal funds by each district and by each charter school authorizer and other relevant data. To ensure that the public reporting meets the needs of educators, parents, citizens, and policymakers, the department, in conjunction with Revenue and Fiscal Affairs, will consult routinely with a group of educators, parents, citizens, and policymakers. District expenditures for the prior fiscal year must be published on the department's website for public disclosure by January 1.

(H) If a traditional school district, charter school authorizer, or special school district fails to submit expenditure data needed for the online financial dashboard, the Revenue and Fiscal Affairs Office will notify the Department of Education. Within thirty days of such notification, the Department of Education must then withhold ten percent of all state payments to the district or authorizer until the district or authorizer complies and all payments will then be made.

(I) To ensure accountability, each district's annual audit that is submitted to the Department of Education pursuant to Section 59-17-100 must be conducted using an auditing firm from an approved list provided by the State Auditor. The State Auditor will develop standards and criteria

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for determining qualifying auditors. Each district's annual audit must be available on the district's website.

(J) For the current fiscal year the South Carolina Public Charter School District and any institution of higher education sponsoring a public charter school shall receive and distribute state Aid to Classroom funds to the charter school. Students enrolled in charter schools authorized by the South Carolina Public Charter School District or an institution of higher education will receive in addition to the base weight of 1.00 or in addition to the disability weight of 2.60 an additional weight based upon the type of charter school that they attend. These additional funds must support the provision of educational services for children served by a charter school that does not receive local revenues. These students are also eligible to receive additional weights for personalized instruction. The department will make any necessary adjustments to account for the state share for Charter and Special Districts.

(K) 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 be included in student counts solely for the purposes of receiving the additional weighting for students attending a brick and mortar charter school.

(L) For Fiscal Year ~~2023-24~~ *2024-25*, special districts and alternative schools will receive the amount received in the prior fiscal year from these funds.

(M) The Revenue and Fiscal Affairs Office, must post in a prominent place on their website for each school district projections, including the per pupil state, federal and local revenues, excluding revenues of local bond issues, for the current fiscal year. Also, as soon as practicable, upon determining the exact numbers regarding pupil count and funding, the Revenue and Fiscal Affairs Office, shall also post on their website the one hundred thirty-five-day average daily membership for each school district and per pupil state, federal and local revenues, excluding revenues of local bond issues, based on the most recent audited financial statement as reported annually pursuant to Section 59-17-100. The Department of Education and the Education Oversight Committee shall provide in a prominent place on their internet websites a link to the information posted by the Revenue and Fiscal Affairs Office, including the projected numbers and the exact numbers.

(N) For the current fiscal year, the pupil classification weightings are as follows:

(1) K-12 pupils or base students including homebound students1.00

Students served in licensed residential treatment facilities (RTFs) for children and adolescents as defined under Section 44-7-130 of the 1976 Code shall receive a weighting of 2.10.

(2) Weights for students with disabilities as documented by their Individualized Education ~~Plan~~ *Program* (IEP) 2.60

(3) Precareer and Career Technology1.20

(4) Charter school students
- (a)Enrolled in brick and mortar school1.25
- (b)Enrolled in virtual charter school0.65

(5) Additional weights for personalized instruction:
- (a)Gifted and Talented0.15
- (b)Academic Assistance0.15
- (c)Limited English Proficiency0.20
- (d)Pupils in Poverty0.50

(O) The Department of Education will review the child count data for all of the districts and charter school authorizers in the State and identify any school district or charter school

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authorizer whose percentage of total enrolled students with IEPs is outside of the typical percentage range based on national and state data. The department will then conduct a focused review of the district's special education population and provide technical assistance, as needed, to ensure that students with disabilities are being appropriately identified and served.

(P) Students in poverty are students who qualify for Medicaid, SNAP, TANF, or are homeless, transient, or in foster care.

(Q) Gifted and talented students are students who are classified as academically or artistically gifted and talented or who are enrolled in Advanced Placement (AP), International Baccalaureate (IB), and Cambridge International courses in high school. Districts shall set-aside twelve percent of the funds for serving artistically gifted and talented students in grades three through twelve.

(R) Students in need of academic assistance are students who do not meet state standards in mathematics, English language arts, or both on state approved assessments in grades three through eight and high school assessments for grades nine through twelve. The additional weight generates funds needed to provide additional instructional services to these students.

(S) Students with limited English proficiency are students who require intensive English language instruction programs and whose families require specialized parental involvement intervention.

(T) Further, the Department of Education may use school district student counts for personalized instruction as collected in the same manner as the prior fiscal year, PowerSchool or other available existing data sources as determined by the department to calculate the school district add on weightings for the personalized instruction classifications and the determination of the school districts monetary entitlement. End of year adjustments shall be based on the one hundred thirty-five-day student average daily membership for all classifications. During the current fiscal year, the department will update PowerSchool calculations, reports, screen development, documentation, and training to incorporate the new pupil classification weightings and to make final district allocation adjustments by June 30. The department must provide districts with technical assistance with regard to student count changes in PowerSchool.

(U) Up to ten percent of any funds appropriated for State Aid to Classrooms at the end of the fiscal year may be carried forward into the subsequent fiscal year and allocated to school districts, the South Carolina Public Charter School District, and an institution of higher education that authorizes charter schools pursuant to this provision. The additional funds must first support increases in student enrollment and any balance may be allocated proportionately utilizing weighted pupil units to districts. Any additional unexpended funds shall revert to the general fund or to the EIA Fund.

(V) With the funds that the Department of Education receives for health insurance for school districts, the department shall allocate the funds to school districts proportionately utilizing weighted pupil units. The department shall allocate to districts funds received for retirement benefits through the State Aid to Classrooms formula.

(W) In the event of a mid-year across-the-board budget reduction, which reduces the total appropriation of general funds for State Aid to Classrooms, the Department of Education is directed to first reduce the amount of funds allocated to traditional school districts, charter school authorizers, and the special school districts for proportional funding under this provision.

1.47 **AMEND** (SDE: Full-Day 4K) Provides guidelines for participation in and funding for the SC Early Reading Development and Education Program (CERDEP). *Companion to EIA proviso 1A.26.*

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WMC: AMEND proviso to change a reference to CERDEP and expand the data collection. Requires certain data to be provided of four-year-olds in poverty served in formal education programs in public schools for more accurate reporting. Requested by the Education Oversight Committee.
HOU: ADOPT proviso as amended.

1.47. (SDE: Full-Day 4K) *(A)* Eligible students residing in any school district or attending any charter school authorized by the South Carolina Public Charter School District or an approved institution of higher education may participate in the South Carolina Early Reading Development and Education program (CERDEP) pending the availability of space and funding. Student eligibility as defined by Section 59-156-130 of the 1976 Code is an annual family income of one hundred eighty-five percent or less of the federal poverty guidelines as promulgated annually by the United States Department of Health and Human Services or a statement of Medicaid eligibility.

(B) A parent or guardian may choose to enroll their child in a public school participating in the program and approved by the Department of Education pursuant to Section 59-156-210 or in a private provider participating in the program and approved by the Office of First Steps pursuant to Section 59-156-200. A private provider includes, but is not limited to, a child care center, a military child care facility regulated by the United States Department of Defense, or a non-profit independent school. State funds appropriated for the provision of CERDEP services in military child care facilities may not be used to supplant existing federal child care funds. No school district can be denied participation in CERDEP or be denied CERDEP funding pursuant to the terms of this provision.

(C) 4K programs in public schools and non-profit independent schools participating in CERDEP are not required to be approved, registered, or licensed by the Department of Social Services in order to participate in CERDEP. Instead, the Department of Education and the Office of First Steps are responsible for ensuring that providers deliver high-quality educational programs pursuant to Section 59-156-160.

(D) Public and private providers shall be funded for instructional costs at a minimum rate of $5,100 per student enrolled. Eligible students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall also be eligible for reimbursement at a minimum of $620 per eligible child transported. First Steps and the Department of Education must provide an equitable distribution above the minimum between public and private providers. First Steps and the Department of Education must provide a quarterly report beginning October 1 detailing funding above the minimum made to any provider to the Governor, the Chairman of the Senate Finance Committee, and the Chairman of the House Ways and Means Committee. All providers who are reimbursed are required to retain records as required by their fiscal agent. New providers participating for the first time in the current fiscal year and enrolling between one and six eligible children shall be eligible to receive at a minimum of $1,000 per child in materials and equipment funding, with providers enrolling seven or more such children eligible for funding at a minimum of $10,000. The Department of Education and the Office of First Steps Readiness are authorized to utilize carry forward funds and federal funds to supplement the amount expended for materials and equipment. Providers receiving equipment funding are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a level determined by

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the Department of Education and the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps. The Department of Education shall only provide funding for public school students whose complete records have been entered into PowerSchool based on the one hundred and thirty-five day student average daily membership. For the current fiscal year, providers may enroll pay-lunch children who score at or below the twenty-fifth national percentile on two of the three DIAL-3 subscales by July 1 if at least seventy-five percent of the total number of children eligible or the Child Early Reading Development and Education Program in a district or county are projected to be enrolled in that program, Head Start, or ABC Child Care Program as determined by the Department of Education and the Office of First Steps, Child Early Reading Development and Education Program. Providers may receive reimbursement for these children if funds are available. The Department of Education is required to offer waivers allowing students with disabilities to be served in multi-categorical classroom settings based on similar cognition and abilities. Funding appropriated for CERDEP may be carried forward and expended for the same purpose.

(E) Annually, the Department of Education is directed to audit the annual allocations to public providers to ensure that allocations are accurate and aligned to the appropriate pro rata per student allocation, materials, and equipment funding. In the event the department, during the audit process determines that the annual allocations of the prior fiscal year are not accurate, the department must adjust the allocations for the current fiscal year to account for the audit findings. The department must provide the results of the annual audit findings to the General Assembly no later than December first. Likewise, in the event the Office of First Steps determines that the annual allocations of the prior fiscal year to private providers are not accurate, the Office of First Steps must adjust the allocations for the current fiscal year to account for the findings.

(F) Of the funds appropriated, $300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina ~~Child Development Education Pilot Program~~ *Early Reading Development and Education Program (CERDEP)* and to issue findings in a report to the General Assembly by March first of each year. To aid in this evaluation, the Education Oversight Committee shall determine *and obtain* the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program, *including average daily attendance data, so that consistent enrollment may be determined*. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a *public or* private provider *including those funded by CERDEP, Head Start, SC Child Care Scholarships, EIA, Title I, district-funded, and all other federal, state, or local public sources*. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day four-year-old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades along with information, recommendations, and a timeline for how the state can increase the number of students served in high-quality programs. *To aid in the accurate reporting of four-year-olds in poverty served in formal education programs in public schools in South Carolina, the Department of Education must provide to the EOC data related to four-year-olds served in*

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formal education programs funded with other state, local, or federal funds, including Title 1 and EIA-District-funded programs, denoting full- or partial-day status.

(G) For eligible children residing in school districts that do not participate in CERDEP, the Department of Education is required to develop and implement inter-district transfer policies that give parents or guardians the option of their eligible child attending an out-of-district school that participates in CERDEP.

(H) For the current fiscal year, the Office of First Steps may expend: (1) up to $2,000,000 to pilot a program to provide higher reimbursement rates to high-quality providers. The reimbursement rate for students enrolled by child care providers rated B or higher in the ABC Quality System operated by the Department of Social Services may be increased by up to 10% of the per-student base following guidelines developed by the Office of First Steps; and (2) up to $250,000 to provide one-time supplemental, needs-based incentive grants in an amount not to exceed $30,000 for newly created and/or newly approved private providers proposing to expand service to ten or more CERDEP eligible children in communities unable to enroll all eligible students in a public, private, or Head Start setting during the prior fiscal year. These grants are designed to address building renovations, documented as necessary to bring proposed classrooms into compliance with licensing regulations, materials and staffing costs, and/or other obstacles currently preventing their participation in the program. The First Steps Board of Trustees shall develop and approve an application process that incorporates formal review and fiscal safeguards designed to ensure grant funds are used solely to address documented barriers to program participation. Providers receiving this one-time supplement shall be expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years shall require the provider to return a portion of the supplemental allocation at a level determined by the Office of First Steps to School Readiness. First Steps shall submit a report detailing its process, expenditures and expanded enrollment to the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee by March 15.

(I) If by August first, the Department of Education or the Office of First Steps determines that appropriations will exceed expenditures, available funds may be used to fund an extended program and to increase the length of the program to a maximum of eight and a half hours per day or two hundred and twenty days per year or to fund summer programs. If a district chooses to fund summer enrollment, the program funding shall conform to the funding in this act for full year programs; however, it shall be reduced on a pro rata basis to conform with the length of the program. A summer program shall be no more than eight and a half hours per day and shall be not more than ten weeks in length. The per pupil allocation and classroom grant must conform with the appropriated amount contained in this act and end of year adjustments shall be based on the one hundred and thirty-five-day student average daily membership or later student average daily membership for districts choosing to extend the program past one hundred and eighty days. Funds may also be used to provide parent engagement, professional development, and quality evaluations of programs. No later than April first, the Department of Education and the Office of First Steps shall report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee on the expenditure of these funds to include the following information: the amount of money used and specific steps and measures taken to enhance the quality of the 4K program and the amount of money used for professional development as well as the types of professional development offered and the number of participants. The Office of First Steps is directed to determine if the provision of extended programs in private centers

improves the ability of parents to enter the workforce or to pursue postsecondary training or industry credentials.

(J) On or before November 15, the Department of Education and the Office of First Steps shall share data that identifies the total number of children enrolled in CERDEP in both public and private providers. If available appropriations exceed the instructional costs of serving children enrolled in the program and if a waiting list of eligible children can be documented by the Department of Education and by the Office of First Steps, then the Executive Budget Office may authorize the transfer of funds between the Department of Education and the Office of First Steps.

(K) The Office of First Steps and the Department of Education shall collaborate with the South Carolina Head Start State Collaboration Office to inform parents of all publicly funded full-day 4K programs including Head Start by participating in PalmettoPreK and First5SC.

1.49 **AMEND** (SDE: Interscholastic Athletic Association Dues) Provides criteria which an interscholastic athletic association, body or entity must meet in order for a state supported school district or school within that district to be permitted to use funds to associate with the organization. Directs that eligibility requirements for new students to participate in interscholastic athletics shall not be more restrictive than they were on January 1, 2020.
WMC: AMEND proviso to include additional criteria that needs to be meet in order for a state supported school district or school within that district to be permitted to use funds to associate with the organization. Directs that the one-year waiting period for home school students to participate on a member school's team is waived if the student is academically qualified.
HOU: AMEND FURTHER to provide for the composition of the appellate panel. Requires the development and publication of a reorganization plan by 6/30/25. Allows a one-time transfer if a school does not offer a sort for students in middle school who transfers after establishing eligibility in the 7th grade and high school students after establishing eligibility in the ninth grade to a school outside of their attendance zone.

1.49. (SDE: Interscholastic Athletic Association Dues) (A) A public school district supported by state funds shall not use any funds or permit any school within the district to use any funds to join, affiliate with, pay dues or fees to, or in any way financially support any interscholastic athletic association, body, or entity unless the constitution, rules, or policies of the association, body, or entity contain the following:

(1) a range of sanctions that may be applied to a student, coach, team, or program and that takes into account factors such as the seriousness, frequency, and other relevant factors when there is a violation of the constitution, bylaws, rules, or other governing provisions of the association, body, or entity;

(2)(a) guarantees that private or charter schools are afforded the same rights and privileges that are enjoyed by all other members of the association, body, or entity. A private or charter school may not be expelled from or have its membership unreasonably withheld by the association, body, or entity or restricted in its ability to participate in interscholastic athletics including, but not limited to, state playoffs or championships based solely on its status as a private school or charter school. The association, body, or entity shall set reasonable standards for private or charter school admission. A private or charter school denied membership must be provided, in writing within five business days, the reason or reasons for rejection of its application for membership;

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(b) guarantees that a South Carolina home school athletic team that is a member of a home school athletic association may not be denied access to preseason and regular season interscholastic athletics including, but not limited to, jamborees and invitational tournaments, based solely on its status as a home school athletic team; other rules or policies of the association, body, or entity would apply;

(3)(a) an appeals process in which appeals of the association, body, or entity are made to a disinterested third-body appellate panel which consists of seven members who serve four year terms~~, with one person appointed by the delegation of each congressional district;~~. *Three members shall be appointed by the Chair of the House Education and Public Works Committee and three appointed by the Chair of the Senate Education Committee. Each Chair must appoint at least one member from the minority party and at least one appointed member must be female. The Governor shall appoint one member who shall serve as the panel's Chair. Existing members of the panel are removed, but may be reappointed in the manner prescribed above.*

(b) a member of the panel serves until his successor is appointed and qualifies. A vacancy on the panel is filled in the manner of the original appointment;

(c) members of the appellate panel do not concurrently serve as officers of the association, body, or entity and may not have served as a member of the executive committee within the last three years. Principals and superintendents are able to appeal a ruling of the association, body, or entity to the panel. The appellate panel also must provide the final ruling in any appeal brought against a decision of the association, body, or entity;

(4) a procedure in place for emergency appeals to be held and decided upon in an expedited manner if the normal appellate process would prohibit the participation of a student, team, program, or school in an athletic event, to include practices; ~~and~~

(5) development and publication, by June 30, 2025, of a reorganization plan for classification that goes into effect for the next league realignment. The plan must include a multiplier system for the purpose of classification that takes into account a school's geographic location, student population, and performance in each sport in which it participates;

(6) a process and qualifications for a student attending a non-member private or public school to participate on a member school's team; provided that the student's private or public school does not offer the sport, the entity shall allow a one-time transfer to a student in middle school who transfers after establishing eligibility in the seventh grade and in high school after establishing eligibility in the ninth grade to a school outside of their attendance zone to play without penalty;

(7) a process for the completion of an annual accountability report that identifies key program area descriptions and expenditures and links those to key financial and performance results measures. This report must be posted on the entity's website by September 1 of each year; and

~~(5)~~*(8)*provisions, implemented within one year after the effective date of this section, that require the composition of the executive committee of the association, body, or entity be geographically representative of this State.

(B) In the event an association, body, or entity fails to include one of the items listed in this proviso, public school districts and schools must end their affiliation with the association, body, or entity prior to the beginning of the upcoming school year and are prohibited from paying dues or fees to the association, body, or entity.

(C) Eligibility requirements for new students to participate in interscholastic athletics shall be no more restrictive in language or application than the rules or policies of the association, body, or entity that were in effect on January 1, 2020.

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(D) For the 2024-2025 School Year, the one-year waiting period for home school students to participate on a member school's team is waived as long as the home school student is academically qualified to participate in athletic events sponsored, approved, or authorized by the entity.

1.52 **AMEND** (SDE: Graduation Rates) Directs that if a high school has a graduation rate that is below 60%, the local school district board of trustees must provide a detailed report to the State Board of Education on a plan to increase the graduation rate in accordance with the EAA.
WMC: AMEND proviso to update the graduation rate from below 60% to 70% percent or less.
HOU: ADOPT proviso as amended.

1.52. (SDE: Graduation Rates) For the current fiscal year, if a high school has a graduation rate ~~below sixty~~ *of seventy* percent *or less*, using appropriated funds a local school district board of trustees must provide a report detailing a plan to increase the graduation rate in accordance with the provisions of the Education Accountability Act to the State Board of Education.

1.70 **AMEND** (SDE: Teacher Salaries/SE Average) States that the projected Southeastern average teacher salary is projected to be $58,048. Requires a local district board of trustees to provide a step increase for all eligible certified teachers. Requires districts to use the district salary schedule used in the prior fiscal year as the basis for providing the increase. Suspends the requirement that districts maintain local salary supplements per teacher no less than their prior fiscal year. *Companion to EIA proviso 1A.31*
WMC: AMEND to update the Southeastern average teacher salary and the fiscal year reference.
HOU: ADOPT proviso as amended.

1.70. (SDE: Teacher Salaries/SE Average) The projected Southeastern average teacher salary shall be the average of the average teachers' salaries of the southeastern states as projected by the Revenue and Fiscal Affairs Office. For the current school year, the Southeastern average teacher salary is projected to be ~~$58,048~~ *$59,866*. The General Assembly remains desirous of raising the average teacher salary in South Carolina through incremental increases over the next few years so as to make such equivalent to the national average teacher salary.

Additionally, for the current fiscal year, a local school district board of trustees must increase the salary compensation for all eligible certified teachers employed by the district by no less than one year of experience credit using at a minimum the district salary schedule utilized the prior fiscal year as the basis for providing the step. Application of this provision must be applied uniformly for all eligible certified teachers. For Fiscal Year ~~2023-24~~ *2024-25*, the requirement that school districts maintain local salary supplements per teacher no less than their prior fiscal year level is suspended.

For purposes of this provision, teachers shall be defined by the Department of Education using the Professional Certified Staff (PCS) System.

1.73 **DELETE** (SDE: COVID-19 Emergency Powers) Authorizes Superintendent of Education to provide maximum financial flexibility, including the authority to carry forward cash balances to local districts adjusting to operations due to COVID-19. Authorizes department cash balances to be carried forward and allows the superintendent to transfer any department appropriations to assist local school districts to use summer reading camps and all other available tools to ensure

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satisfaction of learning needs in response to pandemic learning loss. Requires the superintendent to provide a report on the emergency powers exercised to the Senate Finance Committee, the House of Representatives Ways and Means Committee, the Senate Education Committee, and the House of Representatives Education and Public Works Committee by August 1, 2023.
WMC: DELETE proviso.
HOU: ADOPT deletion.

1.73. (SDE: COVID-19 Emergency Powers) ~~(A) The Superintendent of Education is authorized to provide maximum financial flexibility including, but not limited to, the authority to carry forward any cash balances to local school districts adjusting to operations in response to COVID-19.~~

~~(B) The State Superintendent of Education is authorized to carry forward any cash balances maintained by the Department of Education. The superintendent is further authorized to transfer any appropriations within the department to assist local school districts to use summer reading camps and all other available tools to ensure appropriate time is spent by students to keep them on grade level and satisfy their learning needs in response to pandemic learning loss.~~

~~(C) On or before August 1, 2023, the State Superintendent of Education shall provide a report to the Senate Finance Committee, the House of Representatives Ways and Means Committee, the Senate Education Committee, and the House of Representatives Education and Public Works Committee concerning the emergency powers exercised in this provision.~~

1.78 **AMEND** (SDE: Capital Funding for Schools) Outlines the allocation of Capital Funding for Schools appropriations by the Department of Education with distinct priorities. Directs up to $20,000,000 is allocated for local school districts consolidating with others, covering consolidation-related costs contingent upon plan approval. States that an additional $10,000,000 shall be expended for districts consolidating schools within themselves and $20,000,000 shall be allocated for statewide K-12 school safety upgrades, including specific criteria for applications. Directs remaining funds to be set aside to create a state funding source for local school district infrastructure based on needs, with guidelines to be established considering factors like taxpaying ability and building conditions. Requires the department to be responsible for reporting annually to the General Assembly by June 30, detailing applications, approvals, and project costs. Allows funds to be carried forward and expended for the same purposes.
WMC: AMEND proviso to delete items that direct appropriated funds to be utilized for consolidating school districts with others, within themselves, and for remaining funds to be set aside for the creation of a state funding source for local school district infrastructure. Amends title to delete "Capital" and add "Safety". Deletes the requirement to submit recommendations on guidelines to the infrastructure program and deletes the requirement that the department to report on the funds and costs. Updates calendar year references. Requested by the Department of Education.
HOU: ADOPT proviso as amended.

1.78. (SDE: ~~Capital~~ Funding for Schools *Safety*) *(A)* The funds appropriated for ~~Capital~~ Funding for Schools *Safety* ~~shall be prioritized by the Department of Education pursuant to subsections (A),(B), and (C).~~

~~(A) Up to $20,000,000 of the funds shall be made available first to a local school district or districts that is consolidating with another school district. The funds may be used to support costs directly related to the consolidation which shall include, but are not limited to, salary adjustments,~~

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~~facilities, debt mitigation, millage rate adjustments, transportation, technology, and other factors for which the district or districts demonstrates are necessary to complete consolidation. On or before August 1, the eligible districts must submit a preliminary plan and timeline for pursuing consolidation, including the use of the consolidation funds requested, to the Department of Education for review and approval. When the department has approved the final plan, the districts shall forward the plan to the local legislative delegation outlining the specific request that local legislation be enacted to effect the consolidation. The legislation may include, but is not limited to, composition of the consolidated board, transition procedures, and disposition and/or assumption of district assets and liabilities. Upon approval of a consolidation plan, the department shall make an initial allocation to the impacted districts and shall allocate remaining funds upon enactment of legislation formally consolidating the districts for the benefit of the consolidated district.~~

~~(B) Up to $10,000,000 of the funds shall be made available to a local school district consolidating at least three schools within a single district into a single school campus and consolidating other district-owned educational buildings or buildings that support district functions into a single building. The funds may be used to support costs directly related to the consolidation and other factors for which the district demonstrates are necessary to complete consolidation.~~

~~(C) Up to $20,000,000 of the funds~~ shall be made available for the direct benefit of all children of South Carolina enrolled in K-12 schools by funding facilities upgrades aligned with school safety priorities. The department shall allocate these funds to the public school districts and charter school districts. Eligible school facility upgrades shall include: (a) classroom/internal door locks; (b) secure school entry points and access control; (c) window covers; (d) bulletproof glass or bulletproof film for windows; and (e) electronic or other technology. School facilities eligible for safety upgrades under this subsection are defined as locations with daily student attendance and shall not include unimproved real property, centralized district administration facilities, or other facilities, including those normally identified with interscholastic sports activities.

(B) The department shall develop an application process for public and charter school districts to request funding for facilities upgrades aligned with school safety priorities and establish policies, procedures, and priorities for the making of grants pursuant to this subsection. Criteria for prioritizing the awarding of grants shall include, but not be limited to, percentage of students enrolled from low-income families, the age and condition of the existing school facilities to be upgraded as well as the ability to commence construction in a timely matter and the quality of the application. The criteria must also require that all proposed projects do not create new recurring annual expenses and comply with local, state, and federal building codes.

(C) Applications must be submitted to the department by September 1, ~~2023~~ *2024*. Upon receipt of applications pursuant to the application process adopted by the department, the department shall prioritize the eligible projects with the greatest need using the established criteria and shall submit a list of recommended grant awards to the State Board of Education no later than November 30, ~~2023~~ *2024*. Grants shall be awarded upon an affirmative vote of the State Board.

(D) The financial assistance provided pursuant to this provision must be used for the eligible school facility project. The department is responsible for establishing policies and procedures to ensure that funds are expended in a manner consistent with this provision. Unexpended funds may be carried forward to be expended for the same purposes by the department and grant recipients. Following the close of the fiscal year, the department shall submit a report of approved

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projects to the Governor, the Chairman of the Senate Finance Committee, and the Chairman of the House Ways and Means Committee.

~~(D) The remaining funds shall be set aside by the department to create a source of state funding for local school district infrastructure based on need. Additional funds may be appropriated by the General Assembly with either recurring or non-recurring funds from the General Fund, EIA, or lottery. Federal funds authorized by a federal agency or authorized by the General Assembly may also be included in this fund. The fund may also accept gifts from private sources.~~

~~The department shall submit recommendations to the Senate Finance Committee and the House Ways and Means Committee to establish guidelines for the program consisting of award criteria, conditions for the awards and any match requirements by December 31. Criteria shall include, but not be limited to, consideration of a district's index of taxpaying ability, consideration of a district's or county's per capita income and the age and condition of the district's existing academic buildings as well as the ability to commence construction in a timely matter and the quality of the application.~~

~~For purposes of this provision, school infrastructure shall not include unimproved real property, centralized district administration facilities, or other facilities, including those normally identified with interscholastic sports activities.~~

~~(E) The Department of Education must submit to the General Assembly by June 30 of each year a report documenting, at a minimum, the number of applications received and approved, information on the types of infrastructure supported by these funds, and the projected and final costs of each project.~~

(E) Unexpended funds may be carried forward from the prior fiscal year into the current fiscal year to be expended for the same purposes by the department and school districts.

1.80 **AMEND** (SDE: Retired Teacher Salary Negotiation) (SDE: Retired Teacher Salary Negotiation) Allows school districts to negotiate salaries below the salary schedule when hiring retired teachers for the 2023-24 school year.
WMC: AMEND proviso to update school year reference.
HOU: ADOPT proviso as amended.

1.80. (SDE: Retired Teacher Salary Negotiation) With funds appropriated for State Aid to Classrooms, when hiring retired teachers for the ~~2023-24~~ *2024-25* School Year, school districts uniformly may negotiate salaries below the school district salary schedule.

1.85 **AMEND** (SDE: Education Data Dashboard) (SDE: Education Data Dashboard) Directs the EOC to pilot an Education Data Dashboard. Requires the dashboard to interface with existing systems to provide information on district, school, and system progress and use existing data to document educational growth and financial expenditures.
WMC: AMEND proviso to delete "pilot" and insert "maintain".
HOU: ADOPT proviso as amended.

1.85. (SDE: Education Data Dashboard) The Education Oversight Committee is directed to ~~pilot~~ *maintain* an Education Data Dashboard. The data dashboard must interface with existing systems to provide school districts, schools, policymakers, families, and the public with meaningful information on school district, school, and system progress. The Education Data Dashboard would use existing data to document educational attainment and growth as well as

financial expenditures of state, local, and federal funds. The Department of Education and public school districts shall provide accountability and financial data as requested by the committee for the establishment of the dashboard.

1.88 **AMEND** (SDE: Surplus Property) (SDE: Surplus Property) Directs a school district to transfer or to offer for sale a lease a property which has been vacant for the previous four school years and has not been approved for use before July 1, 2023. Directs school districts to publish the list of properties on their website by September 15, 2023. Directs the district to transfer property by December 31, 2023 to a governmental subdivision or state agency that has provided written confirmation to accept the property for public use. States that if no subdivision or state agency accepts the property, the district is directed to offer the property for sale or lease at fair market value. Directs that 5% of state payments be withheld if a district fails to comply.
WMC: AMEND proviso to update calendar year references.
HOU: ADOPT proviso as amended.

1.88. (SDE: Surplus Property) *(A)* A school district must transfer, or offer for sale or lease, any surplus real property or property which has been vacant, unused, or unused for direct student instruction for the previous four school years and is not currently included in any district capital improvement plan for future use on or before July 1, ~~2023~~ *2024*. All school districts must publish on their website by September 15, ~~2023~~ *2024*, a list of properties that qualify under this provision.

(B) A school district shall comply with the requirements of this provision by transferring such property to another governmental subdivision or state agency that has provided written confirmation of an intent to accept the property for public use by December 31, ~~2023~~ *2024*. Any governmental subdivision or state agency providing such written confirmation must comply with all requirements related to the acquisition of real property or surplus property, and/or requirements related to the establishment of permanent improvement projects prior to accepting property transferred pursuant to this provision.

(C) If no governmental subdivision or state agency confirms an intent to accept the property, the district shall offer the property for sale or lease at fair market value as determined by a neutral appraiser and in compliance with existing law providing for sale or lease of such property by a school district. If a school district fails to comply with this provision, the Department of Education must withhold five percent of all state payments to the district until the district complies.

1.89 **AMEND** (SDE: Competency-Based Education) (SDE: Competency-Based Education) Allows districts to submit a waiver application to the department when seeking to implement competency-based education. Defines competency-based education. Directs the department to create evaluation criteria and guidelines. Directs a participating school to submit data for a biennial review on a form developed by the department. Requires a report summarizing the reviews to be distributed to the Governor and member of the General Assembly no later than June 30, 2024.
WMC: AMEND proviso to update calendar year reference.
HOU: ADOPT proviso as amended.

1.89. (SDE: Competency-Based Education) (A) In the current fiscal year, districts seeking to implement competency-based education may submit a waiver application to the State

Board of Education in a format developed by the State Department of Education. For purposes of this proviso, competency-based education refers to a comprehensive learning approach for a student to master competencies and related standards along a personalized, self-paced, and flexible pathway. As part of the waiver application, districts may include in-person instruction, virtual instruction, self-guided learning, and experiential learning through approved off-campus educational opportunities in calculating instructional hours and may offer the required instructional days at any time during the school year, consistent with the law.

(B) Of the funds appropriated to the department, the State Department of Education shall create evaluation criteria and guidelines for schools that are operating under a waiver pursuant to this proviso. A participating school shall submit required data for a biennial cyclical review on a form developed by the department. A report summarizing the reviews including the waivers requested and how they hindered implementation must be distributed to the Governor and members of the General Assembly no later than June 30, ~~2024~~ *2025*.

1.90 **DELETE** (SDE: First Steps Transfer Plan) Directs the Office of First Steps to work with DOA and EBO, in consultation with SDE, to develop a plan to operate independently from SDE. Includes plan requirements and directs that a report be submitted to the Chairmen of Senate Finance and House Ways and Means and the Governor by 12/1/23.
WMC: DELETE proviso. Requested by First Steps.
HOU: ADOPT deletion.

1.90. (SDE: First Steps Transfer Plan) ~~The Office of First Steps shall work with the Department of Administration, Executive Budget Office, in consultation with the Department of Education, to develop a plan to operate independently from the Department of Education. The plan should include, but is not limited to, proposed program structure, the amount of personal services, operating expenses, employer contributions funding which shall be transferred from the Department of Education, and personnel required to perform human resource and accounting functions. A report shall be submitted to the Chairman of the Senate Finance Committee, the Chairman of the House Ways and Means Committee, and the Governor by December 1, 2023.~~

1.91 **DELETE** (SDE: Career Readiness Assessments) Directs the EOC and State Board of Education to create a waiver by 7/1/23 for districts and high schools to request an exemption from reporting student performance on the career readiness assessment for the 2022-2023 school year if the student is taking the assessment a second time and when it is different from the assessment taken in 11th grade.
WMC: DELETE proviso. Requested by the Education Oversight Committee.
HOU: ADOPT deletion.

1.91. (SDE: Career Readiness Assessments) ~~For the current fiscal year, the Education Oversight Committee and the State Board of Education are directed to create a waiver form by which school districts and high schools may request an exemption from reporting student performance on the career readiness assessment for the 2022-23 school year only for students who are taking the career readiness assessment for the second time and when the career readiness assessment is different from the career readiness assessment the student took in 11th grade. The exemption form must be available for schools no later than July 31, 2023.~~

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SUMMARY OF PROVISO CHANGES FOR FY 2024-2025
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1.94 **AMEND** (SDE: Reporting Requirements) (SDE: Reporting Requirements) Suspends the college freshman reporting requirements of Section 59-101-130. Directs SDE and EOC to use existing data to report on the in-state and out-of-state college enrollment, persistence, and post-secondary completion of high school graduates from South Carolina. Requires SDE to streamline data collection timelines and processes. Extends legislatively mandated due dates for school, district, and state plans to June 30, 2024.
WMC: AMEND proviso to update the calendar year reference.
HOU: ADOPT proviso as amended.

1.94. (SDE: Reporting Requirements) *(A)* For the current fiscal year, the college freshman reporting requirements of Section 59-101-130 are suspended. The Department of Education, in collaboration with the Education Oversight Committee, is authorized to use data that is already collected to report on the in-state and out-of-state college enrollment, college persistence, and post-secondary completion of South Carolina's high school graduates.

(B) The Department of Education shall work to streamline data collection timelines and processes to reduce burden and increase efficiency of data collection and reporting. For the current fiscal year, legislatively mandated due dates for school, district, and state plans including, but not limited to, District Strategic and School Renewal Plans, Read to Succeed Reading Plans, Academic Recovery Plans, District ADEPT Plans, and School Turnaround Plans are extended at the discretion of the Department of Education, but shall be due by June 30, ~~2024~~ *2025*.

1.98 **AMEND** (SDE: Read to Succeed Endorsement) Directs that the requirement for teachers and administrators to obtain the Read to Succeed endorsement as a requirement for recertification is suspended for 6th-12th grade teachers not teaching ELA, special education, and middle and secondary administrators.
WMC: AMEND proviso to delete "2023-24" and insert "current".
HOU: ADOPT proviso as amended.

1.98. (SDE: Read to Succeed Endorsement) For the ~~2023-2024~~ *current* fiscal year, and with funds appropriated to the Department of Education, the requirement for teachers and administrators to obtain the Read to Succeed endorsement as a requirement for recertification is suspended for sixth through twelfth grade teachers who are not teaching English Language Arts or special education and middle and secondary administrators. Certified faculty and staff working outside of a school setting are exempt from having to earn the literacy endorsement to maintain certification.

1.99 **ADD** (SDE: Abstinence Education Grant) **WMC:** ADD new proviso to direct that funds made available pursuant to Title V, Section 510 only may be awarded through a competitive grant process.
HOU: ADOPT new proviso.

1.99. *(SDE: Abstinence Education Grant) For the current fiscal year, funds made available to the State of South Carolina under the provisions of Title V, Section 510, only may be awarded to other entities through a competitive grant process.*

1.100 **ADD** (SDE: Abstinence-Until-Marriage Emerging Program) **WMC:** ADD new proviso to direct the department to use the "Abstinence-Until-Marriage Emerging Programs" special item

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funds to award a 12 month grant for abstinence-until-marriage emerging programs to nonprofits that meet all the A-H Title V, Section 510 definitions of Abstinence Education and to use a competitive bidding process and provide procedures for the awarding of the grant.
HOU: ADOPT new proviso.

1.100. *(SDE: Abstinence-Until-Marriage Emerging Programs) (A) From the funds appropriated to the Department of Education in this act as a Special Item and titled "Abstinence-Until-Marriage Emerging Programs", the department shall award a twelve-month grant for abstinence-until-marriage emerging programs. This funding shall be awarded by the department only to nonprofit 501(c)(3) agencies meeting all the A-H Title V, Section 510 definitions of Abstinence Education, as defined in the 2017 Social Security Act.*

(B) Grants must be awarded utilizing a competitive grant process.

(C) Applicants must provide a budget and budget narrative to the department that explains how the funds will be used.

(D) Prior to application, proposed programs/curricula must be certified by the National Abstinence Education Association (NAEA) as meeting and being in compliance with all of the Title V, Section 510 A-H requirements for abstinence-until-marriage education programs.

(E) The department shall determine and develop the necessary application for awards.

(F) The programs implemented by the entity awarded a grant pursuant to this provision may not violate any portion of the South Carolina Comprehensive Health Education Act when implemented in a school setting. An entity that violates any portion of the South Carolina Comprehensive Health Education Act must reimburse the State for all funds disbursed. Organizations or individuals awarded grants must provide quarterly reports on expenditures and participation to the Department of Education and the Department of Social Services within forty days of the end of each quarter.

(G) Grantees failing to submit reports within forty days of the end of each quarter will be terminated.

1.101 **ADD** (SDE: Abstinence-Until-Marriage Evidence-Based Programs Funding) **WMC:** ADD new proviso to direct the department to use "Continuation of Teen Pregnancy Prevention" funds to award contracts to separate private, non-profit 501(c)(3) entities to provide Abstinence Until Marriage teen pregnancy prevention programs and services that meets all A-H Title V, Section 510 definition of Abstinence Education; requires a competitive bidding process be used; and provides procedures for the awarding of contracts.
HOU: ADOPT new proviso.

1.101. *(SDE: Abstinence Until Marriage Evidence-Based Programs Funding) From the monies appropriated for the Continuation of Teen Pregnancy Prevention, grants must be awarded to separate private, nonprofit 501(c)(3) entities to provide Abstinence-Until-Marriage teen pregnancy prevention programs and services within the State that meet all of the A-H Title V, Section 510 definitions of Abstinence Education, as defined in the 2017 Social Security Act. Grants must be awarded utilizing a competitive grant process. Proposed programs/curricula must be certified by the National Abstinence Education Association (NAEA) as meeting and being in compliance with all of the Title V, Section 510 A-H requirement for abstinence-until-marriage education programs. Applicants must provide a budget for the proposed project for which the application is being made. Monies will be paid over a twelve month basis for services rendered. Unexpended funds shall be carried forward for the purpose of fulfilling the department's grant*

award notification. The programs implemented by the entity awarded a grant pursuant to this proviso may not violate any portion of the South Carolina Comprehensive Health Education Act when implemented in a school setting. An entity that violates any portion of the South Carolina Comprehensive Health Education Act must reimburse the State for all funds disbursed.

1.102 **ADD** (SDE: SC Future Makers and Tallo) **WMC:** ADD new proviso to direct that funds appropriated to the Educational Oversight Committee be used for middle and high school students and technical and four-year college students to access SC Future Makers and Tallo.
HOU: ADOPT new proviso.

1.102. *(SDE: SC Future Makers and Tallo) With the funds appropriated to the Educational Oversight Committee, the committee shall disburse funds to support the opportunity for middle and high school students, technical college students, and four-year college students to access SC Future Makers and Tallo to discover careers, apprenticeships, or internships in careers in advanced manufacturing and logistics and supply change management.*

1.103. **ADD** (SDE: Anti-Bullying/School Safety) **WMC:** ADD new proviso to direct school districts to implement a policy that prohibits the use of personal electronic devices by students during classroom instruction to receive state funds allocated for State Aid to Classrooms.
HOU: ADOPT new proviso.

1.103. *(SDE: Anti-Bullying/School Safety) To receive state funds allocated for State Aid to Classrooms, a school district must implement a policy that prohibits the use of personal electronic communication devices by students during direct classroom instructional time. For purposes of this provision, a personal electronic communication device is considered to be a device not authorized for classroom use by a student, utilized to access the Internet, wi-fi, or cellular telephone signals.*

1.104 **ADD** (SDE: District Accounting Systems and Best Practices) **WMC:** ADD new proviso to direct the Department of Education to convene a study committee to examine and propose revisions to improve district accounting systems and best practices. Establishes the membership and duties of the committee. Directs the committee to provide a report of potential reforms by May 31, 2025 to the Governor, the Speaker of the House, and the President of the Senate.
HOU: ADOPT new proviso.

1.104. *(SDE: District Accounting Systems and Best Practices) (A) The Department of Education shall convene a study committee to examine and propose necessary revisions for improving district accounting systems and best practices.*

(B) The study committee shall be comprised of the following individuals who each should have background and expertise in education finance:

(1) one member appointed by the Governor; who shall serve as Chair of the task force;

(2) the State Superintendent of Education or their designee;

(3) the Chief Financial Officer of the State Department of Education;

(4) one member of the South Carolina House of Representatives appointed by the Chair of the House of Representatives Education and Public Works Committee;

(5) one member of the South Carolina Senate appointed by the Chair of the Senate Education Committee;

(6) one member appointed by the Chair of the House of Representatives Ways and Means Committee;

(7) one member appointed by the Chair of the Senate Finance Committee;

(8) one member appointed by the Chair of the Board of the Revenue and Fiscal Affairs Office;

(9) one member appointed by the Governor upon recommendation of the South Carolina Association of School Administrators;

(10)one member appointed by the Governor upon recommendation of the South Carolina School Boards Association; and

(11)one member appointed by the Governor upon recommendation of the South Carolina Association of School Business Officials.

(C) Members of the task force shall receive no compensation but may receive per diem and mileage from the South Carolina Department of Education as provided for boards and commissions.

(D) The task force must submit recommendations for potential reforms to the Governor, the Speaker of the House of Representatives, and the President of the Senate no later than May 31, 2025. Recommendations shall include, but not be limited to, the following areas:

(1) increased transparency for school district personnel, stakeholders, and policymakers;

(2) ensuring alignment to accounting standards across the State;

(3) ease of reporting;

(4) consolidation of multiple reports into a streamlined reporting format;

(5) consistency of data across districts; and

(6) increased efficiency for school district financial staff.

1.105. **ADD** (SDE: Charter School Transfer) **WMC:** ADD new proviso to allow a charter school to transfer its charter to a different authorizer if its current authorizer is operating under a warning of noncompliance with core requirements or standards, is on probation, or if it ceases operations. Directs that the authorizer cannot withhold any unspent appropriated funds owed to the charter and may not charge any fees to the charter when moving to another authorizer. Outlines responsibilities of receiving authorizer. Directs that if a charter school ceases to operate, its assets become the property of the department, and the department shall adopt and implement a closure protocol.
HOU: ADOPT new proviso.

1.105. *(SDE: Charter School Transfer) Of the funds appropriated or authorized herein, a charter school that is authorized or chartered by an institution of higher education, or entity owned by or affiliated with an institution of higher education, may transfer its charter to a different authorizer provided that its current authorizer is operating under a warning of noncompliance with any core requirements or significant noncompliance of other standards or is on probation by its accrediting body for degree-granting higher education institutions. Furthermore, a charter school may apply to transfer its charter to a different authorizer if its current authorizer ceases operations. An authorizer under warning, on probation, or ceasing operation shall not demand or withhold any unspent appropriated funds held by or owed to a charter school. Furthermore, the authorizer may not charge any fees associated with the school moving to another authorizer. The receiving authorizer may deny a transfer application made under this section, and the decision of the receiving authorizer to accept or deny a transfer*

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application is final and may not be appealed. The receiving authorizer may require a transferring school to execute a new charter school contract or amend its charter for the time remaining on them or execute new ten-year charter and contract. The receiving authorizer is not bound by the terms or conditions of a transferring school's charter contract or charter. If a charter school ceases to operate for any reason as a result of this provision, then its assets become the property of the State Department of Education immediately upon closure and the State Department of Education shall be responsible for adopting and implementing a closure protocol to ensure an orderly closure in this situation.

1.106 **ADD** (SDE: Charter School Expenditures) **WMC:** ADD new proviso to direct that a charter school authorizer shall not spend appropriated funds for any purpose than those authorized pursuant to Chapter 40, Title 59. Directs that the authorizer cannot withhold any unspent appropriated funds owed to the charter and may not charge any fees to the charter when moving to another authorizer. Outlines responsibilities of receiving authorizer. Directs that if a charter school ceases to operate, its assets become the property of the department, and the department shall adopt and implement a closure protocol.
HOU: ADOPT new proviso.

1.106. *(SDE: Charter School Expenditures) Of the funds appropriated or authorized herein, a charter school authorizer shall not expend any state appropriated funds, or funds realized as a result of its operations, for any purposes other than those listed in Chapter 40, Title 59. If the Superintendent of Education discovers a violation of this provision, she may declare that the authorizer no longer has the authority to charter or authorize schools and all schools may apply to transfer to a different authorizer. Furthermore, the authorizer shall not demand or withhold any unspent appropriated funds held by or owed to a charter school that is leaving under the provisions of this item and may not charge any fees associated with the school moving to another authorizer. The receiving authorizer must agree to accept the charter school may deny a transfer application made under this section, and the decision of the receiving authorizer to accept or deny a transfer application is final and may not be appealed. The receiving authorizer may require a transferring school to execute a new charter school contract or amend its charter for the time remaining on them or execute new ten-year charter and contract. The receiving authorizer is not bound by the terms or conditions of a transferring school's charter contract or charter. If a charter school ceases to operate for any reason as a result of this provision, then its assets become the property of the State Department of Education immediately upon closure and the State Department of Education shall be responsible for adopting and implementing a closure protocol to ensure an orderly closure in this situation.*

1.107 **ADD** (SDE: Military Dependent Enrollment) **WMC:** ADD new proviso to direct that a charter school may offer enrollment preference to dependents of active-duty military personnel.
HOU: ADOPT new proviso.

1.107. *(SDE: Military Dependent Enrollment) Of the funds appropriated or authorized herein, a charter school may offer enrollment preference to dependents of active-duty military personnel.*

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1.108 **ADD** (SDE: Charter School Pupils in Poverty) **WMC:** ADD new proviso to appropriate an additional $1,000 in per pupil funding for each qualifying charter school. Provides for the schools' qualifications.
HOU: ADOPT new proviso.

1.108. *(SDE: Charter School Pupils in Poverty) For Fiscal Year 2024-25, each charter school authorized by the South Carolina Public Charter School District or an institution of higher education shall receive an additional $1,000 in per pupil funding from the funds appropriated for each qualifying school level. For purposes of this provision, qualifying school level is defined as an elementary, middle, or high school that includes 75% or more pupils in poverty based on the statewide 135th day pupils in poverty index for Academic Year 2023-2024 and for which the charter school received a rating of good or excellent on the academic achievement indicator on the South Carolina State Report Card for Academic Year 2022-2023.*

SECTION 1A - H630 - DEPARTMENT OF EDUCATION-EIA

1A.9 **AMEND** (SDE-EIA: Teacher Supplies) Provides guidelines for distributing teacher supply reimbursement of up to $350 each school year to offset the expenses teachers have incurred for teaching supplies and materials. Allows any classroom teacher, including those at a S.C. private school that are not eligible for this reimbursement, to claim a refundable income tax credit on their 2023 tax return.
WMC: AMEND proviso to update the reimbursement credit of teacher supplies to $400 and update the calendar year reference.
HOU: ADOPT proviso as amended.

1A.9. (SDE-EIA: Teacher Supplies) *(A)* All certified and non-certified public school teachers identified in PCS, certified special school classroom teachers, certified media specialists, certified guidance counselors, and career specialists who are employed by a school district, a charter school, or lead teachers employed in a publicly funded full day 4K classroom approved by the South Carolina First Steps to School Readiness, as of November thirtieth of the current fiscal year, based on the public decision of the school board may receive reimbursement of ~~$350~~ *$400* each school year to offset expenses incurred by them for teaching supplies and materials. Funds shall be disbursed by the department to School districts by July fifteenth based on the last reconciled Professional Certified Staff (PCS) listing from the previous year. With remaining funds for this program, any deviation in the PCS and actual teacher count will be reconciled by December thirty-first or as soon as practicable thereafter. Based on the public decision of the school district and no later than May fifteenth annually, the district shall notify all individuals entitled to receive these funds the manner in which the funds will be disbursed. Funds may be disbursed to each teacher via check in a manner separate and distinct from their payroll check on the first day teachers, by contract, are required to be in attendance at school for the current contract year, or the funds may be disbursed to each teacher via direct deposit as long as the funds are handled in a manner to be separate and distinct from their payroll check. This reimbursement shall not be considered by the state as taxable income. Special schools include the Governor's School for Science and Math, the Governor's School for the Arts and Humanities, Wil Lou Gray Opportunity School, Governor's School for Agriculture at John de la Howe, School for the Deaf and the Blind, Felton Lab, Department of Juvenile Justice, and Palmetto Unified School District. Funds distributed to school districts or allocated to schools must not supplant existing supply

money paid to teachers from other sources. If a school district requires receipts for tax purposes the receipts may not be required before December thirty-first. Districts that do not wish to require receipts may have teachers retain the receipts and certify for the district they have received the allocation for purchase of teaching supplies and/or materials and that they have purchased or will purchase supplies and/or materials during the fiscal year for the amount of the allocation. Districts shall not have an audit exception related to non-retention of receipts in any instances where a similar instrument is utilized. Any district requiring receipts must notify any teacher from whom receipts have not been submitted between November twenty-fifth and December sixth that receipts must be submitted to the district. Districts may not add any additional requirement not listed herein related to this reimbursement.

(B) Any classroom teacher, including a classroom teacher at a South Carolina private school, that is not eligible for the reimbursement allowed by this provision, may claim a refundable income tax credit on the teacher's ~~2023~~ *2024* tax return, provided that the return or any amended return claiming the credit is filed prior to the end of the fiscal year. The credit is equal to ~~$350~~ *$400*, or the amount the teacher expends on teacher supplies and materials, whichever is less. If any expenditures eligible for a credit are made after December thirty-first, the teacher may include the expenditures on his initial return or may file an amended ~~2023~~ *2024* return claiming the credit, so long as the return or amended return is filed in this fiscal year. The Department of Revenue may require whatever proof it deems necessary to implement the credit provided by this part of this provision. Any person receiving the reimbursement provided by this proviso is ineligible to take the income tax credit allowed by this proviso.

1A.26 **AMEND** (SDE-EIA: Full-Day 4K) Provides guidelines for participation in and funding for the SC Early Reading Development and Education Program (CERDEP). *Companion to 1.48*
WMC: AMEND proviso to change a reference to CERDEP and expand the data collection. Requires certain data to be provided of four-year-olds in poverty served in formal education programs in public schools for more accurate reporting. Requested by the Education Oversight Committee.
HOU: ADOPT proviso as amended.

1A.26. (SDE: Full-Day 4K) *(A)* Eligible students residing in any school district or attending any charter school authorized by the South Carolina Public Charter School District or an approved institution of higher education may participate in the South Carolina Early Reading Development and Education program (CERDEP) pending the availability of space and funding. Student eligibility as defined by Section 59-156-130 of the 1976 Code is an annual family income of one hundred eighty-five percent or less of the federal poverty guidelines as promulgated annually by the United States Department of Health and Human Services or a statement of Medicaid eligibility.

(B) A parent or guardian may choose to enroll their child in a public school participating in the program and approved by the Department of Education pursuant to Section 59-156-210 or in a private provider participating in the program and approved by the Office of First Steps pursuant to Section 59-156-200. A private provider includes, but is not limited to, a child care center, a military child care facility regulated by the United States Department of Defense, or a non-profit independent school. State funds appropriated for the provision of CERDEP services in military child care facilities may not be used to supplant existing federal child care funds. No school district can be denied participation in CERDEP or be denied CERDEP funding pursuant to the terms of this provision.

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(C) 4K programs in public schools and non-profit independent schools participating in CERDEP are not required to be approved, registered, or licensed by the Department of Social Services in order to participate in CERDEP. Instead, the Department of Education and the Office of First Steps are responsible for ensuring that providers deliver high-quality educational programs pursuant to Section 59-156-160.

(D) Public and private providers shall be funded for instructional costs at a minimum rate of $5,100 per student enrolled. Eligible students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall also be eligible for reimbursement at a minimum of $620 per eligible child transported. First Steps and the Department of Education must provide an equitable distribution above the minimum between public and private providers. First Steps and the Department of Education must provide a quarterly report beginning October 1 detailing funding above the minimum made to any provider to the Governor, the Chairman of the Senate Finance Committee, and the Chairman of the House Ways and Means Committee. All providers who are reimbursed are required to retain records as required by their fiscal agent. New providers participating for the first time in the current fiscal year and enrolling between one and six eligible children shall be eligible to receive at a minimum of $1,000 per child in materials and equipment funding, with providers enrolling seven or more such children eligible for funding at a minimum of $10,000. The Department of Education and the Office of First Steps Readiness are authorized to utilize carry forward funds and federal funds to supplement the amount expended for materials and equipment. Providers receiving equipment funding are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps. The Department of Education shall only provide funding for public school students whose complete records have been entered into PowerSchool based on the one hundred and thirty-five day student average daily membership. For the current fiscal year, providers may enroll pay-lunch children who score at or below the twenty-fifth national percentile on two of the three DIAL-3 subscales by July 1 if at least seventy-five percent of the total number of children eligible or the Child Early Reading Development and Education Program in a district or county are projected to be enrolled in that program, Head Start, or ABC Child Care Program as determined by the Department of Education and the Office of First Steps, Child Early Reading Development and Education Program. Providers may receive reimbursement for these children if funds are available. The Department of Education is required to offer waivers allowing students with disabilities to be served in multi-categorical classroom settings based on similar cognition and abilities. Funding appropriated for CERDEP may be carried forward and expended for the same purpose.

(E) Annually, the Department of Education is directed to audit the annual allocations to public providers to ensure that allocations are accurate and aligned to the appropriate pro rata per student allocation, materials, and equipment funding. In the event the department, during the audit process determines that the annual allocations of the prior fiscal year are not accurate, the department must adjust the allocations for the current fiscal year to account for the audit findings. The department must provide the results of the annual audit findings to the General Assembly no later than December first. Likewise, in the event the Office of First Steps determines that the

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annual allocations of the prior fiscal year to private providers are not accurate, the Office of First Steps must adjust the allocations for the current fiscal year to account for the findings.

(F) Of the funds appropriated, $300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina ~~Child Development Education Pilot Program~~ *Early Reading Development and Education Program (CERDEP)* and to issue findings in a report to the General Assembly by March first of each year. To aid in this evaluation, the Education Oversight Committee shall determine *and obtain* the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program, *including average daily attendance data, so that consistent enrollment may be determined*. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a *public or* private provider *including those funded by CERDEP, Head Start, SC Child Care Scholarships, EIA, Title I, district-funded, and all other federal, state, or local public sources*. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day four-year-old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades along with information, recommendations, and a timeline for how the state can increase the number of students served in high-quality programs. *To aid in the accurate reporting of four-year-olds in poverty served in formal education programs in public schools in South Carolina, the Department of Education must provide to the EOC data related to four-year-olds served in formal education programs funded with other state, local, or federal funds, including Title 1 and EIA-District-funded programs, denoting full- or partial-day status.*

(G) For eligible children residing in school districts that do not participate in CERDEP, the Department of Education is required to develop and implement inter-district transfer policies that give parents or guardians the option of their eligible child attending an out-of-district school that participates in CERDEP.

(H) For the current fiscal year, the Office of First Steps may expend: (1) up to $2,000,000 to pilot a program to provide higher reimbursement rates to high-quality providers. The reimbursement rate for students enrolled by child care providers rated B or higher in the ABC Quality System operated by the Department of Social Services may be increased by up to 10% of the per-student base following guidelines developed by the Office of First Steps; and (2) up to $250,000 to provide one-time supplemental, needs-based incentive grants in an amount not to exceed $30,000 for newly created and/or newly approved private providers proposing to expand service to ten or more CERDEP eligible children in communities unable to enroll all eligible students in a public, private, or Head Start setting during the prior fiscal year. These grants are designed to address building renovations, documented as necessary to bring proposed classrooms into compliance with licensing regulations, materials and staffing costs, and/or other obstacles currently preventing their participation in the program. The First Steps Board of Trustees shall develop and approve an application process that incorporates formal review and fiscal safeguards designed to ensure grant funds are used solely to address documented barriers to program participation. Providers receiving this one-time supplement shall be expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years shall require the provider to return a portion

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of the supplemental allocation at a level determined by the Office of First Steps to School Readiness. First Steps shall submit a report detailing its process, expenditures and expanded enrollment to the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee by March 15.

(I) If by August first, the Department of Education or the Office of First Steps determines that appropriations will exceed expenditures, available funds may be used to fund an extended program and to increase the length of the program to a maximum of eight and a half hours per day or two hundred and twenty days per year or to fund summer programs. If a district chooses to fund summer enrollment, the program funding shall conform to the funding in this act for full year programs; however, it shall be reduced on a pro rata basis to conform with the length of the program. A summer program shall be no more than eight and a half hours per day and shall be not more than ten weeks in length. The per pupil allocation and classroom grant must conform with the appropriated amount contained in this act and end of year adjustments shall be based on the one hundred and thirty-five-day student average daily membership or later student average daily membership for districts choosing to extend the program past one hundred and eighty days. Funds may also be used to provide parent engagement, professional development, and quality evaluations of programs. No later than April first, the Department of Education and the Office of First Steps shall report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee on the expenditure of these funds to include the following information: the amount of money used and specific steps and measures taken to enhance the quality of the 4K program and the amount of money used for professional development as well as the types of professional development offered and the number of participants. The Office of First Steps is directed to determine if the provision of extended programs in private centers improves the ability of parents to enter the workforce or to pursue postsecondary training or industry credentials.

(J) On or before November 15, the Department of Education and the Office of First Steps shall share data that identifies the total number of children enrolled in CERDEP in both public and private providers. If available appropriations exceed the instructional costs of serving children enrolled in the program and if a waiting list of eligible children can be documented by the Department of Education and by the Office of First Steps, then the Executive Budget Office may authorize the transfer of funds between the Department of Education and the Office of First Steps.

(K) The Office of First Steps and the Department of Education shall collaborate with the South Carolina Head Start State Collaboration Office to inform parents of all publicly funded full-day 4K programs including Head Start by participating in PalmettoPreK and First5SC.

1A.31 **AMEND** (SDE: Teacher Salaries/SE Average) States that the projected Southeastern average teacher salary is projected to be $58,048. Requires a local district board of trustees to provide a step increase for all eligible certified teachers. Requires districts to use the district salary schedule used in the prior fiscal year as the basis for providing the increase. Suspends the requirement that districts maintain local salary supplements per teacher no less than their prior fiscal year. *Companion to General Education proviso 1.70.*
WMC: AMEND to update the Southeastern average teacher salary and the fiscal year reference.
HOU: ADOPT proviso as amended.

1A.31. (SDE-EIA: Teacher Salaries/SE Average) *(A)* The projected Southeastern average teacher salary shall be the average of the average teachers' salaries of the southeastern states as

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projected by the Revenue and Fiscal Affairs Office. For the current school year, the Southeastern average teacher salary is projected to be ~~$58,048~~ *$59,866*. The General Assembly remains desirous of raising the average teacher salary in South Carolina through incremental increases over the next few years so as to make such equivalent to the national average teacher salary.

(B) Additionally, for the current fiscal year, a local school district board of trustees must increase the salary compensation for all eligible certified teachers employed by the district by no less than one year of experience credit using at a minimum the district salary schedule utilized the prior fiscal year as the basis for providing the step. Application of this provision must be applied uniformly for all eligible certified teachers. For Fiscal Year ~~2023-24~~ *2024-25*, the requirement that school districts maintain local salary supplements per teacher no less than their prior fiscal year level is suspended.

(C) For purposes of this provision, teachers shall be defined by the Department of Education using the Professional Certified Staff (PCS) System.

1A.41 **AMEND** (SDE-EIA: EOC-South Carolina Autism Society) Directs that $500,000 of the EIA funds appropriated for Partnerships, Education Oversight Committee (A85) be transferred quarterly from the EOC to the South Carolina Autism Society for the Autism Parent-School Partnership Program. Requires the society, on or before August 1, 2023, to provide an audit of the society's books from the previous fiscal year to the Chairmen of the Senate Finance and House Ways and Means Committees. Directs that the society provide an updated audit to the Chairmen on or before June 30, 2024.
WMC: AMEND proviso to update calendar year references.
HOU: ADOPT proviso as amended.

1A.41. (SDE-EIA: EOC-South Carolina Autism Society) *(A)* Of the funds appropriated in Section 1A, VIII.F. Partnerships, Education Oversight Committee (A85), $500,000 must be transferred in quarterly installments from the Education Oversight Committee to the South Carolina Autism Society for the Autism Parent-School Partnership Program. No more than ten percent of these funds may be used for central office related administrative purposes, with the remaining funds used to directly provide services through the Parent-School Partnership Program.

(B) On a quarterly basis, the South Carolina Autism Society shall submit to the Chairmen of the Senate Finance Committee and the House Ways and Means Committee a comprehensive report concerning the society's finances. The report must include, but is not limited to:

(1) All income derived during the quarter from any source;

(2) An itemized list of all expenditures for the quarter, including the amount of each expenditure;

(3) A list of employees, independent contractors hired by the society, and any other person or entity that provides goods or services to the society, including the amount paid to each; and

(4) Any other such information that aids in fully understanding the fiscal health of the society.

(C) On or before August 1, ~~2023~~ *2024* , the society shall provide the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee an audit of the society's books from the society's previous fiscal year. On or before June 30, ~~2024~~ *2025*, the society shall provide an updated audit to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee.

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SUMMARY OF PROVISO CHANGES FOR FY 2024-2025
AS RECOMMENDED BY
THE HOUSE OF REPRESENTATIVES

1A.45 **AMEND** (SDE-EIA: Rural Teacher Recruiting Incentive) Creates a program within CERRA to recruit and retain classroom educators in rural and underserved districts that annually experience excessive teacher turnover. Requires CERRA report by July 31st of the current fiscal year to the Governor, the President Pro Tempore of the Senate, and the Speaker of the House on the incentives that have been developed and to make recommendations for attracting and retaining high quality teachers. Authorizes Rural Teacher Recruiting Incentive funds to be carried forward and used for the same purpose.
WMC: AMEND proviso to require EOC to evaluate the allocated funds and their impact on the Rural Teacher Recruiting Incentive. Requires the evaluation to be submitted to the WMC, SFC, House and Senate Education Committees, and the Governor's Office by December 15th. Requested by the Education Oversight Committee.
HOU: ADOPT proviso as amended.

1A.45. (SDE-EIA: Rural Teacher Recruiting Incentive) (A) There is created a program within the South Carolina Center for Educator Recruitment, Retention, and Advancement (CERRA) to recruit and retain classroom educators in rural and underserved districts experiencing excessive turnover of classroom teachers on an annual basis.

(B) During the current fiscal year CERRA shall publish eligibility requirements and applications for individual educators, school districts, and institutions of higher education not inconsistent with existing licensure requirements for each, but also including:

(1) Eligible districts identified by CERRA as experiencing greater than eleven percent average annual teacher turnover, as reported on the districts' five most recent district report cards issued by the South Carolina Department of Education and are not one of the fifteen wealthiest districts based on the index of taxpaying ability, may make application to participate in the program.

(2) Individuals eligible for incentives shall be willing to provide instructional services in an eligible district in exchange for participation in an incentive detailed in item (C) of this section, pursuant to the obligations and restrictions stated for each.

(3) Institutions of higher education eligible to receive education funding as a component of recruiting incentives created pursuant to item (C) of this section shall not be excluded from participation in Teaching Fellows Program.

(4) Any incentives requiring individuals to relocate into an eligible district to provide instructional services shall not be made available to individuals providing instructional services in other eligible districts.

(C) Pursuant to item (A), CERRA shall develop a set of incentives including, but not limited to, salary supplements, education subsidies, loan forgiveness, professional development, and mentorship to be provided to classroom educators that offer instructional services in eligible districts and shall provide incentive options for eligible individuals at all stages of their careers, including high-school and college or university students interested in entering the teaching profession and including individuals entering the field through an alternative certification pathway to include, but not limited to, PACE, ABCTE, Teach for American, and CATE Work-Based Certification.

At a minimum, the incentives shall include:

(1) Development of a program for forgiveness of undergraduate student loans, not to exceed $5,000 per year, for up to 7 years, for teachers participating in this incentive that achieve certification through an alternative pathway or who have a loan from an institution other than the

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South Carolina Student Loan Corporation or program other than the South Carolina Teachers Loan Program.

(2) Development of a forgivable loan program for individuals pursuing graduate coursework in furtherance of a teaching career, including enrollment in graduate-level coursework necessary to seek additional credentialing or certification relevant to the participant's teaching practice, or individuals seeking an alternative pathway to certification as a teacher.

(3) Support for the establishment and maintenance of a teaching mentorship program, including salary supplements for teaching mentors not to exceed $2,500 per year.

(4) Other technical support and recruiting incentives as developed by CERRA in conjunction with the Department of Education and the Education Oversight Committee consistent with the objectives of this section.

(D) In addition to eligibility and application requirements, CERRA shall develop a process for recovering an amount equal to the incentives given to individual participants who fail to comply with the obligations associated with a relevant incentive in which they participate including, but not limited to, failure to complete a prescribed course of study, failure to obtain a relevant certification or licensure upon completion of a course of study, or failure to provide instructional services in an eligible district for a prescribed period of time.

(E) CERRA shall report by July thirty-first of the current fiscal year to the Governor, President of the Senate, and Speaker of the House on the incentives developed pursuant to item (C) of this section and make recommendations for attracting and retaining high quality teachers in rural and underserved districts. The report shall contain at a minimum eligibility requirements and application processes for districts and individuals, descriptions of and proposed budgets for each incentive program and an analysis of the number and demographics of individuals potentially eligible for each.

(F) Funds appropriated or transferred for use in the Rural Teacher Recruiting Incentive may be carried forward from prior fiscal years and used for the same purpose.

(G) The Education Oversight Committee is required to complete an evaluation of the impact of the funds and incentives related to the Rural Teacher Recruiting Incentive. A completed evaluation is due to the House Ways and Means Committee, the House Education Committee, the Senate Finance Committee, the Senate Education Committee, and the Governor's Office no later than December 15 of the current fiscal year.

1A.51 **AMEND** (SDE-EIA: Career and Technology Education) Provides for the distribution and use of Career and Technology Education funds to school districts and multi-district career centers. Requires the district plan contain certain information on other available career and technical equipment and to include charter schools offering at least one career and technical education completer program. Authorizes school districts and career centers to carry forward these funds for the same purpose. Directs that $125,000 be allocated to the Palmetto Partners for Science and Technology for robotics competition, curriculum, and support.
WMC: AMEND proviso to update fiscal year reference.
HOU: ADOPT proviso as amended.

1A.51. (SDE-EIA: Career and Technology Education) Of the funds appropriated for Career and Technology Education, multi-district careers centers that received funds in Fiscal Year ~~2022-23~~ *2024-25* from the State Aid to Classrooms line item shall receive in the current fiscal year at least $2,750,000. The balance of funds appropriated for Career and Technology Education will be distributed to school districts and multi-district career centers based on the

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prior year actual student enrollment for career and technology education courses, with no district or multi-district career center receiving less than $50,000. Funds may be expended for the purchase of career and technical equipment, the up fitting of facilities and the purchase of consumables, regional career specialists, and such evidence-based initiatives like High Schools that Work and Project Lead the Way. Each district must include in the district plan submitted to the Office of Career and Technology Education information on other career and technical equipment available. The district must include, at a minimum, equipment located at the career center and at the technical college, information on the alignment of equipment to current industry jobs and needs in the state as recommended by career and technical program advisory committees. District plans must include charter schools within the school district offering at least one career and technical education completer program. School districts and career centers may carry forward unexpended funds to be used for the same intended purposes to up fit career and technical facilities and replace career and technical program consumables. In addition, $125,000 of the funds appropriated shall be allocated to the Palmetto Partners for Science and Technology for robotics competition, curriculum, and support.

1A.59 **AMEND** (SDE-EIA: Teacher Recruitment Program) Provides for the allocation of $750,000 of Rural Teacher Recruitment funds to USC's College of Education (COE) to develop and implement a new teacher recruitment pilot program to be administered by the COE in partnership with the Center for Teaching Quality.
WMC: AMEND proviso to delete "Center for Teaching Quality" and add "Mira Education".
HOU: ADOPT proviso as amended.

1A.59. (SDE-EIA: Teacher Recruitment Program) On or before September 30th of the current fiscal year, following the development of accountability metrics, $750,000 of the funds appropriated in this act to the Department of Education for "Rural Teacher Recruitment" shall be allocated to the University of South Carolina's College of Education (COE) for the development and implementation of a new teacher recruitment pilot program to be administered by the COE in partnership with the ~~Center for Teaching Quality (CTQ)~~ *Mira Education*. The purpose of the pilot program shall be the employment of innovative and cost-effective teacher recruitment strategies, customized training for new teachers, and dedicated, ongoing mentoring support. The pilot program shall compliment and/or enhance the state's ongoing rural teacher recruitment initiatives such as those supported pursuant to Proviso 1A.45 of this act. At minimum, the pilot program must assist no fewer than ten school districts to include at least four districts along the 1-95 corridor and serve no fewer than 250 teacher candidates. The pilot program shall stipulate reasonable fees for participating candidates and districts and districts shall agree to release time for required on site mentors who shall be experienced, practicing teachers within the district for the purposes of co-teaching with and supporting candidates' development. Within participating districts, the pilot program shall emphasize high-need schools and within selected schools, the emphasis shall be on developing teacher candidates teaching in high-need subject areas to include, but not be limited to, STEM and special education with all candidates receiving training in literacy skills. The pilot program design shall be based on emerging empirical evidence of effective teacher education as well as best practices from recent innovations in university-based and alternative certification and residency programs for the dual purpose of recruiting needed candidates with equal focus on retaining accomplished, experienced teachers utilizing, in part, a model which contains intensive mentoring and support for candidate teachers. For purposes of maximizing the impact of this pilot program in identifying qualified teacher candidates as

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required herein, subject area assessment requirements as they relate to permitted standard deviation tolerances shall mirror those of State Department of Education requirements for traditionally prepared candidates. The pilot program shall assess the certification outcomes of candidates in relation to these tolerances. Before any funds are disbursed to the COE, the COE and CTQ shall develop accountability metrics for the pilot program that must include, at minimum, employment outcome indicators such as job placement and retention statistics as well as survey instrumentation in order to measure candidate, mentor, and principal satisfaction with the pilot program. No later than June 30th, program data and evidence collected as a result of this accountability requirement must be shared in report form with the Department of Education, the Education Oversight Committee, the South Carolina Center for Educator Recruitment, Retention, and Advancement, the Commission on Higher Education, the Chairman of the Senate Education Committee, the Chairman of the House Education and Public Works Committee, the Chairman of the House Ways and Means Committee, and the Chairman of the Senate Finance Committee.

1A.60 **AMEND** (SDE-EIA: Bridge Program) Directs that $1,400,000 of Rural Teacher Recruitment funds be transferred to SC State University to implement and enhance a BRIDGE program to recruit minority high school students along the I-95 corridor into the teaching profession. Directs SC State to use $400,000 of these funds to partner with one or more higher education institutions to establish a similar bridge program.
WMC: AMEND proviso to update fiscal year reference.
HOU: ADOPT proviso as amended.

1A.60. (SDE: Bridge Program) Of the funds appropriated for "Rural Teacher Recruitment" in Fiscal Year ~~2023-24~~ *2024-25*, $1,400,000 shall be transferred to South Carolina State University for the implementation and enhancement of a BRIDGE program to recruit minority high school students along the I-95 corridor into the teaching profession by offering them, while still in high school, access to counseling, mentoring, on campus summer enrichment programs, and opportunities for dual enrollment credits at South Carolina State University for the purpose of preparing these students to major in education and to become future teachers along the I-95 corridor. South Carolina State University must utilize $400,000 of these funds to partner with one or more institutions of higher education to establish a similar bridge program.

1A.63 **AMEND** (SDE-EIA: Surplus) Requires and provides guidelines for the expenditures of the EIA cash funds and EIA funds of prior fiscal year, not appropriated or authorized to be carried forward.
WMC: AMEND proviso to delete the itemized appropriations and update the fiscal year reference.
HOU: ADOPT proviso as amended.

1A.63. (SDE-EIA: Surplus) For Fiscal Year ~~2023-24~~ *2024-25*, EIA cash funds from the prior fiscal year and EIA funds not otherwise appropriated or authorized must be carried forward and expended on the following items in the order listed:

~~1. SDE Grants Committee..... $ 16,500,000;~~
~~2. Instructional Materials..... $ 30,000,000;~~
~~3. Carolina Collaborative for Alternative Preparation(H270)..... $ 450,000;~~

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~~4. SC TEACHER (H270) ..... $ 1,500,000;~~
~~5. SC TEACHER Working Conditions Survey (H270) ..... $ 500,000;~~
~~6. High Intensity Tutoring (H630) ..... $ 15,000,000;~~
~~7. School Bus Lease/Purchase ..... $ 20,631,000;~~
~~8. Capital Funding for Schools ..... $ 120,000,000;~~
~~9. Literacy Instruction Program ..... $ 39,000,000;~~
~~10. ESA Trust Fund – Startup Admin ..... $ 2,073,300;~~
~~11. Instructional Support for Districts (LMS, LOR, and AMS) ..... $ 10,240,000;~~
~~12. Artificial Intelligence (H630) ..... $ 3,000,000;~~
~~13. RESERVED~~
~~14. RESERVED~~
~~15. First South Carolina (SC First Lego League) ..... $ 150,000;~~
~~16. Duc West Robotics ..... $ 200,000;~~
~~17. Laurens Co. School District 55 and 56 – CATE Center ..... $ 2,500,000;~~
~~18. The Next IT Girl ..... $ 300,000;~~
~~19. Teachers Up & Kids Club ..... $ 500,000;~~
~~20. Reading Partners ..... $ 500,000;~~
~~21. The Bridge Tech ..... $ 75,000;~~
~~and~~
~~22. Union County School District – Leader in Me Program ..... $ 47,000.~~

Up to $5,000,000 in additional funds carried forward and not otherwise appropriated or authorized may be used for instructional materials and school bus purchase.

1A.64 **AMEND** (SDE-EIA: National Board Certification Incentive) Directs that a $7,500 salary supplement be paid to public school classroom teachers, including special schools, who are certified by the State Board of Education and the National Board for Professional Teaching Standards if they completed the application process before July 1, 2010 and a $5,000 salary supplement if they completed the application process after July 1, 2010 as long as they maintain their national board certification. Authorizes these funds to be carried forward and expended for the same purpose. Directs that excess funds be distributed to school districts based on the EFA formula.
WMC: AMEND proviso to delete the carry forward authority and the excess appropriations distribution to school districts.
HOU: ADOPT proviso as amended.

1A.64. (SDE EIA: National Board Certification Incentive) *(A)* Public school classroom teachers, to include teachers employed at the special schools or classroom teachers who work with classroom teachers, to include teachers employed at the special schools who are certified by both the State Board of Education and the National Board for Professional Teaching Standards (NBPTS), shall be paid an annual salary supplement of either $7500 or $5000. When all other criteria included in this provision are met, the amount of the supplement shall be determined by

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the teacher's date of application to NBPTS and the length of the national certificate as described below.

~~(A)~~*(1)* A salary supplement of $7500 shall be paid to National Board Certified Teachers (NBCTs) who made an initial application before July 1, 2010, and who hold a ten-year national certificate.

~~(B)~~*(2)* A salary supplement of $5000 shall be paid to NBCTs who made an initial application before July 1, 2010, and who hold a five-year national certificate.

~~(C)~~*(3)* A salary supplement of $5000 shall be paid to NBCTs who made an initial application after July 1, 2010, and who hold either a five-year or a ten-year national certificate.

(B) The salary supplement shall begin in the year the teacher achieves national certification, be added to the teacher's annual pay, and continue as long as the teacher is certified by both the State Board of Education and NBPTS and employed as a public school classroom teacher as described above. However, the supplement shall be adjusted on a pro rata basis for the teacher's FTE and paid to the teacher in accordance with the districts payroll procedure.

(C) The special schools include the Governors School for Science and Math, Governors School for the Arts and Humanities, Wil Lou Gray Opportunity School, Governor's School for Agriculture at John de la Howe, School for the Deaf and the Blind, Department of Juvenile Justice, and Palmetto Unified School District 1.

(D) Public school classroom teachers who are certified by NBPTS shall enter a recertification cycle for their South Carolina certificate consistent with the length of the recertification cycle for National Board Certification. Teachers who are certified by NBPTS moving to this State who hold a valid standard certificate from their sending state are exempted from initial certification requirements and are eligible for a professional teaching certificate and continuing contract status. Their recertification cycle will be consistent with the length of the recertification cycle for National Board Certification. ~~The department is authorized to carry forward funds and only expend them for the same purpose. Appropriations in excess of applicable expenditures shall be distributed to school districts based on the EFA formula.~~

1A.73 **AMEND** (SDE-EIA: Foundational Literacy Skill Training) Directs SDE to provide training in foundational literacy skills to public school educators who work with students in kindergarten through third grade. Requires each school district to participate in the implementation of this training and requires the districts and SDE to create an implementation plan. Directs that select educators shall participate in foundational literacy skills training provided and paid for by the department. States that successful completion of the training satisfies the requirements of the literacy teacher endorsement and directs that those teachers shall receive a monetary stipend upon completion. Directs SDE to identify reliable and valid universal reading screeners as potential replacements for the readiness assessment and allows the screeners to be utilized by school districts to screen and monitor kindergarten through second grade student progress. Provides for the requirements of the screeners. Details the requirements of each district's Reading Proficiency Plans. Defines "Foundational literacy skills", "Science of Reading", and "Structured Literacy".
WMC: AMEND proviso to update the fiscal year reference and direct that SDE extend training to educators and aids working with children in CERDEP and to the staff of First Steps. Directs that school districts shall not recommend reading materials that employ the three-cueing model of reading, visual memory for teaching word recognition or reading based on meaning, structure and syntax, and visual cues. Allows SDE to carry forward and expend funds for the same purpose.
HOU: ADOPT proviso as amended.

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1A.73. (SDE-EIA: Foundational Literacy Skill Training) *(A)* Beginning with the current fiscal year, the Department of Education shall provide training in foundational literacy skills to public school educators working with students in kindergarten through grade three, pending the availability of funding and space. The Department of Education shall deliver professional development that has demonstrated success in establishing deep knowledge of evidence-based foundational literacy skills grounded in the science of reading and promoting student reading achievement. *Beginning in the 2024-25 Fiscal Year with funds available, the Department of Education will extend the training to public school educators and class aides working with children in South Carolina Early Reading Development and Education program (CERDEP) and to staff of the Office of First Steps to School Readiness.*

(B) Each school district shall participate in the implementation of this foundational literacy skills training. The department and school districts shall create an implementation plan to include educator cohorts to begin in the fall and spring of the ~~2023-24~~ *2024-25* school year, with a goal of state-wide implementation for every educator working with students in kindergarten through grade three certified in early childhood, elementary, and special education. Elementary administrators should also be included in the foundational literacy skills training.

(C) School districts shall not purchase, utilize, or recommend reading or literacy materials that employ the three-cueing system model of reading, visual memory as the primary basis for teaching word recognition, or the three-cueing system model of reading based on meaning, structure and syntax, and visual cues.

(D) Selected educators shall participate in foundational literacy skills training provided and paid for by the Department of Education. Successful completion of this training shall satisfy the requirements of the literacy teacher endorsement. Educators who successfully complete the training, as determined by the department, shall receive a monetary stipend.

(E) The Department of Education shall identify reliable and valid universal reading screeners as potential replacements for the readiness assessment required under Section 59-155-150. The identified screeners may be selected and used by school districts to screen and monitor kindergarten through second grade student progress in foundational literacy skills, and to identify or predict those who may be at risk for poor reading outcomes. Each identified universal reading screener must:

(1) provide screening and diagnostic capabilities for monitoring student progress in reading;

(2) measure, at a minimum, phonological awareness, phonemic awareness, phonics, fluency, vocabulary, and comprehension; and

(3) identify students with a reading deficiency, including identifying students with characteristics of dyslexia.

(F) In its annual Reading Proficiency Plan, each district shall:

(1) document how the reading and writing curriculum, instruction, and assessment for all PK-5 students are aligned with the science of reading, structured literacy, and foundational skills. PK-5 textbooks or instructional materials that employ the three-cueing system model of reading, visual memory as the primary basis for teaching word recognition, or the three-cueing system model of reading based on meaning, structure and syntax, and visual, which is also known as "MSV", shall not be used in reading instruction;

(2) document the number of first and second grade students who are projected to score "Does Not Meet" on the statewide summative reading assessment;

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(3) document how scientifically-based supplemental interventions are provided to struggling readers who fail to demonstrate grade-level proficiency as demonstrated by a score of "Meets or Exceeds Expectations"; and

(4) explain how the district will provide teacher training in the science of reading, structured literacy, and foundational literacy skills.

(G) As used in this provision:

(1) "Foundational literacy skills" means phonological awareness, phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. This definition of foundational literacy skills specifically excludes the "Three-cueing system", which is any model of teaching students to read based on meaning, structure and syntax, and visual cues, which may also be known as "MSV".

(2) "Science of Reading" means the body of research that identifies evidence-based approaches of explicitly and systematically teaching students to read, including foundational literacy skills that enable students to develop reading skills required to meet state standards in literacy.

(3) "Structured Literacy" means an evidence-based approach to teaching oral and written language aligned to the science of reading founded on the science of how children learn to read and characterized by explicit, systematic, cumulative, and diagnostic instruction in phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics.

(H) The Department of Education is authorized to carry forward and expend any balance of funds authorized in the prior fiscal year for training for the same purposes in the current fiscal year.

SECTION 3 - H660 - LOTTERY EXPENDITURE ACCOUNT

3.5 **DELETE** (FY 2023-24 Lottery Funding) Directs expenditure of lottery funds for Fiscal Year 2023-24.

WMC: DELETE proviso.

HOU: ADOPT deletion.

3.5. (LEA: FY 2023-24 Lottery Funding) ~~There is appropriated from the Education Lottery Account for the following education purposes and programs and funds for these programs and purposes shall be transferred by the Executive Budget Office as directed below. These appropriations must be used to supplement and not supplant existing funds for education. For cash flow purposes, the Executive Budget Office may facilitate limited transfers from the general deposits of the state for the exclusive purpose of ensuring the timely distribution of scholarships and tuition assistance payments as provided below. Any use of this transfer allowance must include full reimbursement from the Education Lottery Account to the general deposit accounts of the state prior to the close of the fiscal year.~~

~~The Executive Budget Office is directed to prepare the subsequent Lottery Expenditure Account detail budget to reflect the appropriations of the Education Lottery Account as provided in this section.~~

~~All Education Lottery Account revenue shall be carried forward from the prior fiscal year into the current fiscal year including any interest earnings, which shall be used to support the appropriations contained below.~~

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SUMMARY OF PROVISO CHANGES FOR FY 2024-2025
AS RECOMMENDED BY
THE HOUSE OF REPRESENTATIVES

~~For Fiscal Year 2023-24, certified net lottery proceeds and investment earnings for the current fiscal year, Fiscal Year 2021-22 certified surplus, and Fiscal Year 2022-23 projected surplus and undesignated fund balance are appropriated as follows:~~

~~(1) Commission on Higher Education - LIFE Scholarships as provided in Chapter 149, Title 59 ..... $ 201,194,944;~~

~~(2) Commission on Higher Education - HOPE Scholarships as provided in Section 59-150-370 ..... $ 12,574,147;~~

~~(3) Commission on Higher Education - Palmetto Fellows Scholarships as provided in Section 59-104-20 ..... $ 67,328,890;~~

~~(4) Commission on Higher Education and State Board for Technical and Comprehensive Education - Tuition Assistance ..... $ 51,100,000;~~

~~(5) Commission on Higher Education - Need-Based Grants ..... $ 80,000,000;~~

~~(6) Higher Education Tuition Grants Commission - Tuition Grants ..... $ 20,000,000;~~

~~(7) Commission on Higher Education - SC National Guard College Assistance Program as provided in Section 59-111-75 ..... $ 6,200,000;~~

~~(8) State Board for Technical and Comprehensive Education - South Carolina Workforce Industry Needs Scholarship ..... $ 93,739,407;~~

~~(9) South Carolina State University ..... $ 2,500,000;~~

~~(10) State Board for Technical and Comprehensive Education - High Demand Job Skill Training Equipment ..... $ 7,000,000;~~

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

~~(12) Commission on Higher Education - Nursing Initiative ..... $ 10,000,000;~~

~~(13) Commission on Higher Education - PASCAL ..... $ 1,500,000;~~

~~(14) State Board for Technical and Comprehensive Education - readySC ..... $ 2,000,000;~~

~~(15) USC System - Carolina Internship Pilot Program ..... $ 4,500,000;~~

~~(16) State Board for Technical and Comprehensive Education - South Carolina Youth and Small Businesses Grant ..... $ 3,500,000;~~

~~(17) Medical University of South Carolina - SC First Scholarship ..... $ 3,500,000;~~

~~(18) State Department of Education - School Bus Lease Purchase ..... $ 4,000,000;~~

~~(19) Commission on Higher Education - Technology - Public Four-Year, Two-Year, and State Technical Colleges ..... $ 8,000,000;~~

~~(20) Clemson University - Student Experiential Learning ..... $ 3,500,000;~~

~~(21) Commission on Higher Education - Coker University - Jim Lemke Endowment ..... $ 150,000;~~

~~(22) Commission on Higher Education - Morris College - Partnership with U.S. Military ..... $ 450,000;~~

~~(23) Commission on Higher Education - Vorhees University - Rebranding Efforts ..... $ 100,000;~~

~~(24) Commission on Higher Education - SCIII Program ..... $ 700,000;~~

~~and~~

~~(25) Commission on Higher Education - Claflin University - Nursing Scholarships ..... $ 1,000,000.~~

~~For Fiscal Year 2023-24, funds certified from unclaimed prizes are appropriated as follows:~~

~~(1) Department of Alcohol and Other Drug Abuse Services -~~

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~~Gambling Addiction Services ..... $ 100,000;~~

~~(2) State Board for Technical and Comprehensive Education – High Demand Job Skill Training Equipment ..... $ 5,000,000;~~

~~(3) Commission on Higher Education – Higher Education Excellence Enhancement Program ..... $ 10,500,000;~~

~~and~~

~~(4) Department of Education – School Bus Lease/Purchase ..... $ 4,400,000.~~

~~Any unclaimed prize funds available in excess of the Board of Economic Advisors estimate of $20,000,000 shall be appropriated as follows:~~

~~Department of Education – School Bus Lease/Purchase and Instructional Materials ..... $All remaining equally split.~~

~~If the lottery revenue received from certified unclaimed prizes for Fiscal Year 2023-24 is less than the amounts appropriated, the projects and programs receiving appropriations for any such year shall have their appropriations reduced on a pro rata basis.~~

~~Fiscal Year 2023-24 funds appropriated to the Commission on Higher Education and the State Board for Technical and Comprehensive Education for Tuition Assistance must be distributed to the technical colleges and two-year institutions as provided in Section 59-150-360. Annually, the State Board for Technical and Comprehensive Education and the Commission on Higher Education shall develop the Tuition Assistance distribution of funds.~~

~~The provisions of Section 2-75-30 regarding the aggregate amount of funding provided for the Centers of Excellence Matching Endowment are suspended for the current fiscal year.~~

~~The Commission on Higher Education is authorized to temporarily transfer funds between appropriated line items in order to ensure the timely receipt of scholarships and tuition assistance. It is the goal of the General Assembly to fund the Tuition Assistance program at such a level to support at least $996 per student per term for full-time students.~~

~~Fiscal Year 2023-24 net lottery proceeds and investment earnings in excess of the certified net lottery proceeds and investment earnings for this period are appropriated and must be used to ensure that all LIFE, HOPE, and Palmetto Fellows Scholarships for Fiscal Year 2023-24 are fully funded.~~

~~If the lottery revenue received for Fiscal Year 2023-24 certified net lottery proceeds and investment earnings for the current fiscal year, Fiscal Year 2022-23 projected surplus, and Fiscal Year 2021-22 certified surplus and the undesignated fund balance are less than the amounts appropriated, the Executive Budget Office is authorized to use surplus lottery proceeds accumulated in the lottery account from previous fiscal years to fully fund appropriations from the lottery authorized by the General Assembly. If a revenue shortfall still exists once the fund balance has been exhausted, then the projects and programs receiving appropriations for any such year shall have their appropriations reduced on a pro rata basis, except that a reduction must not be applied to the funding of LIFE, HOPE, and Palmetto Fellows Scholarships.~~

~~The Higher Education Tuition Grants Commission is authorized to use up to $70,000 of the funds appropriated in this provision for Tuition Grants to provide the necessary level of program support for the grants award process.~~

~~Of the funds appropriated to the Commission on Higher Education for College Transition Scholarships, the commission shall provide scholarships to South Carolina resident students enrolled at a public institution of higher education in an established College Transition Program (CTP) that serves students with intellectual disabilities. The commission, in consultation with the CTPs, shall develop guidelines establishing scholarship eligibility, retention, and/or renewal requirements in accordance with this paragraph. Scholarships shall be awarded to each South~~

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

~~Of the funds appropriated to the Commission on Higher Education for Need Based Grants, public colleges and universities must submit requests to carry forward Need Based Grants to the Commission on Higher Education by June 30, 2024, and final invoices for Need based Grants by a date determined by the commission. For Fiscal Year 2023 24, all eligible students must be awarded up to the maximum allowable amount prior to any Need Based Grant funds being carried forward. Funds only shall be carried forward if all eligible Need based Grant students at the public colleges and universities are fully funded with financial aid that does not require student repayment. Funds allocated for Fiscal Year 2023 24 must be distributed in the same academic year.~~

~~Of the funds appropriated to the Commission on Higher Education for the Nursing Initiative, the commission shall use the funds to address the nursing shortage. Funds shall be allocated accordingly to the state's public colleges and universities, including technical colleges, that have accredited nursing programs accredited by a national accrediting agency recognized by the United States Department of Education. The first $5 million shall be used to provide bonuses or supplement the salaries of existing full time faculty and the hourly rates of part time faculty, or the salaries of clinical nursing faculty, which includes adjunct faculty. The funds shall be allocated to each public college or university, including technical colleges, based on the number of students enrolled in nursing programs. The second $5 million shall be used to provide tuition reimbursement or scholarships for students enrolled in graduate level nurse educator programs, Doctor of Nursing Practice, or Ph.D. programs. The scholarship recipients must agree to assume a faculty role in a state nursing program after graduation for a minimum of two years for each~~

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~~year they receive the scholarship. Annually by September 15, the Commission shall report on the Nursing Initiative, at a minimum, the following: (1) total number of students receiving tuition reimbursements or scholarships; (2) total number of students receiving tuition reimbursements or scholarships subsequently hired as faculty; (3) total number of students receiving tuition reimbursements or scholarships not hired as faculty; (4) amount of funding allocated to each institution with eligible nursing programs; (5) expenditures and encumbrances of Nursing Initiative funds for eligible faculty for each program; and (6) retention rates, new hires and vacancies for full time, part time (including adjunct), and clinical faculty for each eligible program. The Commission may also request institutions to provide other information related to nursing workforce development. This report shall be submitted to the House Education and Public Works Committee, House Ways and Means Committee, Senate Education Committee, and Senate Finance Committee.~~

~~Of the funds appropriated to the Commission on Higher Education for institutions of higher learning entitled "Technology Public Four Year Institutions, Two Year Institutions, and State Technical Colleges," (Technology), the commission shall allocate the realized funds on a proportional basis as follows:~~

~~(1) The Citadel ..... $ 336,141;~~
~~(2) University of Charleston ..... $ 704,188;~~
~~(3) Coastal Carolina University ..... $ 699,612;~~
~~(4) Francis Marion University ..... $ 320,888;~~
~~(5) Lander University ..... $ 341,677;~~
~~(6) South Carolina State University ..... $ 262,080;~~
~~(7) USC - Aiken Campus ..... $ 310,494;~~
~~(8) USC - Upstate ..... $ 394,951;~~
~~(9) USC - Beaufort Campus ..... $ 240,556;~~
~~(10) USC - Lancaster Campus ..... $ 131,927;~~
~~(11) USC - Salkehatchie Campus ..... $ 98,932;~~
~~(12) USC - Sumter Campus ..... $ 116,052;~~
~~(13) USC - Union Campus ..... $ 109,659;~~
~~(14) Winthrop University ..... $ 389,413;~~

~~and~~

~~(15) State Technical Colleges and State Board for Technical and Comprehensive Education ..... $ 3,543,430.~~

~~Each institution shall use the amount appropriated only for technology repair and related technology maintenance and/or upgrades that are necessary to support an institution's educational purpose.~~

~~Prior to the utilization of these funds, institutions must certify to the Commission on Higher Education, in a manner it prescribes, the extent to which they have met this requirement.~~

~~Not later than one hundred twenty days after the close of the fiscal year, the Commission on Higher Education shall report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee regarding the utilization of this provision.~~

~~Funds not expended in the prior fiscal year may be carried forward into the current fiscal year and utilized for the same purpose, subject to certification from the Commission on Higher Education that they continue to meet the requirement of this provision.~~

3.6 **ADD** (LEA: FY 2024-25 Lottery Funding) **WMC:** ADD new proviso to direct expenditure of lottery funds for FY 2024-25.

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SUMMARY OF PROVISO CHANGES FOR FY 2024-2025
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HOU: ADOPT new proviso.

3.6. *(LEA: FY 2024-25 Lottery Funding) There is appropriated from the Education Lottery Account for the following education purposes and programs and funds for these programs and purposes shall be transferred by the Executive Budget Office as directed below. These appropriations must be used to supplement and not supplant existing funds for education. For cash flow purposes, the Executive Budget Office may facilitate limited transfers from the general deposits of the state for the exclusive purpose of ensuring the timely distribution of scholarships and tuition assistance payments as provided below. Any use of this transfer allowance must include full reimbursement from the Education Lottery Account to the general deposit accounts of the state prior to the close of the fiscal year.*

The Executive Budget Office is directed to prepare the subsequent Lottery Expenditure Account detail budget to reflect the appropriations of the Education Lottery Account as provided in this section.

All Education Lottery Account revenue shall be carried forward from the prior fiscal year into the current fiscal year including any interest earnings, which shall be used to support the appropriations contained below.

For Fiscal Year 2024-25, certified net lottery proceeds and investment earnings for the current fiscal year, Fiscal Year 2022-23 certified surplus, and Fiscal Year 2023-24 projected surplus and undesignated fund balance are appropriated as follows:

(1) Commission on Higher Education - LIFE Scholarships as provided in Chapter 149, Title 59 ..... $ 210,341,233;

(2) Commission on Higher Education - HOPE Scholarships as provided in Section 59-150-370 ..... $ 12,113,310;

(3) Commission on Higher Education - Palmetto Fellows Scholarships as provided in Section 59-104-20 ..... $ 63,259,863;

(4) Commission on Higher Education and State Board for Technical and Comprehensive Education – Tuition Assistance ..... $ 51,100,000;

(5) Commission on Higher Education – Need-Based Grants ..... $ 80,000,000;

(6) Higher Education Tuition Grants Commission – Tuition Grants ... $ 20,000,000;

(7) Commission on Higher Education - SC National Guard College Assistance Program as provided in Section 59-111-75 .. $ 6,200,000;

(8) State Board for Technical and Comprehensive Education – South Carolina Workforce Industry Needs Scholarship ..... $ 78,651,047;

(9) South Carolina State University ..... $ 2,500,000;

(10) State Board for Technical and Comprehensive Education – readySC ..... $ 5,000,000;

(11) Commission on Higher Education - Nursing Initiative ..... $ 10,000,000;

(12) Commission on Higher Education - PASCAL ..... $ 1,500,000.

For Fiscal Year 2023-24, funds certified from unclaimed prizes are appropriated as follows:

(1) Department of Alcohol and Other Drug Abuse Services – Gambling Addiction Services ..... $ 100,000;

(2) State Board for Technical and Comprehensive Education – South Carolina Workforce Industry Needs Scholarship ..... $ 16,348,953;

and

(3) Instructional Materials ..... $ 3,551,047.

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SUMMARY OF PROVISO CHANGES FOR FY 2024-2025
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For Fiscal Year 2024-25, the cash balance of lottery funds on hand at the Commission on Higher Education at the end of Fiscal Year 2022-23 are appropriated as follows:

(1) Clemson University – Student Experiential Learning ..... $ 3,500,000;

(2) University of South Carolina System – Carolina Internship Pilot Program ..... $ 4,500,000;

(3) State Board for Technical and Comprehensive Education – High Demand Job Skill Training Equipment ..... $ 30,000,000;

(4) Department of Education – School Bus Lease/Purchase ..... $ 35,000,000;

(5) Department of Education – Instructional Materials ..... $ 40,000,000;

(6) Commission on Higher Education – Higher Excellence Enhancement Program (HEEEP) ..... $ 9,000,000;

and

(7) Graduate Medical Education ..... $ 30,000,000.

If the lottery revenue received from certified unclaimed prizes for Fiscal Year 2024-25 is less than the amounts appropriated, the projects and programs receiving appropriations for any such year shall have their appropriations reduced on a pro rata basis.

Fiscal Year 2024-25 funds appropriated to the Commission on Higher Education and the State Board for Technical and Comprehensive Education for Tuition Assistance must be distributed to the technical colleges and two-year institutions as provided in Section 59-150-360. Annually, the State Board for Technical and Comprehensive Education and the Commission on Higher Education shall develop the Tuition Assistance distribution of funds.

The provisions of Section 2-75-30 regarding the aggregate amount of funding provided for the Centers of Excellence Matching Endowment are suspended for the current fiscal year.

The Commission on Higher Education is authorized to temporarily transfer funds between appropriated line items in order to ensure the timely receipt of scholarships and tuition assistance. It is the goal of the General Assembly to fund the Tuition Assistance program at such a level to support at least $996 per student per term for full-time students.

Fiscal Year 2024-25 net lottery proceeds and investment earnings in excess of the certified net lottery proceeds and investment earnings for this period are appropriated and must be used to ensure that all LIFE, HOPE, and Palmetto Fellows Scholarships for Fiscal Year 2024-25 are fully funded.

If the lottery revenue received for Fiscal Year 2024-25 certified net lottery proceeds and investment earnings for the current fiscal year, Fiscal Year 2023-24 projected surplus, and Fiscal Year 2022-23 certified surplus and the undesignated fund balance are less than the amounts appropriated, the Executive Budget Office is authorized to use surplus lottery proceeds accumulated in the lottery account from previous fiscal years to fully fund appropriations from the lottery authorized by the General Assembly. If a revenue shortfall still exists once the fund balance has been exhausted, then the projects and programs receiving appropriations for any such year shall have their appropriations reduced on a pro rata basis, except that a reduction must not be applied to the funding of LIFE, HOPE, and Palmetto Fellows Scholarships.

The Higher Education Tuition Grants Commission is authorized to use up to $70,000 of the funds appropriated in this provision for Tuition Grants to provide the necessary level of program support for the grants award process.

Of the funds appropriated to the Commission on Higher Education for Need-Based Grants, public colleges and universities must submit requests to carry forward Need-Based Grants to the Commission on Higher Education by June 30, 2025, and final invoices for Need-based Grants by a date determined by the commission. For Fiscal Year 2024-25, all eligible students must be

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awarded up to the maximum allowable amount prior to any Need-Based Grant funds being carried forward. Funds only shall be carried forward if all eligible Need-based Grant students at the public colleges and universities are fully funded with financial aid that does not require student repayment. Funds allocated for Fiscal Year 2024-25 must be distributed in the same academic year.

Of the funds appropriated to the Commission on Higher Education for the Nursing Initiative, the commission shall use the funds to address the nursing shortage. Funds shall be allocated accordingly to the state's public colleges and universities, including technical colleges, that have accredited nursing programs accredited by a national accrediting agency recognized by the United States Department of Education. The first $5 million shall be used to provide bonuses or supplement the salaries of existing full-time faculty and the hourly rates of part-time faculty, or the salaries of clinical nursing faculty, which includes adjunct faculty. The funds shall be allocated to each public college or university, including technical colleges, based on the number of students enrolled in nursing programs. The second $5 million shall be used to provide tuition reimbursement or scholarships for students enrolled in graduate-level nurse educator programs, Doctor of Nursing Practice, or Ph.D. programs. The scholarship recipients must agree to assume a faculty role in a state nursing program after graduation for a minimum of two years for each year they receive the scholarship. Annually by September 15, the Commission shall report on the Nursing Initiative, at a minimum, the following: (1) total number of students receiving tuition reimbursements or scholarships; (2) total number of students receiving tuition reimbursements or scholarships subsequently hired as faculty; (3) total number of students receiving tuition reimbursements or scholarships not hired as faculty; (4) amount of funding allocated to each institution with eligible nursing programs; (5) expenditures and encumbrances of Nursing Initiative funds for eligible faculty for each program; and (6) retention rates, new hires and vacancies for full-time, part-time (including adjunct), and clinical faculty for each eligible program. The Commission may also request institutions to provide other information related to nursing workforce development. This report shall be submitted to the House Education and Public Works Committee, House Ways and Means Committee, Senate Education Committee, and Senate Finance Committee.

Of the funds appropriated to the Department of Health and Human Services for Graduate Medical Education or through intergovernmental transfers, the Department of Health and Human Services shall establish initiatives to strengthen the recruitment and retention of the healthcare workforce in order to improve access to services in South Carolina, particularly in rural and underserved areas. The department is authorized to perform, or contract to perform, an assessment of current and future supply, demand, and distribution of physicians and other medical professionals throughout the State. The assessment shall include examination of workforce trends, education, training programs, as well as financing and regulatory policies in order to better inform and evaluate the cost benefit of existing strategies. The department is authorized to increase Medicaid Graduate Medical Education (GME) spending and other supplemental payments; provided that such spending is employed to increase residency training slots or to implement incentives that encourage residents to enter specialty training deemed important to the State or to remain in the State following completion of their residency program. The department should consider other funding opportunities or make policy recommendations to build workforce capacity that include, but are not limited to, incentive payments, loan repayment programs, infrastructure investments, administrative billing efficiencies, technology enhancements, and licensing provisions. In carrying out this provision, the department shall

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coordinate with residency programs, schools of medicine, the South Carolina Area Health Education Consortium, state agencies, and other entities as appropriate.

Funds not expended in the prior fiscal year may be carried forward into the current fiscal year and utilized for the same purpose, subject to certification from the Commission on Higher Education that they continue to meet the requirement of this provision.

SECTION 7 - L120 - GOVERNOR'S SCHOOL FOR AGRICULTURE AT JOHN DE LA HOWE

7.2 **ADD** (JDLHS: Telepsychiatry) **WMC:** ADD new proviso to direct the school to develop a contractual relationship with DMH and MUSC to provide psychiatric services from a licensed psychiatrist upon the request of a student or employee who provides mental health services to the student. Provides for the requirements of the service.
HOU: ADOPT new proviso.

7.2. *(JDLHS: Telepsychiatry) The Governor's School for Agriculture at John de la Howe shall establish and maintain, with the Department of Mental Health and the Medical University of South Carolina, a contractual relationship to provide psychiatric services from a licensed psychiatrist for its students upon the request of a student or the recommendation of a school employee who provides mental health services to students. The psychiatric services may be provided in person or through the use of telepsychiatry. The interactions between students and the psychiatrist shall be HIPPA compliant. Psychological fitness for continued attendance at the school shall be determined solely by the psychiatrist providing psychiatric services to a student. A student who receives psychiatric services from a psychiatrist may continue to receive those services in lieu of receiving services as provided for in this provision.*

SECTION 8 - H670 - EDUCATIONAL TELEVISION COMMISSION

8.5 **ADD** (ETV: Rural Information Access Pilot Project) **WMC:** ADD new proviso to direct ETV to work with ORS to develop a pilot project to address the need for increased public wi-fi in rural areas. Directs them to maximize federal dollars and leverage existing ETV resources and allows partnership with relevant state agencies.
HOU: ADOPT new proviso.

8.5. *(ETV: Rural Information Access Pilot Project) The Educational Television Commission shall work with the Office of Regulatory Staff to establish a pilot project supporting awareness of digital adoption and addressing the need for increased public wi-fi in rural and underserved counties. The initial pilot project will maximize federal dollars to the greatest extent possible and include, at a minimum, Orangeburg, Bamberg, Barnwell, and Allendale counties. The project will include leveraging existing SCETV broadcast and communications infrastructure to support public access to broadband, an awareness campaign to increase digital adoption in these counties, and local programming specifically for underserved and rural communities. Partners in the pilot project may include, but not be limited to, state agencies involved with digital access, school districts, colleges, and universities, including technical colleges and local businesses.*

SECTION 11 - H030 - COMMISSION ON HIGHER EDUCATION

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11.3 **DELETE** (CHE: GEAR-UP) Directs that funds shall be used for state grant programs to improve college preparation for disadvantaged middle school students.
WMC: DELETE proviso.
HOU: ADOPT deletion.

11.3. (CHE: GEAR-UP) ~~Funds appropriated for GEAR-UP shall be used for state grants programs to reach disadvantaged middle school students to improve their preparation for college. Eligible South Carolina public schools and public institutions of higher education shall cooperate with the Commission on Higher Education in the provision of services under the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP) grant.~~

11.7 **DELETE** (CHE: Troop-to-Teachers) Directs that members of the Armed Forces either active-duty, retired, or separated who are admitted to and enrolled in the S.C Troop-to-Teachers Alternative Route to Certification program are entitled to pay in-state rates at participating state institutions for required program work. Requested by the Commission on Higher Education.
WMC: DELETE proviso.
HOU: ADOPT deletion.

11.7. (CHE: Troop-to-Teachers) ~~Members of the Armed Forces either active-duty, retired, or separated who are admitted to and enrolled in the South Carolina Troop-to-Teachers Alternative Route to Certification program are entitled to pay in-state rates at participating state institutions for requisite program work.~~

11.8 **AMEND** (CHE: Need-Based Grants for Foster Youth) Provides for the distribution of up to $100,000 of available need based grants funds to foster youth in the custody of DSS who are attending a higher education institutions in the state.
WMC: AMEND proviso to increase the maximum of needs-based grants funding from "$2,500" to "$3,500".
HOU: ADOPT proviso as amended.

11.8. (CHE: Need-Based Grants for Foster Youth) For the current academic year, youth in the custody of the Department of Social Services and attending a higher education institution in South Carolina are eligible for additional need-based grants funding of up to $2,000 above the ~~$2,500~~ *$3,500* maximum. Foster youth must apply for these funds no later than May first, of the preceding year. All other grants, both state and federal, for which these foster youth are eligible must be applied first to the cost of attendance prior to using the additional need-based grant funding. If the cost of attendance for a foster youth is met with other grants and scholarships, then no additional need-based grant may be used. The Department of Social Services, in cooperation with the Commission on Higher Education will track the numbers of recipients of this additional need-based grant to determine its effectiveness in encouraging more foster youth to pursue a secondary education. No more than $100,000 may be expended from currently appropriated need-based grants funding for this additional assistance.

11.21 **AMEND** (CHE: Institutes of Innovation and Information) Allows CHE to utilize funds appropriated for the Institutes of Innovation and Information to provide supportive services of the Institutes. Directs that the commission shall establish a separate fund to receive private donations for the program. Requires each institution to submit a final report to the commission

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by March 1st and provides for the report requirements, and directs that information be reported by the commission to the Chairmen of the Senate Finance Committee and the Ways and Means Committee by March 15th. Allows the Executive Director of the commission to order an audit on any participating institution as necessary.
WMC: AMEND proviso to change the language from "may" to "shall" and add that the oversight includes a maximum of 3 FTE positions.
HOU: ADOPT proviso as amended.

11.21. (CHE: Institutes of Innovation and Information) *(A)* Of the funds appropriated to the Commission on Higher Education for the Institutes of Innovation and Information (Institutes), the commission ~~may~~ *shall* provide administrative services~~,~~ *and* oversight *to include a maximum of three FTE positions*, consulting, technical assistance, and other services in support of the Institutes. The commission ~~shall~~ *may* also establish a separate and distinct fund and/or nonprofit foundation to receive private donations on behalf of the program. This fund shall retain its interest earnings.

(B) For accountability purposes, by March first, each institution shall submit a final report to the Commission on Higher Education that details the Institutes: (a) final expenditures and any remaining funds in the operating budget; (b) achieved goals and the timeline detailing when the goals were achieved; and (c) specific measures demonstrating success in implementing and meeting the stated goals. By March fifteenth, the Commission on Higher Education shall report this information to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee.

(C) The Executive Director of the commission shall order an audit of any participating institution's Institutes of Innovation and Information program activities and expenditures as he deems necessary.

11.22 **DELETE** (CHE: Educator Report Card) Directs CHE to collaborate with EOC and SDE to create the online educator report card and to utilize $350,000 of EOC's carried forward funds for this purpose.
WMC: DELETE proviso.
HOU: ADOPT deletion.

11.22. (CHE: Educator Report Card) ~~To maximize the effectiveness and to minimize cost, the Commission on Higher Education shall collaborate with the Education Oversight Committee and the Department of Education to develop and build out the online educator report card by expending up to $350,000 in funds carried forward from Fiscal Year 2022-23 into Fiscal Year 2023-24 by the Education Oversight Committee for implementing the Education Data Dashboard.~~

11.24 **ADD** (CHE: SC University Cyber Leadership Council) **HOU:** ADD new proviso to establish the South Carolina University Cyber Leadership Council. Provides guidelines for the Council to partner with local agencies to develop a plan to position SC as a leader in cyber readiness through education, research, and community engagement. Directs that the Council submit a paper report to the Chairmen of House Ways and Means and Senate Finance by 6/30/25.

11.24. *(CHE: SC University Cyber Leadership Council) Of the funds appropriated for Fiscal Year 2024-25, there is established the South Carolina University Cyber Leadership*

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Council to position South Carolina as a national leader in cyber readiness through education, research, and community engagement. The Council shall:

(1) work with local agencies to assess the vulnerability of critical infrastructure in South Carolina to cyber threats and develop and implement a plan to identify gaps in the State's ability to respond;

(2) develop and implement a plan to provide a skilled cyber workforce to the military and civilian arms of federal, state, and local governments and to industry through education and training programs in collaboration with partners in K-12, technical colleges, and four-year colleges and universities;

(3) in coordination with the Commission on Higher Education and existing higher education cybersecurity programs, with The Citadel as convener, develop and implement a plan to include timelines and metrics to attract a pipeline of future cyber workforce;

(4) promote cybersecurity awareness and good cyber citizenship by organizing workshops, summer camps, cyber table-top exercises, cyber competitions, and conferences;

(5) develop and implement a plan to provide cyber threat hunting services to the state and local agencies and to local, small and mid-size industries through a cybersecurity situation center; and

(6) submit a paper report to the Chairman of House Ways and Means Committee and the Chairman of the Senate Finance Committee by June 30, 2025.

SECTION 13 – H090 – THE CITADEL

13.1 **DELETE** (CIT: Cyber Coordination Center) **WMC:** ADD new proviso to establish the South Carolina Cyber Coordination Center at The Citadel. Provides guidelines for the center to partner with local agencies and CHE to develop a plan to position SC as a leader in cyber readiness through education, research, and community engagement. Directs that the center submit a report to the Chairmen of House Ways and Means and Senate Finance by 6/30/25.
HOU: DELETE new proviso.

13.1. *(CIT: Cyber Coordination Center)* **DELETED**

SECTION 15 – H150 - UNIVERSITY OF CHARLESTON

15.1 **ADD** (UOC: Housing Capital Projects) **WMC:** ADD new proviso to allow the Board of Trustees to allocate up to 10% of the collected capital improvement fees for campus housing capital projects when the average increase for campus housing is below the CPI-U increase for multifamily housing. Requested by the University of Charleston.
HOU: ADOPT new proviso.

15.1. *(UOC: Housing Capital Projects) The College of Charleston Board of Trustees is permitted to allocate up to ten percent of the capital improvement fee collected as part of tuition and fees for support of campus housing capital projects when the average increase for campus housing is below the CPI-U increase for multifamily housing in South Carolina.*

15.2 **ADD** (UOC: Campus Expansion) **WMC:** ADD new proviso to allow the college to seek Phase I and Phase II approval for the acquisition and development of the parcels at 106 Coming St. and 99 St Philip St. Requested by the University of Charleston.

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HOU: ADOPT new proviso.

15.2. *(UOC: Campus Expansion) From the funds appropriated herein and from other institutional sources for the acquisition and/or development of the parcels at 106 Coming Street and 99 St Philip Street in Charleston, South Carolina, the College of Charleston is permitted to seek Phase I and Phase II approval concurrently from the Commission for Higher Education, the Joint Bond Review Committee, and the State Fiscal Accountability Authority.*

SECTION 19 – H240 – SOUTH CAROLINA STATE UNIVERSITY

19.2 **ADD** (SCSU: SC State Loan Forgiveness) **WMC:** ADD new proviso to forgive the principal payment of $311,571 for SC State.
HOU: ADOPT new proviso.

19.2. *(SCSU: SC State Loan Forgiveness) For Fiscal Year 2024-25, the principal payment totaling $311,571 from the loan disbursed to South Carolina State University pursuant to Proviso 19.4, Part 1B, Act 91 of 2015 is hereby forgiven.*

SECTION 20 - H450 - UNIVERSITY OF SOUTH CAROLINA

20.7 **ADD** (USC: Harper/Elliott Honors College) **WMC:** ADD new proviso to allow the use of funds appropriated in Act 285 of 2016, Section 1(11) to be redirected towards renovations and repairs of E&G space in the Harper/Elliott Honors College. Requested by the University of South Carolina.
HOU: ADOPT new proviso.

20.7. *(USC: Harper/Elliott Honors College) Capital Reserve Fund appropriations to the University of South Carolina in Section 1(11) of Act 285 of 2016 for construction of Education and General (E&G) space in the addition to the Honors College dormitory may instead be redirected by the university towards necessary renovations and repairs of E&G space in the Harper/Elliott Honors College located on the historic Horseshoe of campus.*

20.8 **ADD** (USC: Health Science Campus) **WMC:** ADD new proviso to authorize USC to undertake permanent improvements necessary for the construction of the Health Science Campus. Allows funds to be carried forward and expended for the same purpose. Requires the funds to be accounted for separately and for a report to be submitted semiannually to the Chairman of JBRC on the funding carried forward, amounts remaining to be expended, project status, and any other information requested by the committee.
HOU: ADOPT new proviso.

20.8. *(USC: Health Science Campus) With the funds appropriated for this purpose, the University of South Carolina is authorized to undertake permanent improvements necessary for the construction of the Health Science Campus, including the Brain Health Center. Further, the funds appropriated in Part 1A and 1B of this act for the Health Science Campus may be carried forward and expended for the necessary permanent improvements. The funds must be accounted for separately, and the university shall report semiannually to the Chairman of the Joint Bond*

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Review Committee on the amount of funding carried forward, the amount remaining to be expended, the overall status of the project, and any other information requested by the committee.

SECTION 23 - H510 - MEDICAL UNIVERSITY OF SOUTH CAROLINA

23.1 **AMEND** (MUSC: Rural Dentist Program) Establishes the Rural Dentist Program in coordination with DHEC's Public Health Dentistry program; provides for administration of the program; authorizes funds to be carried forward; and creates a board to manage and allocate the funds.
WMC: AMEND proviso to delete references to DHEC and update to the Department of Public Health.
HOU: ADOPT proviso as amended.

23.1. (MUSC: Rural Dentist Program) The Rural Dentist Program, in coordination with the Department of ~~Health and Environmental Control's~~ Public ~~Health~~ *Health's* Dentistry Program, is established at the Medical University of South Carolina. The funds appropriated to the Medical University of South Carolina for the Rural Dentist Program shall be administered by the South Carolina Area Health Education Consortium physician recruitment office. The costs associated with administering this program are to be paid from the funds appropriated to the Rural Dentist Program and shall not exceed four percent of the appropriation. The Medical University of South Carolina is responsible for the fiscal management of funds to ensure that state policies and guidelines are adhered to. MUSC shall be permitted to carry forward unspent general funds appropriated to the Rural Dentist program provided that these funds be expended for the program for which they were originally designated. A board is created to manage and allocate these funds to insure the location of licensed dentists in rural areas of South Carolina and on the faculty of the College of Dental Medicine at MUSC. The board will be composed of the following: the Dean, or his designee, of the MUSC College of Dental Medicine; three members from the South Carolina Dental Education Foundation Board who represent rural areas; and the President, or his designee, of the South Carolina Dental Association. The Director of ~~DHEC's~~ *the Department of Public Health's* Office of Primary Care; the Director or his designee of the Department of Health and Human Services; and the Executive Director of the South Carolina Dental Association shall serve as ex officio members without vote. This board shall serve without compensation.

23.3 **DELETE** (MUSC: Children's Hospital Infrastructure) Directs MUSC to establish the South Carolina Children's Hospital Innovation Center. Directs the center to establish priorities and contract with qualifying children's hospitals to fund the priorities. Establish criteria for qualifying hospitals. Directs the center to submit a report annually within 120 days of the end of the fiscal year to the Governor and the Chairmen of the House Ways and Means and Senate Finance Committees detailing infrastructure priorities and expenditures.
WMC: DELETE proviso.
HOU: ADOPT deletion.

23.3. (MUSC: Children's Hospital Infrastructure) ~~Of the funds appropriated for South Carolina Children's Hospitals infrastructure, the Medical University of South Carolina shall establish the South Carolina Children's Hospital Innovation Center to ensure that all children in South Carolina have access to high quality medical services in a coordinated, cost effective manner. Under the direction of the South Carolina Children's Hospital Collaborative, the center~~

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~~annually shall establish children's healthcare infrastructure priorities, determining allocations for those priorities, and then contracting with qualifying children's hospitals to fund established priorities. Qualifying South Carolina children's hospitals must be not for profit systems providing comprehensive pediatric inpatient and outpatient services, serve as the regional perinatal center for their region, serve as training sites for the Medical University of South Carolina and the University of South Carolina medical schools, and participate in the South Carolina Telehealth Alliance pediatric telehealth workgroup. The center shall submit an annual report to the Governor, the Chairman of the House Ways and Means Committee, and the Chairman of the Senate Finance Committee within 120 days of the close of the fiscal year detailing established children's healthcare infrastructure priorities and expenditures made to fund these priorities, specifying both innovation center funds and matching institutional funds.~~

SECTION 25 - H590 - STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION

25.6 **ADD** (TEC: Denmark Technical Funds) **WMC:** ADD new proviso to allow Denmark Technical College to transfer funds from maintenance, renovation, and replacement to cover academic and workforce programmatic needs.
HOU: ADOPT new proviso.

25.6. *(TEC: Denmark Technical Funds) Denmark Technical College is approved to transfer $2,200,000 of the $8,751,259 balance from maintenance, renovation, and replacement appropriations to cover academic and workforce programmatic needs.*

SECTION 26 – H790 DEPARTMENT OF ARCHIVES AND HISTORY

26.1 **ADD** (SCDAH: State Historic Preservation Grant Fund Carry Forward) **WMC:** ADD new proviso to allow the department to carry forward allocated but unexpended funds from the state historic preservation grant fund into the current fiscal year.
HOU: ADOPT new proviso.

26.1. *(SCDAH: State Historic Preservation Grant Fund Carry Forward) The department is authorized to carry forward unexpended funds allocated to state historic preservation grant recipients from previous fiscal years into the current fiscal year to be used for the same purpose.*

SECTION 31 - J060 - DEPARTMENT OF PUBLIC HEALTH

31.28 **DELETE** (DPH: Fetal Pain Awareness) Requires the department to use at least $100 to prepare printed materials on information that unborn children are able to feel pain at 20 weeks gestation and beyond and that a woman who seeks an abortion has to right to ask for and receive anesthesia to alleviate or eliminate pain to the fetus during the procedure. Requires that the materials be easy to comprehend; be in a bold and legible typeface; be provided to each abortion provider in the state; and be placed in a conspicuous place in each exam room.
HOU: DELETE proviso.

31.28. *(DPH: Fetal Pain Awareness)* **DELETED**

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31.45 **ADD** (DPH: Allocation of Indirect Cost and Recoveries) **WMC:** ADD new proviso to directs the department to deposit indirect cost recoveries for their portion of the Statewide Central Services Cost Allocation Plan into the general fund and to retain recoveries in excess of that amount.
HOU: ADOPT new proviso.

31.45. *(DPH: Allocation of Indirect Cost and Recoveries) The department shall continue to deposit in the general fund all indirect cost recoveries for the department's portion of the Statewide Central Services Cost Allocation Plan (SWCAP). The department shall retain recoveries in excess of the SWCAP amount to support the remaining administrative costs of the agency.*

31.46 **ADD** (DPH: Grant Authority) **WMC:** ADD new proviso to authorize the department to make grants to nonprofit organizations and governmental entities for public health and environmental programs. Directs the department to develop polices and procedures and promulgate regulations.
HOU: ADOPT new proviso.

31.46. *(DPH: Grant Authority) The department is authorized to make grants to nonprofit organizations and governmental entities to further the objectives of its public health programs. The department shall develop policies and procedures and may promulgate regulations to assure compliance with state and federal requirements associated with the funds used for the grants and to assure fairness and accountability in the award and administration of these grants. The department shall be guided by the definitions of "grant" and "procurement" in the South Carolina Procurement Code and the principles of the Federal Grant and Cooperative Agreement Act, 33 U.S.C. 6301-6308 in determining whether an expenditure of funds will be in the form of a grant or a procurement.*

31.47 **ADD** (DPH: Revenue Carry Forward Authorization) **WMC:** ADD new proviso to authorize the Department to collect, expend, and carry forward revenues from the sale of goods and other products.
HOU: ADOPT new proviso.

31.47. *(DPH: Revenue Carry Forward Authorization) The Department of Public Health is hereby authorized to collect, expend, and carry forward revenues in the following programs: Sale of Goods (confiscated goods, arm patches, etc.), sale of meals at Camp Burnt Gin, sale of publications, brochures, photo copies and certificate forms including, but not limited to, pet rabies vaccination certificate books, sale of listings and labels, sale of State Code and Supplements, sale of films and slides, sale of maps, sale of items to be recycled including, but not limited to, used motor oil and batteries, sale and/or licensing of software products developed and owned by the department, and collection of registration fees for non-DPH employees. Any unexpended balance carried forward must be used for the same purpose.*

31.48 **ADD** (DPH: Data Center Migration) **WMC:** ADD new proviso to direct the department to use Data Center Migration funds for a variety of shared technology services offered by the DOA, Division of Technology Operations.
HOU: ADOPT new proviso.

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31.48. *(DPH: Data Center Migration) Of the funds appropriated to the Department of Public Health for Data Center Migration, the department must utilize the Department of Administration, Division of Technology Operations for shared services including, but not limited to, mainframe services, application hosting, servers, managed servers, storage, network services, and disaster recovery services. Unexpended funds appropriated for the data center migration may be carried forward from the prior fiscal year and used for the same purpose.*

31.49 **ADD** (DPH: Local Health Departments) **WMC:** ADD new proviso to direct that counties will be relieved of contribution requirements for salary, fringe benefits, and travel reimbursements to local health departments and appropriates $5.430.697 for these expenses. Directs counties to provide all other local health department operating expenses in an amount at least equal to amounts appropriated in FY 1981.
HOU: ADOPT new proviso.

31.49. *(DPH: Local Health Departments) Counties of the state will be relieved of contribution requirements for salary, fringe benefits, and travel reimbursement to local health departments. The amount of $5,430,697 is appropriated for county health department salaries, fringe benefits, and travel. These funds and other state funds appropriated for county health units may, based upon need, be utilized in either salary or travel categories. Each county shall provide all other operating expenses of the local health department in an amount at least equal to that appropriated for operations for each county in Fiscal Year 1981. In the event any county makes uniform reductions in appropriations to all agencies or departments for maintenance and operations, exclusive of salaries and fringe benefits, a like reduction shall be made in funds appropriated for the operating expenses of the local health department.*

31.50 **ADD** (DPH: Agency Lease Payments) **WMC:** ADD new proviso to direct that lease payments directed by proviso 188.22 of Act 84 of 2023 are to be maintained in a separate and distinct account and are exempt from across-the-board reductions mandated by EBO.
HOU: ADOPT new proviso.

31.50. *(DPH: Agency Lease Payments) Funds appropriated and authorized to the department for lease payments for the lease directed by proviso 118.22 of Act 84 of 2023 shall be maintained in a separate and distinct account. These funds shall be carried forward into the succeeding fiscal year and used for the same purpose. Funds appropriated for this purpose are exempt from any across-the-board base reductions mandated by the Executive Budget Office.*

SECTION 33 - J020 - DEPARTMENT OF HEALTH AND HUMAN SERVICES

33.22 **DELETE** (DHHS: IDEA Part C Compliance) Directs the department to report to the Governor and the Chairmen of the Senate Finance and House Ways and Means Committees by December 31, 2023, on the status of the department's efforts to bring the Individuals With Disabilities Education Act (IDEA) Part C program into compliance with federal requirements.
WMC: DELETE proviso. Requested by DHHS.
HOU: ADOPT deletion.

33.22. (DHHS: IDEA Part C Compliance) ~~With the funds available to the department, the Department of Health and Human Services shall report to the Governor, the Chairman of the~~

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~~Senate Finance Committee, and the Chairman of the House Ways and Means Committee no later than December 31, 2023 on the status of the department's efforts to bring the Individuals With Disabilities Education Act (IDEA) Part C program into compliance with federal requirements. This report must specifically address areas in which the IDEA Part C program has received low performance scores and include any relevant correspondence from the U.S. Department of Education. The report must explain the department's plan for bringing the program into compliance, including specific steps and the associated timeline.~~

33.28 **AMEND** (DHHS: Brain Health Initiative) Directs HHS to contract with USC to develop and implement a rural brain health network. Provides guidelines for the network. Directs USC to collaborate with MUSC and Clemson University to use existing programs to meet dementia care needs in rural areas.. Directs the University to disseminate resources through DHEC's "Take Brain Health to Heart" campaign. Direct the department to evaluate the initiative annually.
WMC: AMEND to change reference from DHEC to the Department of Public Health.
HOU: ADOPT proviso as amended.

33.28. (DHHS: Brain Health Initiative) South Carolina has been identified as one of five states with the most significant gap between an available neurology workforce and the health needs of people with Alzheimer's and other dementias. From funds appropriated, the Department of Health and Human Services is authorized to contract with the University of South Carolina to develop and implement a rural brain health network for the purpose of improving brain health, enhancing the quality of care, and increasing statewide access to dementia care. This includes advancing the clinical care of dementia, promoting translational research, improving cardiovascular and brain health, expanding and improving the Alzheimer's Disease Registry provided for in Section 44-36-10, establishing training and fellowship programs for health care providers, and obtaining a better understanding of population risk factors. The University shall partner and collaborate with the Medical University of South Carolina (MUSC) and Clemson University to leverage existing programs to meet the unmet dementia care needs for citizens in rural areas throughout South Carolina including, but not limited to, providing informed clinical care, early detection, early diagnosis disclosure, caregiver support, healthy aging, and education of primary care providers. The University also shall utilize and disseminate the brain health resources through ~~DHEC's~~ *the Department of Public Health's* "Take Brain Health to Heart" campaign as a tool for community education. The department annually shall evaluate this initiative, including all partnerships and agreements, to assess its effectiveness in achieving expected outcomes.

33.29 **AMEND** (DHHS: Pregnancy Crisis Centers) Directs that funding provided for Pregnancy Crisis Centers may only be expended by pregnancy care centers for direct care of pregnant women and mothers.
WMC: AMEND proviso to update fiscal year reference.
HOU: ADOPT proviso as amended.

33.29. (DHHS: Pregnancy Crisis Centers) For Fiscal Year ~~2023-24~~ *2024-25*, funding provided to the Department of Health and Human Services for Pregnancy Crisis Centers may only be expended by pregnancy care centers for the purposes of direct care to pregnant women and mothers for related medical care, support, and resources for women and infants.

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33.31 **DELETE** (DHHS: Psychiatric Residency Program) Authorizes the department to expend funds for the psychiatric residency program. Suggests utilizing the funding to place an emphasis on program quality, post-residency retention, and training in rural areas. Requires the department to submit a report on the disposition of funds and progress of the residency program to the Chairmen of SFC and WMC by December 31.
WMC: DELETE proviso.
HOU: ADOPT deletion.

33.31. (DHHS: Psychiatric Residency Program) ~~The department is authorized to expend funds appropriated for the psychiatric residency program in South Carolina. Funding should be directed in a manner that places emphasis on program quality, post residency retention, and training in rural service areas. No later than December 31, 2023, the department shall provide to the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee a report on the disposition of funds and progress of the residency program. This report shall include funding recommendations for future training classes.~~

33.33 **ADD** (DHHS: Graduate Medical Education) **WMC:** ADD new proviso to provide an assessment of supply, demand, and distribution of physicians and medical professionals in SC in order to make policy changes, set standards, and improve access to services. Provides criteria for the assessment. Authorizes the department to increase Medicaid GME state match spending up to an additional $35 million in order to increase residency training slots and to implement incentives for residents to remain in SC after completion of their residency program.
HOU: ADOPT new proviso.

33.33. *(DHHS: Graduate Medical Education) The Department of Health and Human Services shall perform, or contract to perform, an assessment of current and future supply, demand, and distribution of physicians and other medical professionals in the State. The assessment shall include examination of workforce trends, training programs, and financing policies as they relate to Graduate Medical Education (GME) programs. The department shall use information from this assessment to establish policies or make necessary policy changes to effectively measure GME economic cost benefit, set program standards, and improve access to services throughout the State, particularly in rural areas. From funds appropriated herein or from intergovernmental transfers, the department is authorized to increase Medicaid GME state match spending up to an additional $35 million dollars; provided that such spending is employed to increase residency training slots or to implement incentives that encourage residents to enter specialty training deemed important to the State or to remain in the state following completion of their residency program. In carrying out this provision, the department shall coordinate with residency programs, schools of medicine, and other entities it deems appropriate.*

33.34 **ADD** (DHHS: Personal Emergency Response System) **WMC:** ADD new proviso to direct the department to develop RFPs to provide for Personal Emergency Response Systems (PERS) to be issued to Medicaid recipients based on the department's Medicaid Home and Community-based waiver. Directs that PERS devices must include unlimited 24-7 live phone contact with RNs for triage services. Requires the PERS nurse triage call centers be accredited and separate from PERS emergency response call centers. Requires PERS devices comply with all FCC rules and regulations. Requires the department apply for any necessary waivers.
HOU: ADOPT new proviso.

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33.34. *(DHHS: Personal Emergency Response System) With funds appropriated and authorized to the Department of Health and Human Services for Fiscal Year 2024-25, the department shall develop one or more Requests for Proposals, to provide for Personal Emergency Response Systems (PERS) to be issued to Medicaid recipients pursuant to the department's Medicaid Home and Community based waiver. The PERS devices must include in addition to emergency response services, unlimited twenty-four-hour, seven-day-a-week live phone contact with experienced registered nurses for triage services. A PERS nurse triage call center must be accredited and must be separate from the PERS emergency response call center. The PERS device must have a wireless radio transmitter and a console that is cellular and does not require a traditional land line. A PERS device that includes nurse triage services also must comply with the requirements of Federal Communications Commission rules, 47 C.F.R. Part 68; and be approved by the Underwriters Laboratory or Equipment Testing Laboratories as a health care signaling product. The Department of Health and Human Services shall apply for any waiver necessary under the department's Medicaid Home and Community based waiver to implement these provisions.*

33.35 **ADD** (DSN: Local Provider Rate Review) **WMC:** ADD new proviso to direct the department to conduct an annual rate review of local health care providers of DDSN.
HOU: ADOPT new proviso.

33.35. *(DSN Local Provider Rate Review) The Department of Health and Human Services will conduct an annual rate review of the local health care providers of the Department of Disabilities and Special Needs. The review will include any amount sufficient to provide employee compensation increases and increases in the employer's share in the cost of providing health and dental insurance equivalent to those received by state FTEs.*

SECTION 35 - J120 - DEPARTMENT OF MENTAL HEALTH

35.10 **AMEND** (DMH: Orangeburg Crisis Stabilization Unit Facility) Authorizes the department to use up to $2,000,000 of its available one-time funds to secure a site in Orangeburg County and prepare it for licensure as a Crisis Stabilization Unit Facility. Directs the department to provide a status report to the Chairmen of the Senate Finance, Senate Medical Affairs, House Ways and Means, and Medical, Military, Public, and Municipal Affairs Committees by January 10, 2024.
WMC: AMEND proviso to update calendar year reference.
HOU: ADOPT proviso as amended.

35.10. (DMH: Orangeburg Crisis Stabilization Unit Facility) The Department of Mental Health, through its Orangeburg Area Mental Health Center, is authorized to utilize up to two million dollars of its available one-time funds to secure an appropriate site for development, operations, or support of a Crisis Stabilization Unit Facility in Orangeburg County. The department shall provide a report on the status of its efforts to the Chairman of the Senate Finance Committee, the Chairman of the Senate Medical Affairs Committee, the Chairman of the House Ways and Means Committee, and the Chairman of the Medical, Military, Public, and Municipal Affairs Committee by January 10, ~~2024~~ *2025*.

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35.11 **AMEND** (DMH: 988 Call Centers) In the current fiscal year, from the funds appropriated in this act for 988 Call Centers, the department is authorized to provide grants to call centers under a current network agreement with the 988 Suicide and Crisis Lifeline in this State. Call centers qualifying for the grants shall utilize the funds for the costs associated with answering calls, chats, or texts to the 988 line. Grants may be made available for up to one year. By the end of each month, grant recipients shall provide a report on their expenditures of the granted funds to the department. The department shall provide a report on the use of funds to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee by June 30, 2024. Unexpended funds may be carried forward from the prior fiscal year into the current fiscal year to be expended for the same purposes by the department.
WMC: AMEND proviso to change "2024" to "the current fiscal year".
HOU: ADOPT proviso as amended.

35.11. (DMH: 988 Call Centers) In the current fiscal year, from the funds appropriated in this act for 988 Call Centers, the department is authorized to provide grants to call centers under a current network agreement with the 988 Suicide and Crisis Lifeline in this State. Call centers qualifying for the grants shall utilize the funds for the costs associated with answering calls, chats, or texts to the 988 line. Grants may be made available for up to one year. By the end of each month, grant recipients shall provide a report on their expenditures of the granted funds to the department. The department shall provide a report on the use of funds to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee by June 30~~, 2024~~ *of the current fiscal year*. Unexpended funds may be carried forward from the prior fiscal year into the current fiscal year to be expended for the same purposes by the department.

35.12 **ADD** (DMH: Agency Lease Payments) **WMC:** ADD new proviso to direct that lease payments directed by proviso 188.22 of Act 84 of 2023 are to be maintained in a separate and distinct account and are exempt from across-the-board reductions mandated by EBO.
HOU: ADOPT new proviso.

35.12. *(DMH: Agency Lease Payments) Funds appropriated and authorized to the department for lease payments for the lease directed by proviso 118.22 of Act 84 of 2023 shall be maintained in a separate and distinct account. These funds shall be carried forward into the succeeding fiscal year and used for the same purpose. Funds appropriated for this purpose are exempt from any across-the-board base reductions mandated by the Executive Budget Office.*

SECTION 36 - J160 - DEPARTMENT OF DISABILITIES AND SPECIAL NEEDS

36.13 **ADD** (DDSN: Agency Lease Payments) **WMC:** ADD new proviso to direct that lease payments directed by proviso 188.22 of Act 84 of 2023 are to be maintained in a separate and distinct account and are exempt from across-the-board reductions mandated by EBO.
HOU: ADOPT new proviso.

36.13. *(DDSN: Agency Lease Payments) Funds appropriated and authorized to the department for lease payments for the lease directed by proviso 118.22 of Act 84 of 2023 shall be maintained in a separate and distinct account. These funds shall be carried forward into the succeeding fiscal year and used for the same purpose. Funds appropriated for this purpose are exempt from any across-the-board base reductions mandated by the Executive Budget Office.*

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SECTION 37 - J200 - DEPARTMENT OF ALCOHOL AND OTHER DRUG ABUSE SERVICES

37.5 **AMEND** (DAODAS: South Carolina Center of Excellence in Addiction) Directs that Clemson University, the University of South Carolina, the Medical University of South Carolina, DAODAS, and DHEC will collaborate to prevent and address opioid use and other substance use disorders through the SC Center of Excellence in Addiction.
WMC: AMEND to change reference from DHEC to the Department of Public Health.
HOU: ADOPT proviso as amended.

37.5. (DAODAS: South Carolina Center of Excellence in Addiction) Through the South Carolina Center of Excellence in Addiction, Clemson University, the University of South Carolina, the Medical University of South Carolina, DAODAS, and ~~DHEC~~ *Department of Public Health* will collaborate on research, training, program implementation, and service delivery for preventing and addressing opioid use disorder and other substance use disorders. The Center will offer statewide support for evidence-based practices and strategies to address the opioid crisis.

37.6 **ADD** (DAODAS: Agency Lease Payments) **WMC:** ADD new proviso to direct that lease payments directed by proviso 188.22 of Act 84 of 2023 are to be maintained in a separate and distinct account and are exempt from across-the-board reductions mandated by EBO.
HOU: ADOPT new proviso.

37.6. *(DAODAS: Agency Lease Payments) Funds appropriated and authorized to the department for lease payments for the lease directed by proviso 118.22 of Act 84 of 2023 shall be maintained in a separate and distinct account. These funds shall be carried forward into the succeeding fiscal year and used for the same purpose. Funds appropriated for this purpose are exempt from any across-the-board base reductions mandated by the Executive Budget Office.*

SECTION 38 - L040 - DEPARTMENT OF SOCIAL SERVICES

38.23 **AMEND** (DSS: Internal Child Fatality Review Committees) Requires the Director of the Department of Social Services to create and fund Internal Child Fatality Review Committees to allow for rapid and expeditious review of child fatalities that are reported to the Department.
WMC: AMEND proviso to update fiscal year reference. Requested by DSS.
HOU: ADOPT proviso as amended.

38.23. (DSS: Internal Child Fatality Review Committees) For Fiscal Year ~~2023-24~~ *2024-25*, the Department of Social Services shall continue the work of the Internal Child Fatality Review Committees (internal committees) pursuant to the authority granted in Sections 43-1-60(3), 43-1-80, and 63-7-910(E) ~~of the 1976 Code~~ to allow for the rapid and expeditious review of reported child fatalities that are reported to the Department of Social Services on suspicion of abandonment, child abuse, neglect or harm as defined in Section 63-7-20. This review process will enable the department to respond to the safety needs of any surviving siblings and will lead to improvement in the department's efforts to prevent child fatalities caused by abandonment, child abuse, neglect, or harm. Each internal committee shall be composed of a board-certified child abuse pediatrician, an agent from the State Law Enforcement Division, a local law enforcement officer, a representative from the local coroner's office, and

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representatives from the Department of Social Services. The internal committee may invite other service provider organizations as deemed necessary. The department is authorized to provide reasonable compensation for board-certified child abuse pediatricians serving on an internal committee. Internal committees shall have access to information and records maintained by a provider of medical care regarding a child whose death is being reviewed by the internal committee, including information on prenatal care; all information and records maintained by any state, county, or local government agency including, but not limited to, birth certificates, law enforcement investigation data, county coroner or medical examiner investigation data, parole and probation information and records, and information and records of health agencies that provided services to the child or family. The meetings, information obtained by, reports prepared by, and statements made before the internal committees are confidential and protected from disclosure pursuant to the Freedom of Information Act, criminal and civil proceedings, and subpoenas as set forth in Sections 63-7-940 and 63-7-1990.

38.25 **DELETE** (DSS: Federally Certified Child Support Enforcement System Project) Authorizes DSS to adopt the system and operating procedures of the Delaware Transfer System in order to expedite completion and certification of the Automated Child Support Enforcement System. Directs that if the Delaware system deviates from or is not compatible with South Carolina's practice, the department is authorized to determine the best practice to comply with federal regulations. Direct DSS to work with Clerks of Courts to identify "and prepare for" changes involved in the implementation of the Transfer System. Require Clerks of Court to use the federally certifiable child support system and the state disbursement unit developed by the department to perform required child support functions.
WMC: DELETE proviso. Requested by DSS.
HOU: ADOPT deletion.

38.25. (DSS: Federally Certified Child Support Enforcement System Project) ~~In order to expedite the completion and certification of the Automated Child Support Enforcement System required by the Social Security Act (42 U.S.C. Section 654a), the Department of Social Services is authorized to adopt, to the fullest extent possible, the system and operating procedures of the Delaware Transfer System. To the extent the Transfer System operating processes deviate from, or are incompatible with, current South Carolina practice, the department is authorized to determine the most effective and efficient practice to comply with federal requirements. The department shall work with Clerks of Court to identify and prepare for the changes involved in the implementation of the Transfer System which may impact their current operating practices with regards to performance of required child support functions. Pursuant to the Social Security Act and S.C. Code Section 63-17-610, Clerks of Court shall utilize the federally certifiable child support system and the state disbursement unit developed by the department to perform required child support functions.~~

SECTION 40 - L060 - DEPARTMENT ON AGING

40.5 **AMEND** (AGING: Home and Community Based Services) Directs that Home and Community-Based Services state funds be used for services that most directly meet the goal of allowing seniors to live safely and independently at home. Defines allowable services; provide a methodology for allocating these funds to the Area Agencies on Aging; allow the AAAs to spend up to 10% for administrative services and the department to retain 1/4 of 1% to monitor and

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oversee the program; allows the department to retain up to 3% to be allocated for cases of a recognized emergency and/or natural disaster recognized by the Governor and directs that if the funds are not allocated they are to be treated as carry forward funds and reallocated to the AAA's; requires each AAA to submit a budget to the Department on Aging's for approval that indicates the services to be provided; authorizes these funds to be carried forward and used for the same purpose; and prohibits the funds from being transferred and used for any other purpose.
WMC: AMEND proviso to add programs to promote social connection to allowable services.
HOU: ADOPT proviso as amended.

40.5. (AGING: Home and Community-Based Services) State funds appropriated for Home and Community-Based Services shall be used to fund those services that most directly meet the goal of allowing seniors to live safely and independently at home. Allowable services as defined in the Department on Aging's State Plan include: *programs to promote social connection*, group dining, home delivered meals, transportation to group dining sites, transportation for essential trips, personal care, homemaker, Home Chore, Home Modification, Legal Assistance, and Assessments. Area Agencies on Aging (AAAs) may expend no more than ten percent for administrative services and one-quarter of one percent shall be retained by the Department on Aging to provide monitoring and oversight of the program. However, up to three percent of the annual state appropriation for Home and Community-Based Services may be retained at the Department on Aging to be allocated by the department to the affected regions in cases of an emergency and/or natural disaster recognized by the Governor. If these funds are not utilized in the fiscal year allocated, they are to be treated as carry forward funds and reallocated to the AAAs. The Intrastate Funding Formula shall be used as a guideline for the allocation of state funds appropriated for Home and Community-Based Services. The Department on Aging shall develop and implement a structured methodology to allocate the state Home and Community-Based Services funding. The methodology shall include flexibility to reallocate funds amongst the AAAs, and be composed of, at a minimum, the following factors: a minimum base amount, the fiscal year's federally allocated funds, federal and state carry forwards funds, and an appropriate weighted proportion that will achieve the mission of the Department on Aging to provide as many services as possible to the citizens of South Carolina. Each AAA shall submit a budget for approval by the Department on Aging indicating the services to be provided. Any unexpended Home and Community-Base Services funds in this program shall be carried forward by the Department on Aging and used for the same purposes. Funds may not be transferred from the Home and Community-Based special line item for any other purpose.

SECTION 42 - L320 - HOUSING FINANCE AND DEVELOPMENT AUTHORITY

42.6 **DELETE** (HFDA: SC Housing Statewide Assessment) Directs that $100,000 shall be used by the Authority for a statewide housing needs assessment prepared by the Darla Moore School of Business. Provides reporting requirements of the assessment. Directs that a copy of the assessment be provided by June 30, 2023, to the Chairmen of the Senate Finance and House Ways and Means Committees.
WMC: DELETE proviso.
HOU: ADOPT deletion.

42.6. (HFDA: SC Housing Statewide Assessment) ~~For Fiscal Year 2022-23, of the funds appropriated to the Housing Finance and Development Authority, $100,000 shall be used for a~~

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~~comprehensive statewide housing needs assessment prepared by the Darla Moore School of Business. The assessment must include the following:~~

~~(1) a statement by the authority on housing policies and recommendations for South Carolina; and~~

~~(2) an evaluation and summary of housing conditions and trends in South Carolina broken down by geographic regions including, but not limited to, the Upstate, the Midlands, and the Lowcountry, including housing stock of all types and housing costs analyses, general population and household composition demographic analyses, and housing and demographic forecasts.~~

~~The assessment also must include an evaluation of housing assistance needs that is based in part on the evaluation described in item (2). Further, the assessment must include a discussion of major housing issues, including housing production, housing and neighborhood conservation, housing for persons with special needs, fair housing and accessibility, and housing affordability. In preparing the assessment, the authority and the Darla Moore School of Business may obtain input from housing authorities, community based organizations, the private housing industry, and other persons interested in housing assistance and development. A copy of the assessment must also be provided to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee by June 30, 2023.~~

42.7 **ADD** (HFDA: Collaboration) **WMC:** ADD new proviso to direct HFDA to collaborate with Habitat for Humanity to explore funding opportunities to increase and preserve the supply of affordable and workforce housing.

42.7. *(HFDA: Collaboration) To address the issues of lack of affordable home ownership across the state, the South Carolina Housing Finance and Development Authority shall collaborate with Habitat for Humanity South Carolina to explore funding opportunities aimed at increasing and preserving the supply of affordable housing and workforce housing in the State.*

SECTION 44 - P160 - DEPARTMENT OF AGRICULTURE

44.11 **AMEND** (AGRI: State Farmers Market Escrow Accounts) Allows the department to retain remaining revenues from the State Farmers Market Escrow and State Farmers Market Sale Proceeds and expend the funds on planning, development, construction, improvement, and maintenance of the State Farmers Market.
WMC: AMEND proviso to add "Lease Escrow" in regards to retained revenues.
HOU: ADOPT proviso as amended.

44.11. (AGRI: State Farmers Market Escrow Accounts) The department may retain remaining revenues associated with the State Farmers Market Escrow, *Lease Escrow*, and the State Farmers Market Sale Proceeds and may expend these funds for the planning, development, construction, improvement, and maintenance of the State Farmers Market including, but not limited to, capital improvements approved by the Joint Bond Review Committee and the State Fiscal Accountability Authority.

SECTION 45 - P200 - CLEMSON UNIVERSITY - PSA

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45.11 **ADD** (CU-PSA: Feasibility Study) **WMC:** ADD new proviso to direct Clemson PSA to conduct a study for the establishment of a Center for Civic Engagement to cultivate a culture of civic engagement and leadership.
HOU: ADOPT new proviso.

45.11. *(CU-PSA: Feasibility Study) Clemson PSA shall conduct a feasibility study for the establishment of a Center for Civic Engagement to work with students, individuals, organizations, and others at all levels to cultivate and encourage a culture of civic engagement and leadership. The Center's primary focus is to establish collaboratives to empower grassroots and community-based stakeholders, committed to making a positive impact and build their capacity to protect public values, provide opportunities to influence public concerns, and improve and enhance overall quality of life.*

SECTION 47 - P240 - DEPARTMENT OF NATURAL RESOURCES

47.16 **AMEND** (DNR: Matching Grant Programs) Directs $1,000,000 of the funds appropriated to the SC Conservation Bank to be provided to DNR as the state match for the NAWCA matching grant program, and $3,000,000 be provided as the state match for the Pittman-Robertson Wildlife Restoration Act for the matching grant program. Requires the department to annually report to SFC, HWM, and the SC Conservation bank on the utilization of the funds and the impact on conservation efforts.
WMC: AMEND proviso to extend matching opportunities to similar wetland projects. Changes the Pittman Robertson Wildlife Restoration Act to the Wildlife and Sportfish Restoration. Requested by Department of Natural Resources.
HOU: ADOPT proviso as amended.

47.16. (DNR: Matching Grant Programs) Of the funds appropriated and/or authorized to the South Carolina Conservation Bank, $1,000,000 shall be provided to the Department of Natural Resources as the state match for the North American Wetlands Conservation Act (NAWCA) ~~matching grant program~~ *or similar wetland enhancement and restoration projects that benefit waterfowl subject to the prior consent of the Bank*, and $3,000,000 as the state match for the ~~Pittman-Robertson Wildlife Restoration Act matching~~ *Wildlife and Sportfish Restoration* grant program. The department annually shall report to the Senate Finance Committee, the House Ways and Means Committee, and the South Carolina Conservation Bank regarding utilization of the funds and the impact of the funds on conservation efforts in the State of South Carolina.

47.19 **AMEND** (DNR: Deer Processing Pilot Program) Allows funds appropriated to the department to be utilized to create a pilot program awarding grants to deer processors who agree to process antlerless deer without a fee to the hunter, with the purpose of harvesting antlerless deer in areas where they impact the agriculture sector. States the processors must agree to donate the processed meat to non-profit organizations. Requires a report to be provided to the Chairmen of SFC and HWM on the implementation of the program and the grants awarded by June 30.
WMC: AMEND proviso to update fiscal year reference.
HOU: ADOPT proviso as amended.

47.19. (DNR: Deer Processing Pilot Program) Funds appropriated to the Department of Natural Resources for the Pilot Deer Donation Program shall be used for the creation and

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implementation of a deer processing pilot program. This program shall be designated to incentivize the harvesting of antlerless deer in areas that are having impacts on the agriculture sector of the State's economy. The grants to processors will allow hunters to deliver antlerless deer to the processors without a processing fee if the deer is to be donated as established by the department in the grant. The department is authorized to create a program and provide grants year-round to deer processors in this state. Grants shall only be provided to deer processors who agree to donate the processed meats to non-profit organizations. The department shall establish a fee structure to be paid to cooperating deer processors before awarding grants. The department may contract with vendors without competition. A report shall be provided by the department to the Chairmen of the Senate Finance and House Ways and Means Committees by June 30, ~~2024~~ *2025*, on the implementation of the pilot program and the grants awarded.

SECTION 49 - P280 - DEPARTMENT OF PARKS, RECREATION, AND TOURISM

49.1 **AMEND** (PRT: Tourism and Promotion) Provides for the distribution of Regional Promotions funds to the 11 Regional Tourism groups.
WMC: AMEND proviso to change the numerical disbursements to percentages.
HOU: ADOPT proviso as amended.

49.1. (PRT: Tourism and Promotion) The funds appropriated in this act for Regional Promotions shall be distributed equally to the eleven Regional Tourism groups, except that the Grand Strand Tourism Region's funds shall be divided, with ~~$71,237~~ *22%* distributed to the Myrtle Beach Chamber of Commerce, ~~$163,784~~ *51.11%* distributed to the Georgetown Chamber of Commerce, ~~$42,717~~ *13.33%* distributed to the City of Georgetown, and ~~$42,717~~ *13.33%* distributed to the Williamsburg Chamber of Commerce for tourism-related activities. In addition, $150,000 shall be distributed to the Lake Wylie Chamber of Commerce. The Myrtle Beach Chamber of Commerce and the Georgetown Chamber of Commerce shall submit a report to the Senate Finance Committee and the House Ways and Means Committee by December first each year describing how these funds were expended in the prior fiscal year.

SECTION 50 - P320 - DEPARTMENT OF COMMERCE

50.23 **ADD** (CMRC: Job Development Tax Credit Program) **WMC:** ADD new proviso to allow state agencies responsible for the Jobs Development Tax Credit program to increase fees charged to companies to cover the operation expenses.
HOU: ADOPT new proviso.

50.23. *(CMRC: Job Development Tax Credit Program) The state agencies responsible for management, reporting, approving, and auditing the Jobs Development Tax Credit program may increase fees charged to companies within the program as necessary to cover the operation expenses of the program. These fees would be included in each agency's Fines and Fees Annual Report.*

50.24 **ADD** (CMRC: SC Nexus Carryforward) **WMC:** ADD new proviso to allow the department to carry forward unexpended funds for SC Nexus into the current fiscal year.
HOU: ADOPT new proviso.

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50.24. *(CMRC: SC Nexus Carryforward) The Department of Commerce may carry forward unexpended funds from the prior fiscal year of allocation/grant funds appropriated and/or authorized for SC Nexus into the current fiscal year for the same purpose.*

SECTION 52 - P360 - PATRIOTS POINT DEVELOPMENT AUTHORITY

52.2 **ADD** (PPDA: Option to Lease Agreement) **WMC:** ADD new proviso to direct the Authority not to amend any Option to Lease Agreement with the Congressional Medal of Honor Museum Foundation without approval from JBRC. Requires the Authority to report if the conditions of the agreement have not been satisfied within 60 days of the expiration. Directs the Authority to report by December 1 to the Chairmen of SFC and WMC and provides the required information for the report.
HOU: ADOPT new proviso.

52.2. *(PPDA: Option to Lease Agreement) (A) For Fiscal Year 2024-25, the Patriots Point Development Authority shall not amend any Option to Lease Agreement with the Congressional Medal of Honor Museum Foundation, Inc. without approval by the Joint Bond Review Committee (JBRC). Furthermore, the Patriots Point Development Authority shall report if the conditions of the Option to Lease Agreement have not been satisfied within sixty (60) days prior to the expiration of the Option to Lease Agreement Term to JBRC.*

(B) The Patriots Point Development Authority shall provide a report by December 1, 2024, to the Chairman of Senate Finance Committee and the Chairman of House Ways and Means Committee with the following information:

(1) an inventory of all current lease agreements for real property including the terms of each lease agreement and the fair market value of the property;

(2) current and projected capital improvement costs;

(3) annual maintenance efforts and an updated deferred maintenance schedule; and

(4) an updated debt and obligation schedule.

SECTION 54 - P450 - RURAL INFRASTRUCTURE AUTHORITY

54.6 **ADD** (RIA: Carry Forward - Planning and Technical Assistance Funds) **WMC:** ADD new proviso to allow unexpended funds for Planning and Technical Assistance to be carried forward into the current fiscal year.
HOU: ADOPT new proviso.

54.6. *(RIA: Carry Forward - Planning and Technical Assistance Funds) The Rural Infrastructure Authority may carry forward unexpended funds appropriated for Planning and Technical Assistance - Small & Rural Utilities from the prior fiscal year into the current fiscal year to be used for the same purpose.*

SECTION 55 – P500 - DEPARTMENT OF ENVIRONMENTAL SERVICES

55.14 **ADD** (DES: Radiological Health Monetary Penalties) **WMC:** ADD new proviso to allow the department to retain $30,000 in monetary penalties to be utilized for radiological health programs. Requires the funds to be separately accounted for. Requested by DES.

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HOU: ADOPT new proviso.

55.14. *(DES: Radiological Health Monetary Penalties) The department shall retain up to the first $30,000 of civil monetary penalties collected each fiscal year and these funds shall be utilized solely to carry out and enforce the provisions of regulations applicable to the radiological health programs in DES. These funds shall be separately accounted for in the department's fiscal records.*

55.15 **ADD** (DES: Water Recreational Resources Fund Transfer) **WMC:** ADD new proviso to require DNR to transfer $708,000 from the special water recreational resources fund to DES for the hydrology and aquatics nuisance species program. Requested by DES.
HOU: ADOPT new proviso.

55.15. *(DES: Water Recreational Resources Fund Transfer) For the current fiscal year, notwithstanding the provisions of Section 12-28-2730(D), the Department of Natural Resources shall transfer the amount of $708,000 from the special water recreational resources fund to the Department of Environmental Services to fund the hydrology and aquatics nuisance species programs transferred to and devolved upon the Department of Environmental Services pursuant to Act 60 of 2023.*

55.16 **ADD** (DES: Hazardous Waste Fund County Account) **WMC:** ADD new proviso to direct the State Treasurer to release a county's Hazardous Waste Fund County Account upon written request of a majority of the legislative delegation that represents the economically depressed area of the county and direct that the funds be used for infrastructure in the depressed area. Defines "infrastructure" for this purpose.
HOU: ADOPT new proviso.

55.16. *(DES: Hazardous Waste Fund County Account) Funds in each county's Hazardous Waste Fund County Account must be released by the State Treasurer, upon the written request of a majority of the county's legislative delegation representing the economically depressed area of the county and shall be used for infrastructure within the economically depressed area of that county. For purposes of this provision the definition of "infrastructure" includes, but is not limited to, improvements for water, sewer, gas, steam, electric energy, communication, and other ancillary services that may be made to a building or land which are considered necessary, suitable, or useful to an eligible project that has a documented impact on economic development.*

55.17 **ADD** (DES: Data Center Migration) **WMC:** ADD new proviso to direct the department to use Data Center Migration funds for a variety of shared technology services offered by the DOA, Division of Technology Operations. Allows funds to be carried forward for the same purpose.
HOU: ADOPT new proviso.

55.17. *(DES: Data Center Migration) Of the funds appropriated to the Department of Environmental Services for Data Center Migration, the department must utilize the Department of Administration, Division of Technology Operations for shared services including, but not limited to, mainframe services, application hosting, servers, managed servers, storage, network*

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services, and disaster recovery services. Unexpended funds appropriated for the data center migration may be carried forward from the prior fiscal year and used for the same purpose.

55.18 **ADD** (DES: Allocation of Indirect Cost and Recovery) **WMC:** ADD new proviso to direct the department to deposit all indirect cost recoveries for their portion of the SWCAP and to retain excess recoveries to support administrative costs. Requested by DES.
HOU: ADOPT new proviso.

55.18. *(DES: Allocation of Indirect Cost and Recovery) The department shall continue to deposit in the general fund all indirect cost recoveries for the department's portion of the Statewide Central Services Cost Allocation Plan (SWCAP). The department shall retain recoveries in excess of the SWCAP amount to support the remaining administrative costs of the agency.*

55.19 **ADD** (DES: Grant Authority) **WMC:** ADD new proviso to authorize the department to make grants to nonprofit organizations and governmental entities for environmental programs. Directs the department to develop policies and procedures and promulgate regulations.
HOU: ADOPT new proviso.

55.19. *(DES: Grant Authority) The department is authorized to make grants to nonprofit organizations and governmental entities to further the objectives of its environmental programs. The department shall develop policies and procedures and may promulgate regulations to assure compliance with state and federal requirements associated with the funds used for the grants and to assure fairness and accountability in the award and administration of these grants. The department shall be guided by the definitions of "grant" and "procurement" in the South Carolina Procurement Code and the principles of the Federal Grant and Cooperative Agreement Act, 33 U.S.C. 6301-6308, in determining whether an expenditure of funds will be in the form of a grant or a procurement.*

55.20 **ADD** (DES: Revenue Carry Forward Authorization) **WMC:** ADD new proviso to authorize the department to collect, expend, and carry forward revenues from the sale of goods and other products, and certain revenues. Allows unexpended funds to be carried forward and be used for the same purpose.
HOU: ADOPT new proviso.

55.20. *(DES: Revenue Carry Forward Authorization) The Department of Environmental Services is hereby authorized to collect, expend, and carry forward revenues in the following programs: Sale of Goods (confiscated goods, arm patches, sale of minerals, etc.), sale of publications, brochures, Spoil Easement Areas revenue, performance bond forfeiture revenue for restoring damaged critical areas, beach renourishment appropriations, photo copies and certificate forms including, but not limited to, sale of listings and labels, sale of State Code and Supplements, sale of films and slides, sale of maps, sale of items to be recycled including, but not limited to, used motor oil and batteries, sale and/or licensing of software products developed and owned by the department, and collection of registration fees for non-DES employees. Any unexpended balance carried forward must be used for the same purpose.*

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55.21 **ADD** (DES: Dam Safety Emergency Fund) **WMC:** ADD new proviso to direct the department to establish the Dam Safety Emergency Fund. Directs the department to deposit up to $250,000 at the beginning of fiscal year to be used for emergency actions and protection of life and property. Directs that funds be carried forward and used for the same purpose.
HOU: ADOPT new proviso.

55.21. *(DES: Dam Safety Emergency Fund) The Dam Safety Emergency Fund shall be utilized for emergency actions to protect life or property under Section 49 11 190(D). The Department shall deposit up to $250,000 of appropriated funds into the fund at the beginning of each fiscal year. Fund balances shall be carried forward from each prior fiscal year into the current fiscal year and used for the same purpose. Expenses recovered from dam owners under Section 49 11 190(D) shall be deposited into the fund.*

55.22 **ADD** (DES: Innovative Reusable Byproduct Pilot Program) **WMC:** ADD new proviso to create the Innovative Reusable Byproduct Pilot Program from funds appropriated to the department. Provides the purposes of the program and application process. Directs the department to submit a program report to the General Assembly by June 30, 2025.
HOU: ADOPT new proviso.

55.22. *(DES: Innovative Reusable Byproduct Pilot Program) (A) Of the funds appropriated to the Department of Environmental Service, the department shall create the Innovative Reusable Byproduct Pilot Program. The purpose of the program is to determine whether innovations in manufacturing, food production, timber, and other similar industries regulated by the department can provide new opportunities to use byproduct which would otherwise require management as solid waste. The program shall not apply to: (1) hazardous waste; (2) infectious waste; (3) radioactive waste; or (4) refuse as defined and regulated pursuant to the South Carolina Mining Act.*

(B) Interested parties may apply to be considered for participation in the pilot program, but no more than five applicants can be selected for participation at any one time. The terms and conditions for participation by the projects selected by the department shall be set forth in a written agreement which shall provide, at a minimum, that a selected project must cease to operate if it is having a significant adverse impact on the environment.

(C) The department shall submit a report on the program to the General Assembly no later than June 30, 2025. This report shall include any legislative recommendations to provide for the use of reusable byproducts.

55.23 **ADD** (DES: PFAS Pilot Program) **WMC:** ADD new proviso to establish the PFASA removal evaluation fund to create and implement a pilot program regarding the emerging technologies removing PFAS compounds from industrial wastewater. Directs the department to establish the provisions for the pilot program and report the viability and effectiveness of the technologies to the General Assembly by June 30.
HOU: ADOPT new proviso.

55.23. *(DES: PFAS Pilot Program) Of the funds appropriated to the Department of Environmental Services through its Pollutants Remediation Fund proviso, the department shall establish the PFAS Removal Evaluation Fund. The funds shall be used to create and implement the PFAS Removal Evaluation Pilot Program. The purpose of the pilot program is to evaluate*

and facilitate the implementation of emerging technologies to remove PFAS compounds from industrial wastewater. The department shall establish the selection criteria, terms, and conditions for participation in the pilot program. A progress report on the viability of the piloted technologies and their effectiveness in PFAS removal shall be submitted to the General Assembly no later than June 30, 2025.

55.24 **ADD** (DES: Dam Repair Assistance Fund) **HOU:** ADD new proviso to establish a Dam Repair Assistance Fund. Provides for utilization of the fund. Directs that a grant of up to 75% of the total cost to correct dam deficiency may be paid from the fund. Allows fund balances to be carried forward from the prior fiscal year into the current fiscal year. Requires the department to draft policies, criteria, and guidance for the grant program by 10/15/24.

55.24. *(DES: Dam Repair Assistance Fund) Of the funds appropriated for system upgrades beginning with the FY 2024-25 Appropriation Act, there is established within the Department of Environmental Services a Dam Repair Assistance Fund. The interest-bearing fund shall be utilized for cost-sharing grants to correct dam deficiencies identified by the Department for high and significant hazard dams regulated under the Dams and Reservoir Safety Act. A grant of up to seventy-five percent (75%) of the total cost to correct the dam deficiency identified by the department may be paid from the fund. Funds may also be used by the department to administer and manage the grant program. Fund balances shall be carried forward from each prior fiscal year into the current fiscal year and used for the same purpose. System upgrades appropriations remaining from the FY 2023-24 Appropriation Act shall also be deposited into the fund. The department shall draft policies, criteria, and guidance for the grant program by October 15, 2024. This will be posted on the department's website.*

SECTION 58 - C050 - ADMINISTRATIVE LAW COURT

58.4 **ADD** (ALC: Office Space for Hearing Officers) **WMC:** ADD new proviso to direct counties and municipalities to a provide a space for administrative hearings for the Office of Motor Vehicle Hearings within their existing facilities and to include utilities. Requested by the Administrative Law Court.
HOU: ADOPT new proviso.

58.4. *(ALC: Office Space for Hearing Officers) Every county and municipality shall provide a space to conduct administrative hearings for the Office of Motor Vehicle Hearings upon request by the Chief Judge of the ALC. This space shall be within their existing physical facilities and include all utilities.*

SECTION 60 - E210 - COMMISSION ON PROSECUTION COORDINATION

60.14 **DELETE** (PCC: Solicitor Technology Funding Distribution) Requires funds appropriated for Solicitor Technology Equipment and Software to be distributed in equal amounts among the sixteen circuits. Requires funding for each circuit to be distributed for development and implementation of a CJIS compliant prosecution case management system with certain capabilities. Directs each Circuit Solicitor to submit a comprehensive report to the Commission on Prosecution Coordination on the Prosecution Case Management System. Directs the

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commission to submit the reports to the Chairmen of Senate Finance and Ways and Means by December 31, 2022.
WMC: DELETE proviso. Requested on the Commission on Prosecution Coordination.
HOU: ADOPT deletion.

60.14. (PCC: Solicitor Technology Funding Distribution) ~~The amount appropriated in this act and authorized for Solicitor Technology Equipment and Software shall be apportioned in equal amounts among the sixteen circuits. Funding allocated for each circuit must be distributed for the development and implementation of a Criminal Justice Information Services compliant prosecution case management system capable of integration with the South Carolina Commission on Prosecution Coordination, the South Carolina Judicial Branch, all State and Local Law Enforcement Departments, and other Offices of Circuit Solicitor. Each Circuit Solicitor shall submit to the Commission on Prosecution Coordination a comprehensive report detailing the capabilities and all associated expenditures for the Prosecution Case Management System. The Commission on Prosecution Coordination shall compile, summarize, and submit these reports to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee by December 31, 2023.~~

SECTION 61 - E230 - COMMISSION ON INDIGENT DEFENSE

61.7 **AMEND** (INDEF: Defense of Indigents Civil Action Application Fee) Directs that person requesting appointment of counsel must submit an affidavit of their assets before counsel may be appointed; authorizes court to order person to pay the assets or a portion of them to agency. Authorizes a $40 application fee and allows for waiver if person is unable to pay; revenue to be remitted to the State Treasurer and used for indigent defense services only. In juvenile cases, the parents or legal guardians are responsible for the fee. Directs that appointment of counsel creates a claim against the assets for costs of representation and directs that such claims be filed with the Clerk of Court and are subject to reduction by order of the court.
WMC: AMEND proviso to change the recipient of the paid assets for those insufficient to employ private counsel from the State Treasurer's Office to the Commission on Indigent Defense. Requires the Clerk of Court to collect the $40 Civil Application Fee and remit it to the State Treasurer. States this fee must be separate from the application fee. Requested by the Commission on Indigent Defense.
HOU: ADOPT proviso as amended.

61.7. (INDEF: Defense of Indigents Civil Action Application Fee) (A) A person requesting appointment of counsel in any termination of parental rights (TPR), abuse and neglect, or any other civil court action in this state shall execute an affidavit that the person is financially unable to employ counsel and that affidavit shall set forth all of the person's assets. This affidavit must be completed before counsel may be appointed. If it appears that the person has some assets but they are insufficient to employ private counsel, the court, in its discretion, may order the person to pay these assets or a portion thereof to the ~~State Treasurer's Office on a monthly basis separate from the application fee collected pursuant to Section 17-3-30(B)~~ *Commission on Indigent Defense*.

(B) A forty dollar application fee for appointed counsel services must be collected from every person who executes an affidavit that they are financially unable to employ counsel. The person may apply to the court, the clerk of court, or other appropriate official for a waiver or reduction

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in the application fee. If it is determined that the person is unable to pay the application fee, the fee may be waived or reduced, provided that if the fee is waived or reduced, the clerk or appropriate official shall report the amount waived or reduced to the trial judge and the trial judge shall order the remainder of the fee paid by a time payment method or such method as the trial judge deems appropriate. The clerk of court or other appropriate official shall collect the application fee imposed by this section and remit the proceeds to the ~~Commission on Indigent Defense~~ *State Treasurer's Office* on a monthly basis *separate from the application fee collected pursuant to Section 17-3-30(B)*. The monies must be deposited in an interest-bearing account separate from the general fund and used only to provide for indigent defense services. The monies shall be administered by the Commission on Indigent Defense. The clerk of court or other appropriate official shall maintain a record of all persons applying for representation and the disposition of the application and shall provide this information to the Commission on Indigent Defense on a monthly basis as well as reporting the amount of funds collected or waived.

(C) In matters in which a juvenile is brought before a court, the parents or legal guardian of such juvenile shall execute the above affidavit based upon their financial status and shall be responsible for paying any fee. In matters concerning juveniles, the parents or legal guardians of said juvenile, shall be advised in writing of this requirement at the earliest stage of the proceedings against said juvenile.

(D) Nothing contained above shall restrict or hinder a court from appointing counsel in any emergency proceedings or where existing statutes do not provide sufficient time for an individual to complete the application process.

(E) The appointment of counsel, as herein before provided, creates a claim against the assets and estate of the person who is provided counsel or the parents or legal guardians of a juvenile in an amount equal to the costs of representation as determined by a voucher submitted by the appointed counsel and approved by the court, less that amount that the person pays to the appointed counsel.

(F) Such claim shall be filed in the office of the clerk of court in the county where the person is assigned counsel, but the filing of a claim shall not constitute a lien against real or personal property of the person unless, in the discretion of the court, part or all of such claim is reduced to judgment by appropriate order of the court, after serving the person with at least thirty days' notice that judgment will be entered. When a claim is reduced to judgment, it shall have the same effect as judgments, except as modified by this provision.

SECTION 64 -N200 - LAW ENFORCEMENT TRAINING COUNCIL

64.4 **ADD** (LETC – CJA: Academy Store Revenue) **WMC:** ADD new proviso to direct SCCJA to retain revenues earned by retail operations to support operational costs. Allows carryforward authority. Requested by Law Enforcement Training Council.
HOU: ADOPT new proviso.

64.4. *(LETC: CJA-Academy Store Revenue) The South Carolina Criminal Justice Academy revenues earned by retail operations shall be retained by the SCCJA to support operational costs. These funds may be carried forward from the prior fiscal year and must be used for the same purpose.*

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SECTION 67 - N120 - DEPARTMENT OF JUVENILE JUSTICE

67.13 **DELETE** (DDJ: Early Release Authorization) Authorizes release of juveniles from residential placements when bed space is no longer available excluding certain offenses.
WMC: DELETE proviso. Requested by Department of Juvenile Justice.
HOU: ADOPT deletion.

67.13. (DJJ: Early Release Authorization) ~~In order to avoid unconstitutional levels of overcrowding and other unconstitutional conditions from occurring in facilities operated by the department and in residential programs operated for the department, the number of children housed in residential placements (either committed to the custody of the Department of Juvenile Justice or who are under the department's supervision) shall not exceed the number of beds available to the department to house them. Should appropriation reductions necessitate that the department close any additional facility, program, or housing unit it operates, or to be unable to fund any additional residential program operated for its benefit, the department is authorized and empowered to release from its residential placements sufficient numbers of children committed to its custody or supervision for a status offense, a misdemeanor offense, other than Assault and Battery of a High and Aggravated Nature and Assault with Intent to Kill, or for violation of probation/contempt of a status offense or a misdemeanor offense, other than Assault and Battery of a High and Aggravated Nature and Assault with Intent to Kill, so that the number of children in its custody or under its supervision and placed in these residential placements does not exceed the number of housing units/beds available to properly house those children. No child adjudicated delinquent for a violent crime as defined in Section 16-1-60 of the 1976 Code, a felony offense as defined in Section 16-1-90 of the 1976 Code, or a sexual offense shall be released pursuant to this proviso.~~

67.15 **AMEND** (DDJ: Other Funds) Authorizes the department to carry forward and expend any General Fund balances and any cash or fund balances from the sources provided for agency operating and capital needs. Directs that the department shall submit a plan prior to the expenditure of any of these funds for the review of the Chairmen of the Senate Finance Committee, House Ways and Means Committee, Corrections and Penology Committee, and House Judiciary Committee.
WMC: AMEND proviso to update fiscal year reference.
HOU: ADOPT proviso as amended.

67.15. (DJJ: Other Funds) Notwithstanding any provision of state law, for Fiscal Year ~~2023-24~~ *2024-25*, the Department of Juvenile Justice is authorized to carry forward and expend for agency operating and/or capital needs any cash or fund balances from the following sources: Law Enforcement Funding; Traffic Education Program App; Juvenile Detention Services; Joint Children's Committee; Court Fines-Detention Services; and Dedicated Court Fines. For purposes of this provision, agency operating and/or capital needs includes the following items: (1) The recruitment and retention of qualified staff; (2) Youth Services Training and Community Programs; (3) Physical Plant Maintenance and Upgrades; and (4) Projects on both the Agency's Master Plan and Comprehensive Permanent Improvement Plan. The department shall submit a plan regarding the use of these funds to the Chairman of the Senate Finance Committee, the Chairman of the House Ways and Means Committee, the Chairman of the Corrections and

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Penology Committee, and the Chairman of the House Judiciary Committee. This plan shall be submitted for review before the expenditure of any of these funds.

67.16 **ADD** (DJJ: Broad River Road Complex) **WMC:** ADD new proviso to redirect appropriated funds from Act 102 of 2023 to be used for the Broad River Road Complex Renovations. Requested by Department of Juvenile Justice.
HOU: ADOPT new proviso.

67.16. *(DJJ: Broad River Road Complex) Funds remaining of the $4,000,000 appropriated in Act 102 of 2023, Item 118.19(51)(f) to the Department of Juvenile Justice for Project Management shall be redirected to be used for the Broad River Road Complex renovations.*

SECTION 71 - L460 - COMMISSION FOR MINORITY AFFAIRS

71.6 **ADD** (CMA: Division of Small and Minority Business Contracting and Certification) **WMC:** ADD new proviso to transfer funds, employees, and assets and liabilities from the Division of Small and Minority Business Contracting and Certification to the Commission on Minority Affairs. Details the continued duties and responsibilities of the Division. Directs that regulations promulgated and contracts entered into by the Division shall be the responsibility of the Commission.
HOU: ADOPT new proviso.

71.6. *(CMA: Division of Small and Minority Business Contracting and Certification) For the current fiscal year, the Division of Small and Minority Business Contracting and Certification (the Division) and the funds appropriated to the Division pursuant to Part IA of this Act are transferred to the Commission for Minority Affairs. The Division shall continue to perform its duties and responsibilities required in Article 21, Chapter 35, Title 11 including, but not limited to, assisting the Department of Revenue in providing income tax credits for firms with state contracts that subcontract with minority firms pursuant to Section 11-35-5230(B). In addition to the authorized appropriations for the Division, the employees and the assets and liabilities of the Division are also transferred to and become part of the Commission for Minority Affairs for the current fiscal year. All classified or unclassified personnel transferred by this provision are to become employees of the Commission for Minority Affairs with the same compensation, classification, and grade level, as applicable, for the duration that this provision remains in effect. Applicable regulations promulgated by or related to the Division are continued and are considered to be promulgated by the Commission for Minority Affairs. Applicable contracts entered into by or on behalf of the Division are continued and are considered to be devolved upon the Commission for Minority Affairs at the time of the transfer.*

SECTION 73 - R060 - OFFICE OF REGULATORY STAFF

73.5 **DELETE** (ORS: Office of Broadband Coordinator) Establishes the Office of Broadband Coordinator to serve as the broadband planning body for the State and coordinate with entities to encourage development of broadband access. Directs that funds appropriated be used to continue to fund the Broadband Infrastructure Project including projects that were approved for funding in Act 142 of 2020 but not constructed by December, 2020. Directs the office to prioritize infrastructure expansion to provide high-speed service to rural and unserved communities.

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Directs the office to serve as a central resource to collect and publish information regarding federal and state programs to fund broadband expansion. Require unexpended funds be carried forward and used for the same purposes.
WMC: DELETE proviso. Requested by Office of Regulatory Staff.
HOU: ADOPT deletion.

73.5. (ORS: Office of Broadband Coordinator)~~(A) From funds appropriated for this purpose, there is established the Office of Broadband Coordinator within the Office of Regulatory Staff to serve as the central broadband planning body for the State and to coordinate with federal, state, regional, local, and private entities, to the extent practicable, to encourage the continued development of access to broadband in the State.~~

~~(B) The Office of Broadband Coordinator shall convene a collaborative stakeholder process to identify challenges to expediting broadband access and shall provide a report to the General Assembly with recommendations for which legislative, regulatory, or other governmental actions are appropriate to promote broadband access throughout the State.~~

~~(C) Funds appropriated to the Office of Broadband Coordinator for broadband infrastructure shall be used to continue to fund the Broadband Infrastructure Program, including the completion of those broadband infrastructure projects that were approved for funding pursuant to Act 142 of 2020 but not constructed by December of 2020. Expansion of broadband infrastructure shall emphasize services to rural communities and communities with a lack of access to broadband. The Office of Broadband Coordinator shall prioritize infrastructure expansion that will make high speed broadband available to homes, businesses, schools, health care facilities, and other institutions in unserved areas across South Carolina.~~

~~(D) The Office of Broadband Coordinator shall serve as a central resource to collect and publish information regarding federal and state programs to fund broadband expansion, and to the extent practicable, coordinate resources such that both state and federal resources are efficiently maximized.~~

~~(E) The Office of Broadband Coordinator may use assistance from state and federal agencies or from private organizations and industry to accomplish the purposes of this provision. Unexpended funds at the end of the prior fiscal year shall be carried forward and expended in the current fiscal year by the Office of Regulatory Staff for the same purposes.~~

73.6 **DELETE** (ORS: SC Broadband Map) Directs the Office of Broadband Coordinator to contact the appropriate entities to provide information necessary to compile the county-by-county mapping plan required by Section 10 of Act 142 of 2020 that shows the location and broadband facility capabilities throughout the State. Provides guidelines for the release of information regarding FOIA requests. Requires unexpended funds be carried forward and spent for the same purposes.
WMC: DELETE proviso. Requested by Office of Regulatory Staff.
HOU: ADOPT deletion.

73.6. (ORS: SC Broadband Map) ~~(A)(1) From funds appropriated, the Office of Broadband Coordinator shall contact the appropriate entities to provide information necessary to compile the county-by-county broadband mapping plan required by Section 10 of Act 142 of 2020 showing the location and capability of broadband facilities throughout the State. In order to facilitate the provision of information necessary to this task, all information provided by a broadband service provider or other entity providing information for the purpose of creating a~~

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~~South Carolina broadband map shall be maintained by the Office of Broadband Coordinator and any other agency as confidential, proprietary, and a trade secret as defined in Section 30-4-40 of the 1976 Code, and subject to exemption from disclosure under state and federal law. The information shall not be subject to disclosure under Chapter 4, Title 30 of the 1976 Code, except in the form of a map where information that could be used to determine provider-specific information about the network of the broadband service provider or other providing entity is not disclosed.~~

~~(2) Except as otherwise provided in this provision, such broadband provider-specific information shall not be released to any person other than to the broadband service provider or other entity providing information, employees of the Office of Broadband Coordinator, agents designated to assist in developing the South Carolina broadband map, entities contracting with the Office of Broadband Coordinator, and other state agencies administering funds for broadband deployment without express permission of the submitting broadband service provider or other entity providing information. Such information shall be used solely for the purposes stated under this provision. The Office of Broadband Coordinator shall ensure that any such agents, entities, or agencies with whom the information is shared are aware of the confidential nature and restricted purposes for which the information may be used and that any such agents or entities that are not state agencies execute an appropriate nondisclosure agreement protecting the information from public disclosure before receiving the information.~~

~~(B) Entities providing broadband service or middle mile infrastructure in South Carolina shall, on an annual basis, provide to the Office of Broadband Coordinator deployment data in a format specified by the office to provide the most accurate and granular representation of currently available broadband infrastructure. These same entities, when they serve residential or business customers, shall also provide the type of technology deployed together with the sustainable download and upload speeds available at each serviceable location. Entities failing to provide such data on an annual basis may be disqualified from state funding opportunities for the current fiscal year. Annually, the office shall compile this information, analyze, and update statewide broadband deployment information.~~

~~(C) Any unexpended funds at the end of the prior fiscal year shall be carried forward and expended in the current fiscal year by the Office of Regulatory Staff for the same purposes.~~

73.9 **ADD** (ORS: Energy Office) **WMC:** ADD new proviso to allow the Office of Regulatory Staff Energy Office, or its subrecipient, to utilize assistance from state and federal agencies, private organizations, nonprofits, and the industry to efficiently administer programs under the Infrastructure Investment and Jobs Act (IIJA) and the Inflation Reduction Act (IRA). Allows unexpended funds from the prior fiscal year to be carried forward and used for the same purposes. Directs the Executive Director of ORS to procure necessary services to meet federal deadlines through the utilization of SFAA. Allows ORS and the Energy Office to engage professional grant management services and authorizes them to utilize federal funds and existing resources. Requested by Office of Regulatory Staff.
HOU: ADOPT new proviso.

73.9. *(ORS: Energy Office) (A) The Office of Regulatory Staff Energy Office, or its subrecipient, may use assistance from state and federal agencies or from private organizations, nonprofits, and the industry to accomplish the purposes of efficiently leveraging resources to successfully administer any programs established by the Infrastructure Investment and Jobs Act (IIJA) and the Inflation Reduction Act (IRA). Unexpended funds from the prior fiscal year shall*

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be carried forward and expended in the current fiscal year by the Energy Office for the same purposes in compliance with federal funding requirements.

(B) In order to comply with federal deadlines for funds commitment and completion, the Executive Director of the Office of Regulatory Staff shall, in accordance with Section 11-35-1570, procure the services needed and shall be responsible for the development of specifications to be included in any contract awarded. The State Fiscal Accountability Authority (SFAA) shall serve as the procuring officer for the procurement process and is responsible for administrative duties related to the process and the contract awarded. SFAA shall assign such personnel as necessary to assist the Office of Regulatory Staff and the Energy Office in carrying out its duties under this provision,

(C) The Office of Regulatory Staff and the Energy Office may procure professional grant management services for oversight and compliance of funds received through the IIJA and IRA, among others, on behalf of the Energy Office. The Energy Office is authorized to fulfill this requirement from federal funds and from existing fund resources as appropriate.

73.10 **ADD** (ORS: SC Broadband Office and SC Digital Opportunity) **WMC:** ADD new proviso to establish the SC Broadband Office and SC Digital Opportunity department within the Office of Regulatory Staff. Directs the SC Broadband Office to coordinate with various entities to enhance broadband access, prioritize rural areas, and publish information on funding programs, and create a stakeholder process to address challenges and propose legislative actions. States that funds shall be used for broadband infrastructure expansion, workforce development, and non-deployment programs. Directs the SC Digital Opportunity department to serve as the digital equity planning body and allows them to handle confidential information. Requires the procurement processes to follow specified regulations, and SFAA to oversee administrative duties. Allows professional grant management services for oversight and compliance of funds to be procured. Directs the SC Broadband Office and the SC Digital Opportunity Department to utilize state, federal, or private assistance if needed to accomplish this provision. Directs funds from the prior fiscal year may be carried forward for the same purposes. Requested by Office of Regulatory Staff.
HOU: ADOPT new proviso.

73.10. *(ORS: SC Broadband Office and SC Digital Opportunity) (A) From funds appropriated for this purpose, there is established the SC Broadband Office within the Office of Regulatory Staff to serve as the central broadband planning body for the State and to coordinate with federal, state, regional, local, and private entities for the continued development of access to broadband in the State.*

(B) The SC Broadband Office shall create a collaborative stakeholder process to identify challenges to expediting broadband access and shall provide a report to the General Assembly with recommendations for which legislative, regulatory, or other governmental actions are appropriate to promote broadband access throughout the State.

(C) Funds appropriated to the SC Broadband Office for broadband infrastructure shall be used to continue to fund the Broadband Infrastructure Program, broadband-related workforce development, and any other federally-approved, non-deployment programs so as to maximize available federal funding under the American Rescue Plan Act (ARPA) and Infrastructure Investment and Jobs Act (IIJA) for the benefit of the State. Expansion of broadband infrastructure shall emphasize services to rural communities and communities with a lack of access to broadband. The SC Broadband Office shall prioritize infrastructure expansion that will make

high-speed broadband available to homes, businesses, schools, health care facilities, and other community anchor institutions in underserved areas across South Carolina.

(D) The SC Broadband Office shall serve as a central resource to collect and publish information regarding federal and state programs to fund broadband expansion and maximize resources.

(E) From funds appropriated for this purpose, there is established a SC Digital Opportunity department within the Office of Regulatory Staff to serve as the digital equity planning body for the State and to coordinate with federal, state, regional, local, and private entities to address the digital divide. In the case any personally identifiable information or health related information is collected or shared by state agencies with this department, such information shall have confidential treatment.

(F) This procurement shall be done pursuant to the provisions of Section 11-35-1570. The Executive Director of the Office of Regulatory Staff shall coordinate the process used to procure the services needed and shall be responsible for the development of specifications to be included in any contract awarded. The State Fiscal Accountability Authority (SFAA) shall serve as the procuring officer for the procurement process and is responsible for administrative duties related to the process and the contract awarded. SFAA shall assign such personnel as necessary to assist the Office of Regulatory Staff and the Energy Office in carrying out its duties under this act.

(G) The Office of Regulatory Staff may procure professional grant management services for oversight and compliance of funds received through the IIJA, among others, on behalf of the South Carolina Broadband and Digital Opportunity Offices. ORS is authorized to fulfill this requirement using federal funds as allowed for administration and from existing fund resources as appropriate.

(H) The SC Broadband Office and the SC Digital Opportunity Department may use assistance from state and federal agencies or from private organizations, nonprofits, and industry to accomplish the purposes of this provision. Unexpended funds at the end of the prior fiscal year may be carried forward and expended in the current fiscal year by the Office of Regulatory Staff for the same purposes.

73.11 **ADD** (ORS: SC Broadband Map and Internet Service Provider Data) **WMC:** ADD new proviso to create a county-by-county broadband mapping plan. Directs that the office can collect confidential financial data from broadband providers for compliance verification but must treat it as confidential. Allows aggregated data to be publicly shared, but states provider-specific information is restricted to authorized entities. Requires broadband entities to provide deployment data bi-annually, and failure may lead to disqualification from state funding. Requires the office to analyze and update statewide broadband information annually. Requested by Office of Regulatory Staff.
HOU: ADOPT new proviso.

73.11. *(ORS: SC Broadband Map and Internet Service Provider Data) (A)(1) From funds appropriated, the SC Broadband Office shall contact the appropriate entities to provide information necessary to compile the county-by-county broadband mapping plan showing the location and capability of broadband facilities throughout the State. To meet federal mandates, the SC Broadband Office may be required to collect confidential financial data to confirm and verify compliance with the various grant programs. In order to facilitate the provision of information necessary to these tasks, financial data, including any planned construction timelines and related data provided by a broadband service provider or other entity providing information,*

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shall be maintained by the SC Broadband Office and any other agency as confidential, proprietary, and a trade secret as defined in Section 30-4-40, and subject to exemption from disclosure under state law. Data may be made publicly available in an aggregated, nonprovider specific format or in the form of a map, where information that could be used to determine provider-specific information about the network of the broadband service provider or other providing entity is not disclosed.

(2) Except as otherwise provided in this provision, such broadband provider-specific information shall not be released to any person other than to the broadband service provider or other entity providing information, employees of the SC Broadband Office, agents designated to assist in developing the South Carolina broadband map, entities contracting with the SC Broadband Office, and other state or federal agencies administering funds for broadband deployment without express permission of the submitting broadband service provider or other entity providing information. Such information shall be used solely for the purposes stated under this provision. The SC Broadband Office shall ensure that any such agents, entities, or agencies with whom the information is shared are aware of the confidential nature and restricted purposes for which the information may be used and that any such agents or entities that are not state agencies execute an appropriate nondisclosure agreement protecting the information from public disclosure before receiving the information.

(3) Notwithstanding the above, if required by federal law, ORS may report broadband service provider costs for external reporting.

(B) Entities providing broadband service or middle-mile infrastructure in South Carolina shall, on a bi-annual basis, provide to the South Carolina Broadband Office deployment data in a format specified by the office to provide the most accurate and granular representation of currently available broadband infrastructure. These same entities, when they serve residential or business customers, shall also provide the type of technology deployed together with the sustainable download and upload speeds available at each serviceable location. Entities failing to provide such data on an annual basis may be disqualified from state funding opportunities for the current fiscal year. At least annually, the office shall compile this information, analyze, and update statewide broadband deployment information.

SECTION 74 - R080 - WORKERS' COMPENSATION COMMISSION

74.3 **DELETE** (WCC: Tax on Self Insurers) Suspends the sunset provision in Act 68 of 2017 for the current fiscal year.
WMC: DELETE proviso.
HOU: ADOPT deletion.

74.3. (WCC: Tax on Self-Insurers) ~~Notwithstanding another provision of law, the sunset provision provided for in Act 68 of 2017 is suspended for the current fiscal year to allow the commission to continue to collect tax on self-insurers~~

SECTION 81 - R360 - DEPARTMENT OF LABOR, LICENSING AND REGULATION

81.16 **ADD** (LLR: Meals in Emergency Operations) **WMC:** ADD new proviso to allow the cost of meals or food products to be provided to state employees and volunteers who are not permitted to leave their duty stations during emergencies and emergency exercises. Requested by Department of Labor, Licensing, and Regulation.

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HOU: ADOPT new proviso.

81.16. *(LLR: Meals in Emergency Operations) The cost of meals, or the advanced purchase of food products to be stored and prepared for meals, may be provided to state employees and volunteers who are not permitted to leave assigned duty stations during actual emergencies and emergency simulation exercises.*

SECTION 82 - R400 - DEPARTMENT OF MOTOR VEHICLES

82.6 **AMEND** (DMV: Fund Balance Carry Forward) Authorizes DMV to carry forward unexpended general funds and other funds not designated for Real ID and/or non-recurring expense in Act 37 of 2021 from the prior fiscal year and expend those funds in the current fiscal year.
WMC: AMEND proviso to delete the reference to the REAL ID program and non-recurring expense in Act 37 of 2021 in regards to carry forward funds. Requested by the Department of Motor Vehicles.
HOU: ADOPT proviso as amended.

82.6. (DMV: Fund Balance Carry Forward) The Department of Motor Vehicles may carry forward any unexpended general fund balance or other funds ~~not designated for REAL ID and/or non-recurring expense in Act 37 of 2021~~ from the prior fiscal year and expend those funds in the current fiscal year for expenditures as needed.

82.7 **DELETE** (DMV: Real ID) Authorizes DMV to spend any available earmarked cash reserves to implement Real ID.
WMC: DELETE proviso. Requested by Department of Motor Vehicles.
HOU: ADOPT deletion.

82.7. (DMV: Real ID) ~~For Fiscal Year 2023-24, the Department of Motor Vehicles may expend any available earmarked cash reserves on the implementation of Real ID.~~

82.8 **AMEND** (DMV: Electronic Verification Processing Fees) Exempts DMV from paying Electronic Verification of Vital Events system fees to DHEC for verification or certification of birth certificates used to issue driver's licenses or ID cards.
WMC: AMEND proviso to update the reference from the Department of Health and Environmental Control to the Department of Public Health.
HOU: ADOPT proviso as amended.

82.8. (DMV: Electronic Verification Processing Fees) In the current fiscal year, the Department of Motor Vehicles is exempt from paying fees to the Department of *Public* Health ~~and Environmental Control~~ associated with the use of the Electronic Verification of Vital Events (EVVE) system to verify or certify birth certificates during the driver's license or identification card issuance process.

82.10 **DELETE** (DMV: Retention of Traceable Temporary License Plates Revenue) Authorize the department to retain $5 from the sale of traceable temporary license plates. Directs that funds be used solely for the cost of plate production and reissuance.
WMC: DELETE proviso. Requested by Department of Motor Vehicles.

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HOU: ADOPT deletion.

82.10. (DMV: Retention of Traceable Temporary License Plates Revenue) ~~For the current fiscal year, the department shall be authorized to retain five dollars from the sale of traceable temporary license plates as found in Section 56-3-210 of the 1976 Code. The funds shall be placed in the department's Plate Replacement Fund and used solely for the purposes of plate production and reissuance costs.~~

82.14 **DELETE** (DMV: Biennial Plates Commercial Motor Vehicles) Allows the department to issue biennial plates to large commercial vehicles until the provisions of Act 37 of 2021 are enacted.
WMC: DELETE proviso. Requested by Department of Motor Vehicles.
HOU: ADOPT deletion.

82.14. (DMV: Biennial Plates Commercial Motor Vehicles) ~~The department may issue biennial plates to large commercial motor vehicles until all provisions of Act 37 of 2021 are enacted.~~

SECTION 83 - R600 - DEPARTMENT OF EMPLOYMENT AND WORKFORCE

83.5 **AMEND** (DEW: REED Act Spending Authority) Authorizes DEW to spend up to $2,375,072 of funds made available to the State under Section 903 of the U.S. Social Security Act. Directs the funds be used to for UI, WIOA, and Employment Services Programs. Prohibits the funds from being obligated after a 2-year period beginning July 1, 2023.
WMC: AMEND proviso to update fiscal year reference. Requested by Department of Employment and Workforce.
HOU: ADOPT proviso as amended.

83.5. (DEW: REED Act Spending Authority) The Department of Employment and Workforce is authorized to expend up to $2,375,072 of funds made available to the State under Section 903 of the United States Social Security Act, as amended. The funds must be used under the direction of the Department of Employment and Workforce, for the purpose *of* funding ~~of~~ Unemployment Insurance, Workforce Innovation and Opportunity Act, and Employment Services Programs. No part of the funds herein authorized may be obligated after a two-year period beginning on July 1, ~~2023~~ *2024*. The amount obligated pursuant to this provision shall not at any time exceed the amount by which (a) the aggregate of amounts transferred to the accounts of the State pursuant to Section 903 of the Social Security Act exceeds (b) the aggregate of the amounts obligated for administration and paid out for administration and paid out for benefits and as required by law to be charged against the amounts transferred to the account of this State.

83.7 **DELETE** (DEW: GED Incentive Program) Directs that unexpended funds for the GED Incentive Program may be carried forward and expended for the same purposes in the current fiscal year. Directs that $1,500,000 of funds allocated to the department from the Department of Education GED Incentive Program be used as an incentive if they successfully complete short-term training provided by a technical college. Provides eligibility requirements for individuals and the manner in which the department shall issue incentive payments.
WMC: DELETE proviso. Requested by Department of Employment and Workforce.

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HOU: ADOPT deletion.

83.7. (DEW: GED Incentive Program) ~~Unexpended funds for the GED Incentive Program at the Department of Employment and Workforce may be carried forward and expended for the same purposes in the current fiscal year. $1,500,000 shall be utilized as an incentive for individuals to obtain their GED or high school diploma with an additional incentive if they successfully complete a short-term occupational training provided by a South Carolina technical college. In order to be eligible, the individual must be a South Carolina resident who is at least nineteen years of age. The individual must certify to the department that they do not currently hold a GED or high school diploma from any state. They must also enroll in and complete the GED or high school diploma, and, if applicable, short-term occupational training, course work prior to June 1, 2024. The Department of Employment and Workforce shall enter into a data sharing agreement with the Department of Education and the State Technical College System to cross match eligibility to ensure that participants do not currently hold a GED or high school diploma and to confirm that the individual enrolled in and completed the diploma process to obtain the GED or high school diploma along with enrollment in and completion of a short-term occupational training. The Department of Employment and Workforce shall issue a one-time payment in the amount of $500 to the individual upon confirmation from the Department of Education that the individual has successfully received the GED or diploma and an additional $500 to the individual upon confirmation from the State Technical College System that the individual also successfully completed qualifying occupational training. These incentive payments shall be issued on a first-come first-served basis based on completion date, until the funds from this program have been exhausted. Funds allocated for this incentive program shall not be transferred or utilized for any other purpose.~~

SECTION 84 - U120 - DEPARTMENT OF TRANSPORTATION

84.8 **DELETE** (DOT: Shop Road Farmers Market Bypass Carry Forward) Authorizes unexpended Shop Road Farmers Market Bypass funds to be carried forward and used for the matching requirement for the widening and expansion of Leesburg Road from Fairmont to Wildcat Road (Lower Richland roads-Phase I).
WMC: DELETE proviso.
HOU: ADOPT deletion.

84.8. (DOT: Shop Road Farmers Market Bypass Carry Forward) ~~Unexpended funds appropriated for the Shop Road Farmers Market Bypass may be carried forward into the current fiscal year and expended for the matching requirement for the widening and expansion of Leesburg Road from Fairmont to Wildcat Road (Lower Richland roads-Phase I).~~

84.17 **ADD** (DOT: Litter Control Program) **HOU:** ADD new proviso to direct that the PalmettoPride-Litter Control Program funds be used to fund litter control projects identified by DOT to PalmettoPride by August 15 of each year.

84.17. *(DOT: Litter Control Program) In the current fiscal year, PalmettoPride-Litter Control Program funds designated pursuant to Section 14-1-208(10) shall be used for the purpose of Section 37-29-130, to fund litter control projects identified and provided in a list by*

the South Carolina Department of Transportation to PalmettoPride no later than August 15th of the current fiscal year.

SECTION 87 - U300 - DIVISION OF AERONAUTICS

87.7 **ADD** (AERO: Hold-Over Limit) **HOU:** ADD new proviso to suspend Section 13-1-1050(A) for the current fiscal year.

87.7 *(AERO: Hold-Over Limit) The requirement of Section 13-1-1050(A) pertaining to the hold-over capacity period limits shall be suspended for the current fiscal year.*

SECTION 88 - Y140 - STATE PORTS AUTHORITY

88.1 **AMEND** (SPA: Charleston Cooper River Bridge Project) Directs the State Ports Authority to pay the State Transportation Infrastructure Bank $1,000,000 before June 30, 2024 to continue the Charleston Cooper River Bridge Project.
WMC: AMEND proviso to update fiscal year references.
HOU: ADOPT proviso as amended.

88.1. (SPA: Charleston Cooper River Bridge Project) The State Ports Authority shall, from other general fund or operating fund surplus available and any funds appropriated to the authority in prior fiscal years and left unexpended as of July 1, ~~2023~~ *2024*, pay to the State Transportation Infrastructure Bank one million dollars before June 30, ~~2024~~ *2025*, to continue the Charleston Cooper River Bridge Project.

88.4 **DELETE** (SPA: Transfer of Port of Georgetown) Allows the State Ports Authority to transfer the Port of Georgetown real property to the County of Georgetown in "as-is" condition through a quit-claim deed no later than June 30, 2023. Requires all funds in the Georgetown Port Maintenance to be transferred to the State Ports Authority and to be approved by the Georgetown County Council and the State Ports Authority Board of Directors. Allows the approval to satisfy the fiduciary duties of each approving body.
WMC: DELETE proviso.
HOU: ADOPT deletion.

88.4. (SPA: Transfer of Port of Georgetown) ~~The South Carolina State Ports Authority will transfer the Port of Georgetown real property, including buildings, fixtures, and certain equipment, to the County of Georgetown in "as is" condition including, but not limited to, any appurtenances and the assumption of any existing leases through a quit-claim deed no later than June 30, 2023. Any and all funds in the Georgetown Port Maintenance Dredging Fund shall be transferred to the South Carolina State Ports Authority in full consideration for such transfer, which is deemed to be just and fair compensation. Only the approval of the Georgetown County Council and the South Carolina State Ports Authority Board of Directors is required for this transaction, and such approval shall satisfy the fiduciary duties of each approving body related to this transfer.~~

88.7 **DELETE** (SPA: Transfer of Funds to Georgetown County) Directs funds appropriated in Act 298 of 2014 to the State Ports Authority for Georgetown Port Dredging to be transferred to

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Georgetown County. Allows the county to use up to $1,500,000 for the purchasing and development of excess port property within the county.
WMC: DELETE proviso.
HOU: ADOPT deletion.

88.7. (SPA: Transfer of Funds to Georgetown County) ~~Funds appropriated in Act 298 of 2014 to the State Ports Authority for Georgetown Port Dredging shall be transferred to Georgetown County. Of the funds transferred, the county may use up to $1,500,000 for the purchase of excess port property within the county and shall use the balance of the funds for development of county property previously owned by the State Ports Authority.~~

SECTION 92D - D300 - OFFICE OF RESILIENCE

92D.1 **AMEND** (SCOR: Catastrophic Weather Event) Directs that improvements to real or personal property used as a residence, such as a mobile home or manufactured housing unit, resulting from damage caused by the catastrophic weather event in October 2015, Hurricane Matthew of 2016, or Hurricane Florence of 2018, made after the event and before June 30, 2024, is not considered an improvement and may not be reassessed at a higher rate as a result of the improvement. Directs that for the current fiscal year, an eligible property's tax value shall remain the same unless an assessable transfer of interest occurs.
WMC: AMEND proviso to update fiscal year reference and update technical reference.
HOU: ADOPT proviso as amended.

92D.1. (SCOR: Catastrophic Weather Event) *(A)* Any improvements made to real property or personal property used as a residence, such as a mobile home or manufactured housing unit, damaged during the catastrophic weather event in October 2015, Hurricane Matthew of 2016, or Hurricane Florence of 2018, after the event and before June 30, ~~2024~~ *2025*, is not considered an improvement and may not be reassessed at a higher rate as a result of the assistance provided. This provision only applies if, as a result of the catastrophic weather event, the improvements made to the property were funded by the United States Department of Housing and Urban Development Block Grant - Disaster Recovery program implemented by the Office of Resilience, *or its predecessor the* Disaster Recovery Office. This provision also applies if, at the discretion of the county and using qualifications determined by the county, the improvements were made with the assistance of a volunteer organization active in disaster, or a similar volunteer organization.

(B) During the current fiscal year, the property tax value of an eligible property shall remain the same unless an assessable transfer of interest occurs. No refund is allowed on account of values adjusted as provided in this provision.

92D.2 **AMEND** (SCOR: Leave Balances) Directs that temporary grant employees transferred from DOA's Disaster Recover Office who become full-time equivalent employees at the Office of Resilience shall retain any leave they accrued prior to being transferred.
WMC: AMEND proviso to delete reference to DOA in regards to the Disaster Recovery Office and add language to allow TGEs with SCOR who become full time FTEs with SCOR to retain leave.
HOU: ADOPT proviso as amended.

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92D.2. (SCOR: Leave Balances) Any temporary grant employees *(TGEs)* transferred from the ~~Department of Administration's~~ *former South Carolina* Disaster Recovery Office to the Office of Resilience*, or who are TGEs with SCOR* who become full time *equivalent (FTE)* employees *with SCOR,* shall retain any leave accrued prior to the transfer.

92D.4 **ADD** (SCOR: MUSC Flooding Safety) **WMC:** ADD new proviso to direct SCOR to use $34 million of the Disaster Relief and Resilience Fund or the remaining ARPA relief funds allocated to SCOR to construct two elevated pedestrian bridges to ensure MUSC staff access during stormwater events and flooding events.
HOU: ADOPT new proviso.

92D.4. *(SCOR: MUSC Flooding Safety) The Office of Resilience shall utilize $34 million in appropriations from Act 244 of 2022 and/or Act 84 of 2023 for the Disaster Relief and Resilience Reserve Fund to partner with the Medical University of South Carolina and construct two elevated pedestrian bridges to ensure patient and staff access to university property during stormwater events and other flooding events.*

SECTION 93 - D500 - DEPARTMENT OF ADMINISTRATION

93.8 **AMEND** (DOA: Sale of Surplus Real Property) Provides guidelines for the retention and use of revenue derived from the sale of surplus real properties.
WMC: AMEND proviso to authorize the Forestry Commission to retain the net proceeds from sale to use to acquire lands that are desirable for State forests.
HOU: ADOPT proviso as amended.

93.8. (DOA: Sale of Surplus Real Property) *(A)* Up to fifty percent of the proceeds, net of selling expenses, from the sale of surplus real properties shall be retained by the Department of Administration and used for the deferred maintenance of state-owned buildings. The remaining fifty percent of the net proceeds shall be returned to the agency that the property is owned by, under the control of, or assigned to and shall be used by that agency for nonrecurring purposes. This provision applies to all state agencies and departments except: institutions of higher learning; the Public Service Authority; the Ports Authority; the MUSC Hospital Authority; the Myrtle Beach Air Force Redevelopment Authority; the Department of Transportation; the Columbia State Farmers Market; the Department of Agriculture's Columbia Metrology Lab building and property; the Charleston Naval Complex Redevelopment Authority; the Department of Commerce's Division of Public Railways; the Midlands Technical College Enterprise Campus Authority; the Trident Technical College Enterprise Campus Authority; the Commissioners residence at the Department of Corrections and the Educational Television Commission's Key Road property.

(B) The Educational Television Commission shall be authorized to retain the net proceeds from the sale of its property on Key Road, and such proceeds may be used for the renovation of the ETV Telecommunications Center and other maintenance and operating expenses. If it is determined that sufficient net proceeds are not to be derived from the sale of its property on Key Road to cover the cost of all renovations of the Telecommunications Center, the property on Key Road shall not be sold. Any proposed sale hereunder shall, prior to said sale, be submitted to the Department of Administration for approval as being in compliance with the requirements of this subsection.

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(C) The Department of Corrections shall be authorized to retain the net proceeds from the sale of the residence provided for the Commissioner of the Department of Corrections and use such proceeds for deferred maintenance needs at the Department of Corrections.

(D) The Forestry Commission shall be authorized to retain the net proceeds from the sale of surplus land for use in firefighting operations and replacement of firefighting equipment *or acquisition of such lands, in the judgment of the commission, that are desirable for State forests*.

(E) The Department of Natural Resources shall be authorized to retain the net proceeds from the sale of existing offices originally purchased with a federal grant or with restricted revenue from hunting and fishing license sales for the improvement, consolidation, and/or establishment of regional offices and related facilities.

(F) The Department of Agriculture, the Educational Television Commission, the Department of Corrections, the Department of Natural Resources, and the Forestry Commission shall annually submit a report, within sixty days after the close of the fiscal year, to the Senate Finance Committee and the House Ways and Means Committee on the status of the sale of the identified property and a detailed accounting on the expenditure of funds resulting from such sale.

(G) This provision is comprehensive and supersedes any conflicting provisions concerning disposition of state-owned real property whether in permanent law, temporary law or by provision elsewhere in this act.

(H) Any unused portion of these funds may be carried forward into succeeding fiscal years and used for the same purposes.

93.14 **DELETE** (DOA: Health Agencies Restructuring Study) Directs DOA to conduct a study on the organizational structure of agencies that provide health services in state government. Provides the requirements of the study and requires any agencies identified by the department for the study to provide all information requested and participate fully. Allows the department to contract with experts, consultants, and advisors to accomplish the study, and directs that procurements or other general state laws in conflict of these directives for these professionals shall be exempt. Directs the department to submit a final report on their findings to the Governor, Speaker of the House of Representatives, the President of the Senate, and the Chairmen of Senate Finance and House Ways and Means Committees by June 30.
WMC: DELETE proviso. Requested by the Department of Administration.
HOU: ADOPT deletion.

93.14. (DOA: Health Agencies Restructuring Study) ~~With the funds appropriated in Proviso 118.17, the Department of Administration shall conduct a study on the proper organizational structures of the agencies that provide health services in state government. The study shall include, but not be limited to, a review of the current organizational structures of agencies that provide health services, a review of each agency's mission, services provided, and financial performance, and recommendations for any organizational restructuring necessary to improve health services delivery in the State, recognize operational efficiencies, and maximize resource utilization. Any agencies identified by the department as being subject to the study shall provide the department with all information requested and shall fully participate as requested and required. The department may contract with experts, consultants, and advisors including, but not limited to, accountants and attorneys, to provide consultation, advice, and other relevant services to the department in taking actions necessary to accomplish the study. Procurements by the department of any experts, consultants, and advisors including, but not limited to, accountants~~

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~~and attorneys, are exempt from the purchasing procedures of the South Carolina Consolidated Procurement Code in Chapter 35, Title 11, and any other provisions of the general law of this State in conflict with these directives. Procurements made by the department pursuant to this provision shall be made with as much competition as is practicable under the circumstances. The department shall submit the final report to the Governor, Speaker of the House of Representatives, Chairman of the House Ways and Means Committee, President of the Senate, and Chairman of the Senate Finance Committee by June 30, 2024.~~

93.15 **DELETE** (DOA: Williston Town Hall) Redirects remaining funds appropriated to Williston City Park Multipurpose Building to Williston Town Hall.
WMC: DELETE proviso. Requested by the Department of Administration.
HOU: ADOPT deletion.

93.15. (DOA: Williston Town Hall) ~~Funds remaining of the $1,000,000 appropriated in Act 239 of 2022, Section 118.19, Item (72)(z) to the Department of Administration for the Williston City Park Multipurpose Building shall be redirected to Williston Town Hall to be used for the same purpose.~~

93.16 **DELETE** (DOA: City of Barnwell Fire Department) Redirects remaining funds appropriated to the Barnwell Multipurpose Building to the City of Barnwell Fire Department.
WMC: DELETE proviso. Requested by the Department of Administration.
HOU: ADOPT deletion.

93.16. (DOA: City of Barnwell Fire Department) ~~Funds remaining of the $2,000,000 appropriated in Act 239 of 2022, Section 118.19, Item (72)(x) to the Department of Administration for the Barnwell Multipurpose Building shall be redirected to City of Barnwell Fire Department to be used for the same purpose.~~

93.17 **ADD** (DOA: SCEIS Carry Forward Authorization) **WMC:** ADD new proviso to allow funds appropriated to SCEIS to be carried forward and used for the same purpose. Requested by the Department of Administration.
HOU: ADOPT new proviso.

93.17. *(DOA: SCEIS Carry Forward Authorization) Notwithstanding any provision of state law, for Fiscal Year 2024-25, unexpended funds appropriated for the SC Enterprise Information System may be carried forward from the prior fiscal year and used for the same purpose.*

93.18 **ADD** (DOA: Health Agencies Complex) **WMC:** ADD new proviso to direct that funds appropriated to DOA for the Health Agencies Complex must reside in a separate account for operation and management of the facilities and are exempt from any across-the-board base reductions.
HOU: ADOPT new proviso.

93.18. *(DOA: Health Agencies Complex) Funds appropriated to the Department of Administration for the Health Agencies Complex must be set aside in a separate account for the operation and maintenance of the facilities leased pursuant to proviso 118.22 of Act 84 of 2023. Any unexpended portion of these funds may be carried forward into the succeeding fiscal year*

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and used for the same purpose. Funds appropriated for this purpose are exempt from any across-the-board base reductions mandated by the Executive Budget Office.

93.19 **ADD** (DOA: State Treasury Audit) **WMC:** ADD new proviso to direct DOA to engage an independent accounting firm to conduct an audit of all cash and investments held in the State Treasury, including any unreconciled funds managed by SCEIS and STARS. Requires the audit to provide any corrective entries and actions, along with future recommendations for procedures and controls to be implemented. Directs the auditing firm to submit a final report by December 31, and an interim report to be submitted by September 30, however, allows DOA to request an extension on the audit if deemed necessary. Requires all affected agencies to fully cooperate with DOA and the audit and supply all requested information. Directs DOA to report any agency that fails to comply. Allows the auditing firm to request any relevant information they see fit to conduct their investigation and directs the State Auditor to be involved.
HOU: ADOPT new proviso.

93.19. *(DOA: State Treasury Audit) Of the funds appropriated pursuant to the Nonrecurring Revenue proviso for Audit Contracting, the Department of Administration must engage an independent accounting firm to conduct an audit of all cash and investments held in the State Treasury. The scope of the audit, as determined by the Department of Administration, must include, but not be limited to, all cash and investments held in the State Treasury and the reconciliation and balancing of all such cash and investments with any unreconciled fund managed by the relevant state agencies within the South Carolina Enterprise Information System (SCEIS) to the Statewide Accounting and Reporting System (STARS) and, to the extent possible as determined by the engaged accounting firm, to such external statements and records of financial institutions, investment firms, trustees, or any other third-party holding cash and investments on behalf of the State. In addition to the foregoing, the audit must include findings and recommendations for any corrective entries and actions necessary, along with recommendations for procedures and controls to be implemented in the future. A final report from the audit must be submitted to the Governor, President of the Senate, Chairman of the Senate Finance Committee, Speaker of the House of Representatives, and Chairman of the House Ways and Means Committee by December 31, 2024, and an interim report submitted by September 30, 2024. Provided, however, upon written notice on or before December 31, 2024, the Department of Administration may in its sole discretion elect to extend the completion date of the audit if necessary. The Office of State Treasurer, the Office of Comptroller General, the Office of State Auditor, and all other agencies of the State, as may be designated by the Department of Administration, must provide their full cooperation, and make available any staff, books, records, statements, and other information, including information from all financial institutions, investment firms, trustees, or any other third-parties holding cash and investments on behalf of the State, at a time that may be required and in a form that may be prescribed by the Department of Administration in effecting the purposes of this provision. The Department of Administration shall report the failure of any agency to cooperate as required to the Governor, President of the Senate, Chairman of the Senate Finance Committee, Speaker of the House of Representatives, and Chairman of the House Ways and Means Committee. The accounting firm engaged pursuant to this provision is authorized to request relevant information directly from any institution, firm, trustee, or third-party holding cash and investments on behalf of the State. Additionally, the State Auditor must provide technical assistance and advice to the Department of Administration in the development of the scope of the audit, managing the accounting firm,*

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and assisting in the preparation, review, and presentation of the interim and final reports required and shall be prohibited from disclosing, unless authorized by the Department of Administration, any information related to work conducted until such time as the final report is submitted. Procurements by the Department of Administration are exempt from the purchasing procedures of the South Carolina Consolidated Procurement Code in Chapter 35, Title 11.

SECTION 97 - E120 - OFFICE OF COMPTROLLER GENERAL

97.6 **DELETE** (CG: Annual Mapping Report) Directs the CG to provide an implementation plan to the Chairmen of the House Ways and Means and Senate Finance Committees for creating and conducting an annual mapping report of funds for component units. Provides for the requirements of the plan.
WMC: DELETE proviso. Requested by the Comptroller General's Office.
HOU: ADOPT deletion.

97.6. (CG: Annual Mapping Report) ~~The Comptroller General shall provide to the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee an implementation plan for creating and conducting an annual mapping report of funds for component units, also known as Audited Financial Statement Agencies or "Lump Sum" Agencies, by January 1, 2024. The plan shall include a detailed list of procedural steps for compiling the report, a determination of which steps will or will not be automated within SCEIS, which accounts will or will not be included, and any other relevant information required to conduct the report.~~

97.7 **DELETE** (CG: Comptroller General Account List) Directs the CG to provide a list to the Chairmen of the House Ways and Means and Senate Finance Committees of the accounts within SCEIS that have been created by the CG staff, and if the account is included in the ACFR or not, with an explanation as to why.
WMC: DELETE proviso. Requested by the Comptroller General's Office.
HOU: ADOPT deletion.

97.7. (CG: Comptroller General Account List) ~~The Comptroller General shall provide a list of all accounts within SCEIS that have been created by the staff of the Comptroller General to the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee. The list shall include whether the account is included in the compilation of the Annual Comprehensive Financial Report (ACFR) and an explanation for this condition.~~

SECTION 99 – E190 – RETIREMENT SYSTEM INVESTMENT COMMISSION

99.1 **ADD** (RSIC: Fiduciary Audit) **WMC:** ADD new proviso to suspend Section 9-16-38 for the current fiscal year. Requested by the Retirement System Investment Commission.
HOU: ADOPT new proviso.

99.1. *(Fiduciary Audit) For Fiscal Year 2024-25, Section 9-16-380, relating to the solicitation and the bid for a fiduciary audit, is suspended.*

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SUMMARY OF PROVISO CHANGES FOR FY 2024-2025
AS RECOMMENDED BY
THE HOUSE OF REPRESENTATIVES

SECTION 100 - E240 - OFFICE OF ADJUTANT GENERAL

100.5 **DELETE** (ADJ: Educational Seminar Revenue) Authorizes revenue earned from educational seminars to be retained and used for the printing of materials and other related expenses to conduct the seminars.
WMC: DELETE proviso. Requested by the Adjutant General's Office.
HOU: ADOPT deletion.

100.5. (ADJ: Educational Seminar Revenue) ~~All revenue earned from educational seminars shall be retained by the agency to be used for the printing of materials and other expenses related to conducting the seminars. The balance of funds shall be reported annually to the General Assembly.~~

100.14 **AMEND** (ADJ: Disasters Expenditure Status Report) Requires the Emergency Management Division to prepare a quarterly report for funds appropriated in the current fiscal year or in a previous fiscal year on the status of the expenditure of "FEMA State and Local Match for 2015 Flooding" by proviso 118.16, for Hurricane Matthew, and for the Pinnacle Mountain Fire and submit the report to the Chairmen of the Senate Finance and House Ways and Means Committees beginning September 30, 2018.
WMC: AMEND proviso to delete reference to the 2015 Flooding, Hurricane Matthew, and the Pinnacle Mountain Fire and include "all open federally declared disasters". Requested by the Adjutant General's Office.
HOU: ADOPT proviso as amended.

100.14. (ADJ: Disasters Expenditure Status Report) The Emergency Management Division of the Office of the Adjutant General shall prepare a quarterly report on the status of the expenditure of the funds appropriated in the current fiscal year or in a previous fiscal year for FEMA Match ~~for the 2015 Flooding, for Hurricane Matthew, and for the Pinnacle Mountain Fire~~ *for all open federally declared disasters*. The quarterly report must include, but is not limited to, expenditure by category of work by state/local and by county and shall be submitted to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee beginning September 30, 2018.

100.16 **DELETE** (ADJ: Natural Disaster FEMA Match) Authorizes EMD to use existing fund balances to provide the non-federal cost share to state and local government entities for work associated with Hurricane Irma and Hurricane Florence that is eligible under FEMA Public Assistance Program; and prohibits these funds from being used to provide the non-federal cost share to private non-profits. Directs EMD to make surplus 2015 Flood disaster non-federal cost share funds available to counties and municipalities with unreimbursed non-federal cost share from 2014 Ice Storm damages and requires counties and municipalities to submit an application for the funds by 7/31/18. Allows the $500,000 authorized by Proviso 100.21 in Act 264 of 2018, relating to the 2017 Hurricane Irma and 2014 ice storm FEMA match, for grants to non-profit entities to be carried forward and used for the same purpose. Directs EMD to report grant recipients and amounts to the Chairmen of the Senate Finance and House Ways and Means Committees by 1/15/24.
WMC: DELETE proviso. Requested by the Adjutant General's Office.
HOU: ADOPT deletion.

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100.16. (ADJ: Natural Disaster FEMA Match) ~~The Office of Adjutant General, Emergency Management Division shall be authorized to utilize existing fund balances to provide the non-federal cost share to state and local government entities for work that is eligible under the Federal Emergency Management Agency Public Assistance Program for Hurricane Irma and Hurricane Florence. Existing fund balances may not be used to provide the non-federal cost share to private non-profit entities.~~

~~The Office of Adjutant General, Emergency Management Division is directed to use existing fund balances for the 2015 Flood disaster (Presidential Disaster Declaration DR-4241) to reimburse counties and municipalities with unreimbursed non-federal cost share from the 2014 Ice Storm disaster for storm cleanup expenses incurred during and after states of emergency declared by Executive Orders 2014-06 and 2014-11 and Presidential Disaster Declaration DR-4166. Counties and municipalities must submit an application for such funds by July 31, 2018.~~

~~The $500,000 authorized by Proviso 100.21 in Act 264 of 2018 for grants for non-profit entities may be carried forward and used for the same purpose in Fiscal Year 2023-24. The Emergency Management Division shall prepare a report listing the name of the grant recipient and the amount received and submit the report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee by January 15, 2024.~~

100.22 **ADD** (ADJ: South Carolina Military History Foundation Support) **WMC:** ADD new proviso to allow the Adjutant General to authorize agency personnel to assist the Military History Foundation. Requested by the Adjutant General's Office.
HOU: ADOPT new proviso.

100.22. *(ADJ: South Carolina Military History Foundation Support) From the funds authorized or appropriated for State Military Department operations, the Adjutant General may authorize Agency personnel to support and assist the South Carolina Military History Foundation, a state chartered and federally recognized tax exempt 501(c)(3) association, in its missions to support the South Carolina Military Museum and to promote the education of the citizens and visitors of the State of South Carolina.*

100.23 **ADD** (ADJ: South Carolina Military History Foundation Cooperation) **WMC:** ADD new proviso to allow the Adjutant General and the SC Military Museum Board to enter into agreements with the SC Military History Foundation. Provides for the terms and conditions of the agreements. Requested by the Adjutant General's Office.
HOU: ADOPT new proviso.

100.23. *(ADJ: SC Military History Foundation Cooperation) The Office of the Adjutant General and the South Carolina Military Museum Board may enter into agreements with the South Carolina Military History Foundation, a tax exempt 501(c)(3) nonprofit entity organized under the laws of this State, to utilize Agency resources to generate revenue from activities at the South Carolina Military Museum or elsewhere including, but not limited to, program fees, professional services, donations, food service, exhibits, and exhibit components. The agreements must specify that the Foundation may not charge program fees to students of any South Carolina public or private elementary school, middle school, high school, home school, alternative home school, or an association for home schools who are touring the museum or accessing the*

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Museum's programs as part of a school function. The agreements must also specify that these revenues will be segregated from the other income or revenues of the Foundation and that those revenues will be used solely to support the Museum.

100.24 **ADD** (ADJ: STORM Act Grant Authorization) **WMC:** ADD new proviso to authorize SCEMD to accept grant funding provided by the federal Safeguarding Tomorrow through Ongoing Risk Mitigation Act and establish and manage the load fund in accordance with the act. Requested by the Adjutant General's Office.
HOU: ADOPT new proviso.

100.24. *(ADJ: STORM Act Grant Authorization) Upon award of a federal "Safeguarding Tomorrow through Ongoing Risk Mitigation Act" capitalization grant, the South Carolina Emergency Management Division (SCEMD) is authorized to accept the grant and to establish and manage the South Carolina Safeguarding Tomorrow Revolving Loan Fund in accordance with the provisions of the Federal Act and applicable state laws, regulations, and policies.*

100.25 **ADD** (ADJ: State Matching Funds Carry Forward) **WMC:** ADD new proviso to allow funds for Armory Operations: Other Operating Expenses to be carried forward.
HOU: ADOPT new proviso.

100.25. *(ADJ: State Matching Funds Carry Forward) The funds appropriated for Armory Operations: Other Operating Expenses may be carried forward from the prior fiscal year and expended for the same purpose in the current fiscal year.*

SECTION 101 - E260 - DEPARTMENT OF VETERANS' AFFAIRS

101.4 **ADD** (VET: Veterans' Home Fund) **WMC:** ADD new proviso to allow the department to establish an interest-bearing fund to be used for operation of State Veterans Homes and states the allowed expenditures. Allows funds to be carried forward and expended for the same purpose. Requested by the Department of Veterans' Affairs.
HOU: ADOPT new proviso.

101.4. *(VET: Veterans' Home Fund) The Department of Veterans' Affairs is authorized to establish an interest-bearing fund in the State Treasury for funds appropriated or authorized for the operation of State Veterans Homes. The fund shall be used for operations, deferred maintenance, capital projects, ordinary repair, and maintenance of the State Veterans Homes and may be carried forward from the prior fiscal year into the current fiscal year to be used for the same purpose.*

SECTION 102 - E280 - ELECTION COMMISSION

102.13 **ADD** (ELECT: County Director Vacancy) **WMC:** ADD new proviso to allow the executive Director to assume administration of a county board of voter registration and elections if the position of director of a county board of voter registration and elections is vacated within 60 days of an election.
HOU: ADOPT new proviso.

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102.13. *(ELECT: County Director Vacancy) With the funds appropriated to the State Election Commission, the Executive Director may assume administration of a county board of voter registration and elections if, within sixty calendar days of an election through certification of the election, the position of director of a county board of voter registration and elections is vacated. During this administrative period, the Executive Director has the authority to appoint an interim director of the county board of voter registration and elections that shall fulfill the roles, responsibilities, and duties of the position from the date of their appointment through the final certification of the election, or until a new county director is hired and trained. The Executive Director shall notify the Governor, the Chairman of the House Ways and Means Committee, the Chairman of the Senate Finance Committee, and the members of the respective legislative delegations of an interim appointment at the time of appointment.*

SECTION 103 - E500 - REVENUE AND FISCAL AFFAIRS OFFICE

103.3 **AMEND** (RFAO: SC Health & Human Services Data Warehouse) Establishes the South Carolina Health and Human Services Data Warehouse within the Revenue and Fiscal Affairs Office to ensure that health and human services agencies operations may be enhanced by coordination and integration of client information; defines client data; provides guidelines for operation of the data warehouse; and specifies agencies which are required to report client information.
WMC: AMEND proviso to delete the reference to the Department of Health and Environmental Control and update to the Department of Public Health.
HOU: ADOPT proviso as amended.

103.3. (RFAO: SC Health & Human Services Data Warehouse) *(A)* There is hereby established within the Revenue and Fiscal Affairs Office, the South Carolina Health and Human Services Data Warehouse. The purpose of the Warehouse is to ensure that the operation of health and human services agencies may be enhanced by coordination and integration of client information. Client data is defined as person-level data that is created, received, and/or maintained by state agencies and other entities required to report client information to the Revenue and Fiscal Affairs Office under this provision. To integrate client information, client data from health and human services state agencies will be linked to improve client outcome measures, enabling state agencies to analyze coordination and continuity of care issues. The addition of these data will enhance existing agency systems by providing client data from other state agency programs to assist in the provision of client services. Certain client information shall be delivered to the Revenue and Fiscal Affairs Office in order to assist in the development and maintenance of this Warehouse. The following agencies shall report client information:

- Departments of:
  - (1)Health and Human Services;
  - (2)~~Health and Environmental Control~~ *Public Health*;
  - (3)Mental Health;
  - (4)Alcohol and Other Drug Abuse Services;
  - (5)Disabilities and Special Needs;
  - (6)Social Services;
  - (7)Vocational Rehabilitation;
  - (8)Education;

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(9)Juvenile Justice;
(10)Corrections;
(11)Probation, Parole and Pardon Services;

- Department of Children's Advocacy:
  (1)Children's Foster Care Review Board;
  (2)Continuum of Care;
- Department on Aging;
- South Carolina School for the Deaf and the Blind;
- Commission for the Blind; and
- Other entities as deemed necessary by the Revenue and Fiscal Affairs Office.

(B) These agencies and departments shall collect and provide client data in formats and schedules to be specified by the Revenue and Fiscal Affairs Office (Office). The Office shall establish a Memorandum of Agreement with each agency, department, or division. These Memorandums of Agreement shall specify, but are not limited to, the confidentiality of client information, the conditions for the release of data that may identify agencies, departments, divisions, programs and services, or clients, any restrictions on the release of data so as to be compliant with state and federal statutes and regulations on confidentiality of data, conditions under which the data may be used for research purposes, and any security measures to be taken to insure the confidentiality of client information.

(C) To ensure accountability and the coordinated, efficient delivery of health and human services, the Office shall implement, in consultation with state health and human services agencies and other entities as deemed necessary by the Office, an integrated data system that includes client data from all participating agencies.

(D) In order to provide for inclusion of other entities into the South Carolina Health and Human Services Data Warehouse and other research and analytic-oriented applications that will assist the state in the efficient and effective provision of services, the Office shall have the authority to enter into agreements or transactions with any federal, state or municipal agency or other public institution or with any private individual, partnership, firm, corporation, association or other entity to provide statistical, research and information dissemination services including, but not limited to, program and outcomes evaluation, program monitoring/surveillance, projects to determine the feasibility of data collection and/or analyses, information dissemination and research. The confidentiality of data collected under these initiatives shall comply with applicable state and federal laws governing the privacy of data. The Office shall have the power to promulgate regulations, policies, and procedures, in consultation with the participating agencies, for the development, protection and operation of the Data Warehouse, other research and analytic-oriented applications, and their underlying processes.

(E) The Office shall develop internet-accessible secure analytic query tools (such as analytic cubes) using integrated client data from the Warehouse. All agencies shall cooperate with the Office in the development of these analytic tools. It is the intent of this provision that the analytic tools developed under this provision shall be made available to members of the South Carolina General Assembly and their research staff members, state agencies, and researchers. To that end, the Office shall, in consultation with the participating agencies, promulgate regulations addressing access to and use and release of information generated through use of the query tools.

(F) All state agencies participating in the Warehouse shall utilize it and its associated software applications in the day-to-day operation of their programs and for coordination, collaboration, program evaluation and outcomes analysis. The Department of *Public* Health ~~and Environmental Control~~ shall be exempt from usage of the integrated client management system

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and the analytic query tools in the day-to-day operation of their Client Automated Record and Encounter System or other electronic health record system and their South Carolina Community Assessment Network, but shall provide the Warehouse with client data from the system and network.

(G) No state agency shall duplicate any of the responsibilities of this provision.

(H) For purposes of this provision, all state laws, regulations, or any rule of any state agency, department, board, or commission having the effect or force of law that prohibits or is inconsistent with this provision is hereby declared inapplicable to this provision.

103.6 **ADD** (RFAO: Revenue Forecast) **WMC:** ADD new proviso to suspend Section 11-9-1130(A), relating to Board of Economic Advisors forecasts of economic conditions and adjustments to forecasts, for the current fiscal year. Requested by the Revenue & Fiscal Affairs Office.
HOU: ADOPT new proviso.

103.6. *(RFAO: Revenue Forecast) For the current fiscal year, Section 11-9-1130(A) shall be suspended.*

SECTION 105 - F270 - SFAA, OFFICE OF STATE AUDITOR

105.4 **AMEND** (SFAA-AUD: Annual Audit of Court Fees and Fines Reports) Allows the State Auditor to contract with one or more CPA/Accounting firms to conduct a minimum of 15 audits of local jurisdictions annually, or the maximum number or audits that can be performed with $250,000 received annually from the State Treasurer for that purpose, and report whether or not fees and fines are being properly collected and remitted to the State Treasurer for distribution to various agencies as required by statute. Prohibits these funds from being used for any other purpose. Directs any balance remaining from the $250,000 received from the State Treasurer in the prior fiscal year to be carried forward and be used for the same purpose in the current fiscal year. Requires the State Auditor to annually report to the Senate Finance Committee and the House Ways and Means Committee its findings of the jurisdictions audited.
WMC: AMEND proviso to update amount required to be spent to conduct audits. Requested by SFAA-State Auditor's Office.
HOU: ADOPT proviso as amended.

105.4. (SFAA-AUD: Annual Audit of Court Fees and Fines Reports) The State Auditor shall conduct a minimum of fifteen audits annually of county treasurers, municipal treasurers, county clerks of court, magistrates and/or municipal courts as required by Section 14-1-210 of the 1976 Code and allowed by Section 14-1-240; however, the State Auditor shall not be required to spend more than the annual amount of ~~$250,000~~ *$350,000*, received from the State Treasurer to conduct the said audits pursuant to Section 14-1-210 of the 1976 Code. The State Auditor may contract with one or more CPA/accounting firms to conduct the required audits. The State Auditor shall consult with the State Treasurer to determine the jurisdictions to be audited in the current fiscal year. Jurisdictions may be selected randomly or based on an instance in the current or previous fiscal year of failing to report, incorrectly reporting or under remitting amounts owed. The funds transferred to the State Auditor by the State Treasurer shall not be used for any purpose other than to conduct the described audits and report whether or not the assessments, surcharges, fees, fines, forfeitures, escheatments, or other monetary penalties imposed and/or mandated are properly collected and remitted to the State. Any unexpended

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balance on June thirtieth of the prior fiscal year shall be carried forward and must be expended for the same purpose during the current fiscal year. The State Auditor shall annually report by October first, its findings of the jurisdictions audited to the Senate Finance Committee and the House Ways and Means Committee.

105.7 **ADD** (SFAA-AUD: Auditing Moratorium) **WMC:** ADD new proviso to allow the State Auditor or a member of his staff to conduct an audit of program, activity, or agency for which he managed or was employed by after one year has passed.
HOU: ADOPT new proviso.

105.7. *(SFAA-AUD: Auditing Moratorium) For Fiscal Year 2024-25, if a minimum of one year has passed, the State Auditor or a member of his staff may conduct an audit of a program, activity, or agency for which he had management responsibility or by which he was employed.*

SECTION 106 - F300 - STATEWIDE EMPLOYEE BENEFITS

106.2 **DELETE** (SEB: Suspend SCRS & PORS Employer Contribution Rate Increase) Suspends the increase in the employer contribution rate pursuant to Section 9-1-1085, relating to employer and employee contribution rates, and Section 9-11-225, relating to employer and employee contribution rates, for Fiscal Year 2023-24. Directs that the contribution rate for SCRS and PORS shall increase by 1% from the Fiscal Year 2022-23 rates set in Act 239 of 2022.
WMC: DELETE proviso.
HOU: ADOPT deletion.

106.2. (SEB: Suspend SCRS & PORS Employer Contribution Rate Increase) ~~The increase in the employer contribution rate imposed by Section 9-1-1085 and Section 9-11-225 for Fiscal Year 2023-24, respectively, are suspended. The employer contribution rate for the South Carolina Retirement Systems and the Police Officers Retirement Systems during Fiscal Year 2023-24, expressed as a percentage of earnable compensation, shall increase by 1% from Fiscal Year 2022-23 rates as set in Act 239 of 2022.~~

SECTION 108 - F500 - PUBLIC EMPLOYEE BENEFIT AUTHORITY

108.6 **AMEND** (PEBA: State Health Plan) Directs that for Plan Year 2024 there shall be an employer premium increase of 3.7% and a subscriber increase of 0%. Authorize PEBA to adjust the plan, benefits, or contributions during Plan Year 2024 to ensure the plan remains fiscally stable.
WMC: AMEND proviso to update the premium increase percentage and the plan year reference.
HOU: ADOPT proviso as amended.

108.6. (PEBA: State Health Plan) Of the funds authorized for the State Health Plan pursuant to Section 1-11-710(A)(2) of the 1976 Code, an employer premium increase of ~~3.7~~ *11.8* percent and a subscriber premium increase of zero percent will result for the standard State Health Plan for Plan Year ~~2024~~ *2025*. Notwithstanding the foregoing, pursuant to Section 1-11-710(A)(3), the Public Employee Benefit Authority may adjust the plan, benefits, or contributions of the State Health Plan during Plan Year ~~2024~~ *2025* to ensure the fiscal stability of the Plan.

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SUMMARY OF PROVISO CHANGES FOR FY 2024-2025
AS RECOMMENDED BY
THE HOUSE OF REPRESENTATIVES

108.10 **DELETE** (PEBA: Covered Contraceptives) Directs that the 2017 State Health Plan shall not require co-pays/deductibles for contraceptives.
WMC: DELETE proviso.
HOU: ADOPT deletion.

108.10. (PEBA: Covered Contraceptives) ~~For the Plan year beginning in January of the current fiscal year, the State Health Plan shall not apply patient cost sharing provisions to covered contraceptives. This provision does not alter the current approved list of contraceptives and complies with the requirements of Proviso 108.4.~~

108.12 **DELETE** (PEBA: COVID-19 Return to Work Extension) Directs that for FY 2023-24, the earnings limitation does not apply to retired SCRS or PORS members who return to covered employment to participate in the state's public health preparedness and response to COVID-19. Directs that this provision is not intended to supersede or conflict with Act 102 of 2021, S. 704 of 2021 and if there is a conflict, the Act provisions control.
WMC: DELETE proviso.
HOU: ADOPT deletion.

108.12. (PEBA: COVID-19 Return to Work Extension) ~~For Fiscal Year 2023-24 the earnings limitation imposed pursuant to Section 9-1-1790 and Section 9-11-90 of the 1976 Code does not apply to retired members of the South Carolina Retirement System or the Police Officers Retirement System who return to covered employment to participate in the state's public health preparedness and response to the COVID-19 virus. This section is not intended to supersede or conflict with Act 102 of 2021, S. 704 of 2021. In the event of a conflict, the provisions of the Act control.~~

108.14 **AMEND** (PEBA: South Carolina Retiree Health Insurance Trust Fund) Suspends the provisions of Section 1-11-705(I)(2), relating to the establishment and administration of the South Carolina Retiree Health Insurance Trust Fund, for the current fiscal year. Directs that funds that would have been transferred to the SC Retiree Health Insurance Trust Fund may remain in the operating account for the employee health insurance program. Requested by the Public Employee Benefit Authority.
WMC: AMEND proviso to update the fiscal year references.
HOU: ADOPT proviso as amended.

108.14. (PEBA: South Carolina Retiree Health Insurance Trust Fund) The provisions of Section 1-11-705(I)(2) ~~of the 1976 Code~~ are suspended for Fiscal Year ~~2023-24~~ *2024-25*, and, notwithstanding any other provision of law, during Fiscal Year ~~2023-24~~ *2024-25*, funds that would otherwise have been transferred to the South Carolina Retiree Health Insurance Trust Fund from the operating account for the State's employee health insurance program pursuant to Section 1-11-705(I)(2) may remain in the operating account for the State's employee health insurance program.

108.15 **AMEND** **(**PEBA: Fiduciary Audit) Suspends Section 9-4-40 and bid solicitation for the fiduciary audit for FY 2023-24.
WMC: AMEND proviso to update the fiscal year reference.
HOU: ADOPT proviso as amended.

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108.15. (PEBA: Fiduciary Audit) For Fiscal Year ~~2023-24~~ *2024-25*, Section 9-4-40 ~~of the 1976 Code and~~, *relating to* solicitation of the bid for the fiduciary audit ~~are~~, *is* suspended.

108.16 **AMEND** (PEBA: PORS and SCRS Return to Work) Directs that, for the current fiscal year, the earnings limitation does not apply if a member of the PORS or SCRS has not been engaged to perform services for an employer in any capacity for a period of twelve consecutive months subsequent to retirement. Requires the member to certify that he meets the requirements. Directs the member to reimburse the system for any benefits paid if he inaccurately certifies.
HOU: AMEND proviso to direct that the earnings limitation does not apply if the compensation received is for employment in a critical needs law enforcement position. Directs that the Law Enforcement Training Council must review and approve documentation that no qualified, nonretired member is available for employment and meets the requirements. Directs the Council to submit a report to the Chairmen of the House Ways and Means and Senate Finance Committees of the positions requested. Directs the Council to develop guidelines and curriculum for officer recertification.

108.16. (PEBA: PORS and SCRS Return to Work) *(A)*For compensation earnings during the current fiscal year, the earnings limitation does not apply if a member of the Police Officer Retirement System has not been engaged to perform services for a participating employer in the system or any other system provided in Title 9 for compensation in any capacity, whether as an employee, independent contractor, leased employee, joint employee, or other classification of worker, for a period of at least twelve consecutive months subsequent to retirement. The exemption provided under this provision does not apply unless the member first certifies to the system that he satisfies the requirements for the exemption. If a member inaccurately certifies that he satisfies the requirements for the exemption provided in this provision, the member is responsible for reimbursing the system for any benefits wrongly paid to the member.

(B) For compensation earnings during the current fiscal year, the earnings limitation does not apply if a member of the South Carolina Retirement System has not been engaged to perform services for a participating employer in the system or any other system provided in Title 9 for compensation in any capacity, whether as an employee, independent contractor, leased employee, joint employee, or other classification of worker, for a period of at least twelve consecutive months subsequent to retirement. The exemption provided under this provision does not apply unless the member first certifies to the system that he satisfies the requirements for the exemption. If a member inaccurately certifies that he satisfies the requirements for the exemption provided in this provision, the member is responsible for reimbursing the system for any benefits wrongly paid to the member.

(C) For compensation earnings during the current fiscal year, the earnings limitation does not apply if compensation received by the retired member from the covered employer is for employment in a critical needs law enforcement position as determined by the Law Enforcement Training Council. For this provision to apply, the Law Enforcement Training Council must review and approve, from the documentation provided by the covered employer, that no qualified, nonretired member is available for employment in the position, and that the member selected for employment meets the requirements of this provision. No later than January 1st of the current fiscal year, the Law Enforcement Training Council must submit a report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee of the positions requested for inclusion in the earnings limitation exception under this provision. The

earnings limitation exception in this provision only applies to those positions approved by action of the General Assembly for the fiscal year in response to the report submitted by the Law Enforcement Training Council. The Law Enforcement Training Council shall develop guidelines and curriculum for these officers to be recertified.

SECTION 109 - R440 - DEPARTMENT OF REVENUE

109.13 **DELETE** (DOR: Renewable Fuel Credit) Extends the date a taxpayer must place property or facility into service used for distributing or dispersing renewable fuel to January 1, 2023.
WMC: DELETE proviso.
HOU: ADOPT deletion.

109.13. (DOR: Renewable Fuel Credit) ~~The date the taxpayer must place property or facility into service that is used for distribution or dispensing renewable fuel shall be extended to January 1, 2023.~~

109.19 **ADD** (DOR: South Carolina Legislative Tax Credit) **WMC:** ADD new proviso to direct DOR to distribute $500 million of the Homestead Exemption Fund balance to counties to provide a property tax credit. Provides the manner in which the amount of the credit is determined. Directs counties to reflect the credit as a separate line on a property tax bill. Directs the department to provide an estimate of funds to be disbursed by July 31 and disburse the funds by December 1. Directs counties to notify the department of credits issued and return excess funds received by March 31.
HOU: ADOPT new proviso.

109.19. *(DOR: South Carolina Legislative Tax Credit) For Fiscal Year 2024-25, the Department of Revenue shall distribute $500 million of the Homestead Exemption Fund balance to counties to be used to provide a property tax credit for owner-occupied property in the current fiscal year against county operating taxes. The funds are to be distributed in the proportion that the population of the county is to the total population of the State. Population data must be as determined in the decennial United States Census and the most recent update to that data as determined by the Revenue and Fiscal Affairs Office. The credit is an amount determined by dividing the total estimated revenues credited to the county by the number of parcels in the county eligible for the credit. Counties are required to reflect this credit as a separate line on the property tax bill with the phrase "South Carolina Legislative Tax Credit" and the amount of the credit. The Department of Revenue shall provide, by July 31, an estimate of the amount of funds to be disbursed to each county and shall disburse these funds no later than December 1. By March 31st, counties must notify the department of the total amount of these credits issued and return any portion of the funds received in excess of the amount necessary to provide this credit. The department shall have the authority to audit this credit.*

SECTION 112 - V040 - DEBT SERVICE

112.1 **DELETE** (DS: Ports Authority Loan) Directs the State Ports Authority to reimburse the General Fund the loan amount and interest accrued for the Charleston Harbor Deepening Project once they receive the federal government's share of the Charleston Harbor Deepening Project.
WMC: DELETE proviso.

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HOU: ADOPT deletion.

112.1. (DS: Ports Authority Loan) ~~Upon receipt of the federal government's share of the Charleston Harbor Deepening Project, the State Ports Authority shall reimburse the General Fund the amount of the loan received pursuant to Proviso 112.2 of Act 264 of 2018 for cash flow needs related to the Charleston Harbor Deepening Project, together with interest accrued to the date of reimbursement, calculated at the rate earned on the General Fund for the period during which the loan remains outstanding.~~

112.2 **AMEND** (DS: Excess Debt Service) Directs that excess debt service funds available in FY 2022-23 may be used to pay down general obligation bond debt. Requires the Treasurer to notify the Chairman and the Vice Chairman of JBRC before funds are used.
WMC: AMEND proviso to update the fiscal year reference.
HOU: ADOPT proviso as amended.

112.2. (DS: Excess Debt Service) Excess debt service funds available in Fiscal Year ~~2023-24~~ *2024-25* may be expended in the fiscal year to pay down general obligation bond debt for which the State (1) is paying the highest rate of interest; (2) will achieve relief in constrained debt capacity; or (3) reduce the amount of debt issued. Prior to the use of these funds, the Office of the State Treasurer shall notify the Chairman and Vice Chairman of the Joint Bond Review Committee.

SECTION 113 - X220 - AID TO SUBDIVISIONS, STATE TREASURER

113.2 **AMEND** (AS-TREAS: Quarterly Distributions) Provides for the quarterly distribution of Aid to Subdivisions Local Government Fund.
WMC: AMEND proviso to update the fiscal year reference.
HOU: ADOPT proviso as amended.

113.2. (AS-TREAS: Quarterly Distributions) For the current fiscal year, one quarter of the amount appropriated in Part IA for Aid to Subdivisions-Local Government Fund shall be distributed as soon after the beginning of each quarter as practical with the four distributions together totaling the Fiscal Year ~~2023-24~~ *2024-25* Part IA appropriation for the Local Government Fund.

SECTION 117 - X900 - GENERAL PROVISIONS

117.2 **AMEND** (GP: Appropriations From Funds) Directs that funds appropriated from the General Fund, EIA Fund, Highways and Public Transportation Fund and other applicable funds are to meet the ordinary expenses of the State for FY 2022-23.
WMC: AMEND proviso to update the fiscal year reference.
HOU: ADOPT proviso as amended.

117.2. (GP: Appropriations From Funds) Subject to the terms and conditions of this act, the sums of money set forth in this part, if so much is necessary, are appropriated from the General Fund of the State, the Education Improvement Act Fund, the Highways and Public Transportation

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Fund, and other applicable funds, to meet the ordinary expenses of the state government for Fiscal Year ~~2023-24~~ *2024-25*, and for other purposes specifically designated.

117.3 **AMEND** (GP: Fiscal Year Definitions) Defines current and prior fiscal year time frames.
WMC: AMEND proviso to update the fiscal year references.
HOU: ADOPT proviso as amended.

117.3. (GP: Fiscal Year Definitions) For purposes of the appropriations made by this part, "current fiscal year" means the fiscal year beginning July 1, ~~2023~~ *2024*, and ending June 30, ~~2024~~ *2025*, and "prior fiscal year" means the fiscal year beginning July 1, ~~2022~~ *2023*, and ending June 30, ~~2023~~ *2024*.

117.10 **AMEND** (GP: Federal Funds - DHEC, DSS, DHHS - Disallowances) Authorizes DHEC, DSS and DHHS to expend appropriations to cover prior fiscal years program operations where adjustments are necessary under federal regulations or audit exceptions. Require all federal disallowances or notices of disallowances be submitted to the State Auditor and the Senate Finance and House Ways and Means Committees within five days of receiving such actions.
WMC: Amend proviso to change reference from DHEC to the Department of Public Health and the Department of Environmental Services.
HOU: ADOPT proviso as amended.

117.10. (GP: Federal Funds – ~~DHEC~~ *DPH, DES*, DSS, DHHS - Disallowances) Amounts appropriated to the Department of *Public* Health ~~and Environmental Control~~, *Department of Environmental Services*, Department of Social Services, and Department of Health and Human Services may be expended to cover program operations of prior fiscal years where adjustment of such prior years are necessary under federal regulations or audit exceptions. All disallowances or notices of disallowances by any federal agency of any costs claimed by these agencies shall be submitted to the State Auditor, the Senate Finance Committee and the House Ways and Means Committee, within five days of receipt of such actions.

117.14 **AMEND** (GP: FTE Management) Provides guidelines for the Executive Budget Office to monitor full-time equivalent (FTE) positions and directs that no agency may exceed the total FTEs authorized in the Appropriation Act except upon majority vote of the State Fiscal Accountability Authority. Directs that personal services funds in the Governor's budget recommendations must be at least 97% funded.
WMC: AMEND proviso to allow EBO to delete non-established positions from the official record of authorized full-time equivalent positions and directs that no positions shall be established in excess of the total number of authorized full-time equivalent positions.
HOU: ADOPT proviso as amended.

117.14. (GP: FTE Management) In order to provide the necessary control over the number of employees, the Executive Budget Office is hereby directed to maintain close supervision over the number of state employees, and to require specifically the following:

(1) That no state agency exceed the total authorized number of full-time equivalent positions and those funded from state sources as provided in each section of this act except by majority vote of the State Fiscal Accountability Authority.

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(2) That the Executive Budget Office shall maintain and make, as necessary, periodic adjustments thereto, an official record of the total number of authorized full-time equivalent positions by agency for state and total funding sources.

(a) That within thirty days of the passage of the Appropriation Act or by August first, whichever comes later, each agency of the State must have established on the Executive Budget Office records all positions authorized in the Act. *After that date, the office shall delete any non-established positions immediately from the official record of authorized full-time equivalent positions. No positions shall be established by the office in excess of the total number of authorized full-time equivalent positions.* Each agency may, upon notification to the Executive Budget Office, change the funding source of state FTE positions established on the Executive Budget Office records as necessary to expend federal and other sources of personal service funds to conserve or stay within the state appropriated personal service funds. No agency shall change funding sources that will cause the agency to exceed the authorized number of state or total full-time equivalent positions. Each agency may transfer FTEs between programs as needed to accomplish the agency mission.

(b) That by September thirtieth, the office shall prepare a FTE analysis, by agency, which shows the number of authorized, filled, and vacant positions by source of funds for the current and two previously completed fiscal years. The office shall provide a copy of each agency's FTE analysis to the Senate Finance and House Ways and Means Committees.

(3) That full-time equivalent (FTE) positions shall be determined under the following guidelines:

(a) The annual work hours for each FTE shall be the agency's full-time standard annual work hours.

(b) The state FTE shall be derived by multiplying the state percentage of budgeted funds for each position by the FTE for that position.

(c) All institutions of higher education shall use a value of 0.75 FTE for each position determined to be full-time faculty with a duration of nine months.

The FTE method of accounting shall be utilized for all authorized positions.

(4) That the number of positions authorized in this act shall be reduced in the following circumstances:

(a) Upon request by an agency.

(b) When anticipated federal funds are not made available.

(c) When the Executive Budget Office, through study or analysis, becomes aware of any unjustifiable excess of positions in any state agency.

(5) That no new permanent positions in state government shall be funded by appropriations in acts supplemental to this act but temporary positions may be so funded.

(6) That the provisions of this section shall not apply to personnel exempt from the State Classification and Compensation Plan under item I of Section 8-11-260 of the 1976 Code.

The Governor, in making his appropriation recommendations to the Ways and Means Committee, must provide that the level of personal service appropriation recommended for each agency is at least ninety-seven percent of the funds required to meet one hundred percent of the funds needed for the full-time equivalents positions recommended by the Governor (exclusive of new positions).

117.15 **AMEND** (GP: Allowance for Residences & Compensation Restrictions) Authorizes specific positions to occupy agency-owned residences without charge and provides compensation guidelines.

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WMC: AMEND proviso to delete the reference to DHEC and update to the Department of Public Health and the Department of Environmental Services and to include Francis Marion in the permission to occupy residences owned by the respective department without charge.
HOU: ADOPT proviso as amended.

117.15. (GP: Allowance for Residences & Compensation Restrictions) *(A)* That salaries paid to officers and employees of the State, including its several boards, commissions, and institutions shall be in full for all services rendered, and no perquisites of office or of employment shall be allowed in addition thereto, but such perquisites, commodities, services or other benefits shall be charged for at the prevailing local value and without the purpose or effect of increasing the compensation of said officer or employee. The charge for these items may be payroll deducted at the discretion of the Comptroller General or the chief financial officer at each agency maintaining its own payroll system. This shall not apply to the Governor's Mansion, nor to guards at any of the state's penal institutions and nurses and attendants at the Department of Disabilities and Special Needs, and registered nurses providing clinical care at the MUSC Medical Center, nor to the Superintendent and staff of the Governor's School for Agriculture at John de la Howe, nor to the cottage parents and staff of Wil Lou Gray Opportunity School, nor to full-time or part-time staff who work after regular working hours in the SLED Communications Center or Maintenance Area, nor to adult staff at the Governor's School for Science and Mathematics and the Governor's School for Arts and Humanities who are required to stay on campus by the institution because of job requirements or program participation. Any state institution of higher learning may provide complimentary membership privileges to employees who work at their wellness centers. The presidents of those state institutions of higher learning authorized to provide on-campus residential facilities for students may be permitted to occupy residences on the grounds of such institutions without charge.

(B) Any state institution of higher learning may provide a housing allowance to the president in lieu of a residential facility, the amount to be approved by the State Fiscal Accountability Authority.

(C) That the following may be permitted to occupy residences owned by the respective departments without charge: the Farm Director, Farm Managers, and Specialists employed at the Wateree River Correctional Institution; the South Carolina State Commission of Forestry fire tower operators, forestry aides, and caretaker at central headquarters; the Department of Natural Resources' Wildlife Management Area Personnel, Fish Hatchery Personnel, and Heritage Trust Personnel; Director of Wil Lou Gray Opportunity School; President of the School for the Deaf and the Blind; houseparents for the Commission for the Blind; South Carolina Department of *Public* Health ~~and Environmental Control~~ personnel at the State Park Health Facility and Camp Burnt Gin; *South Carolina Department of Environmental Services personnel at the State Park Health Facility;* Residence Life Coordinators at Lander University; Residence Life Directors, temporary and transition employees, student interns, and emergency personnel at Winthrop University *and Francis Marion University*; Farm Superintendent at Winthrop University; Residence Hall Directors at the College of Charleston; the Department of Disabilities and Special Needs' physicians and other professionals at Whitten Center, Clemson University Off-Campus Agricultural Staff and Housing Area Coordinators; and TriCounty Technical College's Bridge to Clemson Resident and Area Directors; and housing maintenance night supervisors, residence life directors, temporary and transition employees, and emergency medical personnel occupying residences owned by the University of South Carolina. Except in the case of elected officials, the fair market rental value of any residence furnished to a state employee shall be reported by

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the state agency furnishing the residence to the Agency Head Salary Commission, and the Department of Administration by October first of each fiscal year.

(D) All salaries paid by departments and institutions shall be in accord with a uniform classification and compensation plan, approved by the Department of Administration, applicable to all personnel of the State Government whose compensation is not specifically fixed in this act. Such plan shall include all employees regardless of the source of funds from which payment for personal service is drawn. The Department of Administration is authorized to approve temporary salary adjustments for classified and unclassified employees who perform temporary duties which are limited by time and/or funds. When approved, a temporary salary adjustment shall not be added to an employee's base salary and shall end when the duties are completed and/or the funds expire. Academic personnel of the institutions of higher learning and other individual or group of positions that cannot practically be covered by the plan may be excluded therefrom but their compensations as approved by the Department of Administration shall, nevertheless, be subject to review by the State Fiscal Accountability Authority. Salary appropriations for employees fixed in this act shall be in full for all services rendered, and no supplements from other sources shall be permitted or approved by the State Fiscal Accountability Authority. With the exception of travel and subsistence, legislative study committees shall not compensate any person who is otherwise employed as a full-time state employee. Salaries of the heads of all agencies of the State Government shall be specifically fixed in this act and no salary shall be paid any agency head whose salary is not so fixed. As long as there is no impact on appropriated funds, state agencies and institutions shall be allowed to spend public funds and/or other funds for designated employee award programs which shall have written criteria approved by the agency governing board or commission. For purposes of this section, monetary awards, if any, shall not be considered a part of an employee's base salary, a salary supplement, or a perquisite of employment. The names of all employees receiving monetary awards and the amounts received shall be reported annually to the Department of Administration.

(E) In the case of lodging furnished by certain higher education institutions to employees, the prevailing local rate does not apply if the institution meets the exceptions for inadequate rent described in the current Internal Revenue Code Section 119(d)(2). To meet the exception, rental rates must equal the lesser of five percent of the appraised value of the qualified campus lodging, or the average of the rentals paid by individuals (other than employees or students of the educational institution) during the calendar year for lodging provided by the educational institution which is comparable to the qualified campus lodging provided to the employee, over the rent paid by the employee for the qualified campus lodging during the calendar year. The appraised value shall be determined as of the close of the calendar year in which the taxable year begins, or, in the case of a rental period not greater than one year, at any time during the calendar year in which the period begins.

117.24 **AMEND** (GP: TEFRA-Tax Equity and Fiscal Responsibility Act) States the intent of the General Assembly that the State Medicaid Plan be amended to provide benefits for disabled children as allowed by the Tax Equity and Fiscal Responsibility Act (TEFRA) option. Directs state agencies, including but not limited to, the DSS-Continuum of Care, DHEC, DMH, DDSN, and DHHS to collectively review and identify existing state appropriations within their respective budgets that can be used as state match to serve these children. Directs that such funds be used effective 1/1/95 to implement TEFRA option benefits. Prohibits agencies from spending less in the current fiscal year than they spent in prior fiscal year to provide these services.
WMC: Amend proviso to change reference from DHEC to the Department of Public Health.

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HOU: ADOPT proviso as amended.

117.24. (GP: TEFRA-Tax Equity and Fiscal Responsibility Act) It is the intent of the General Assembly that the State Medicaid Plan be amended to provide benefits for disabled children as allowed by the Tax Equity and Fiscal Responsibility Act (TEFRA) option. State agencies, including but not limited to, the Department of Social Services - the Continuum of Care, the Department of *Public* Health ~~and Environmental Control~~, the Department of Mental Health, the Department of Disabilities and Special Needs, and the Department of Health and Human Services shall collectively review and identify existing state appropriations within their respective budgets that can be used as state match to serve these children. Such funds shall be used effective January 1, 1995 to implement TEFRA option benefits. Agencies providing services under the provisions of this paragraph must not spend less in the current fiscal year than expended in the previous fiscal year.

117.73 **AMEND** (GP: Information Technology for Health Care) Directs DHHS to use funds appropriated and authorized to them to advance the use of health information technology and health information exchange by creating the capability of moving clinical information among different health care information systems. Directs the department to enter into agreements to facilitate the exchange of information and provides examples. Requires the department to incorporate measures to ensure patient data is safeguarded and in compliance with state and federal laws. Directs HHS to work with DHEC and any other stakeholders deemed appropriate.
WMC: Amend proviso to change reference from DHEC to the Department of Public Health.
HOU: ADOPT proviso as amended.

117.73. (GP: Information Technology for Health Care) From the funds appropriated and authorized to the Department of Health and Human Services, the department shall advance the use of health information technology and health information exchange to improve quality and efficiency of health care by creating the capability of moving clinical information among different health care information systems.

The department shall procure, contract, and/or otherwise enter into agreements that it deems to be in furtherance of the recommendations of the Health Information Exchange Strategy Development Committee established pursuant to Act 94 of 2021 or other initiative it deems appropriate to facilitate the useful exchange of health information. Such initiatives may include allowing health care providers to appropriately access and securely share patient medical information, collecting statewide data on critical assets and workforce capacities, and implementing a Medicaid encounter notification system. Any systems should focus on providing connectivity to health care providers while minimizing administrative burden and allowing health care providers to maintain existing electronic health systems. The department shall incorporate measures to ensure that the confidentiality, integrity, and availability of patient data is always safeguarded and protected in accordance with state and federal laws. The department shall coordinate its efforts with the Department of *Public* Health ~~and Environmental Control~~ and other stakeholders the department deems appropriate.

117.100 **AMEND** (GP: South Carolina Welcome Centers) Directs PRT and DOT maintain a MOU that provides that PRT control operations of all SC Welcome Centers and specifies control of certain responsibilities. Directs DOT to transfer the amount stated in the MOU, less any state funds appropriated by the General Assembly for Welcome Centers, to PRT. Directs that these funds

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be placed in a separate and distinct fund and authorizes these funds to be carried forward and used for the same purposes.
WMC: AMEND proviso to change the transfer amount from an amount stated in a Memorandum of Understanding to "$5,140,727". Adds that the funds must be increased the same as any statewide state employee salary increase or bonus.
HOU: ADOPT proviso as amended.

117.100.(GP: South Carolina Welcome Centers) The Department of Parks, Recreation and Tourism and the Department of Transportation shall maintain a Memorandum of Understanding (MOU) that provides that the Department of Parks, Recreation and Tourism shall control operations of all South Carolina Welcome Centers. The MOU shall include replacement, renovation, and maintenance of the facilities, daily operations, and grounds maintenance and upkeep and shall clearly define responsibility for additional portions of Welcome Centers to include paving and sidewalks. The Department of Transportation shall transfer to the Department of Parks, Recreation and Tourism ~~the amount stated in the Memorandum of Understanding~~ *$5,140,727* less any state funds appropriated by the General Assembly for the same purpose. *These funds must be increased by an amount commensurate with any statewide state employee salary increases or statewide state employee bonuses, including employee fringes, provided by this General Appropriations Act.* The Department of Parks, Recreation and Tourism assumes responsibility for this amount and the timing of the transfer of these funds shall be defined as part of the MOU. The funds transferred to the Department of Parks, Recreation and Tourism shall be placed in a separate and distinct fund, and these funds shall be carried forward from the prior fiscal year into the current fiscal year and be expended for the same purposes.

117.101 AMEND (GP: Continuation of Teen Pregnancy Prevention Project Accountability) Specifies that qualifying organizations that apply for Continuing Teen Pregnancy Prevention funds must provide in their application a proposed annual budget and an agreement to provide quarterly reports to the grantor state agency that details expenditure of funds and specific project accomplishments. Requires the quarterly reports be submitted within 15 days of the end of each quarter and direct that failure to submit the reports within 30 days of the end of each quarter will result in termination of the grant. Allows unexpended funds to be carried forward and used for the same purpose.
WMC: AMEND proviso to add carry forward authority to the Department of Education relating to their Continuation of Teen Pregnancy Prevention projects. Delete reference to DHEC and change to the Department of Public Health.
HOU: ADOPT proviso as amended.

117.101.(GP: Continuation of Teen Pregnancy Prevention Project Accountability) *(A)* Qualifying organizations applying for General Funds provided as a special item in this act and titled Continuation of Teen Pregnancy Prevention must include in its application a proposed annual budget and agreement to provide quarterly reports to the grantor state agency detailing the expenditure of funds and the project's accomplishments which shall include:

(1) Financial:

(a) personnel costs, including employer contributions, by position for each of the following areas: administration, training, and education, as well as for other positions as identified;

(b) operational costs identified in the application; and

(c) one-time costs over $500 for such items as supplies.

Administration costs may not exceed ten percent of the total project budget. For purposes of this provision, "administration" is defined as expenses other than educational.

(2) Description of program and curriculum to be used;

(3) Description of training;

(4) Schedule and brief description of project activities for each quarter;

(5) Participation reports on the following:

(a) number of persons who participated;

(b) total number of hours provided;

(c) number of train the trainer events; and

(d) other data regarding the activities of the project;

(6) Description of the project evaluation to be used;

(7) Copy of latest completed independent financial audit and agency's response to any audit exceptions;

(8) Qualifications of project personnel;

(9) Best Practices to be used; and

(10) Evidence Based Curriculum.

(B) An organization awarded a grant must provide these quarterly reports to the grantor state agency within fifteen days of the end of each quarter. Grantees failing to submit reports with thirty days of the end of each quarter shall have their grant terminated.

(C) Unexpended funds for Continuation of Teen Pregnancy Prevention projects under the Department of Social Services*, the Department of Education*, or under the Department of *Public* Health ~~and Environmental Control~~ shall be carried forward for the purpose of fulfilling the department's contractual agreement.

117.104 AMEND (GP: Child Fatality Review) Directs DSS, SLED, DHEC, and the State Child Fatality Advisory Committee to implement recommendations contained in the LAC's October 2014 "A Review of Child Welfare Services at the Department of Social Service" report. Requires specific agencies to report various statistics, make recommendations to revise DSS policies and practices, establish a cross check system, and review training provided to coroners. Directs the advisory committee to evaluate the feasibility of adopting the Child Death Review Case Reporting System developed by the National Center for the Review and Prevention of Child Deaths and submit their findings to the General Assembly by December 1, 2016.
WMC: Amend proviso to change DHEC references to the Department of Public Health.
HOU: ADOPT proviso as amended.

117.104.(GP: Child Fatality Review) *(A)* The agencies specified shall implement the following recommendations contained in the Legislative Audit Council's October 2014 report "A Review of Child Welfare Services at the Department of Social Services":

(1) Annually, the Department of Social Services and the State Child Fatality Advisory Committee shall jointly report statistics on child deaths from maltreatment and the number of those with prior Department of Social Services involvement.

(2) The Department of Social Services and the State Child Fatality Advisory Committee shall use their child fatality review findings to make recommendations to revise Department of Social Services policy or practice where appropriate.

(3) The Department of Social Services shall ensure that it includes child fatality statistics from all relevant sources when reporting to the National Child Abuse and Neglect Data System.

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These sources shall include, but not be limited to, law enforcement agencies and the Department of *Public* Health ~~and Environmental Control~~.

(4) The State Law Enforcement Division and the Department of *Public* Health ~~and Environmental Control~~ shall establish a system for cross checking child fatalities in the state to ensure that all fatalities are being properly reported to the State Law Enforcement Division.

(5) The State Law Enforcement Division and the State Child Fatality Advisory Committee shall review the training provided to coroners on the reporting of child fatalities to ensure that information is provided on which fatalities are to be reported and what procedure is to be followed for reporting the fatalities.

(6) The Department of Public Safety shall report statistics on all child fatalities to the State Child Fatality Advisory Committee.

(7) The State Child Fatality Advisory Committee shall evaluate the feasibility of adopting the Child Death Review Case Reporting System developed by the National Center for the Review and Prevention of Child Deaths and shall submit a report on their findings to the General Assembly by December 1, 2016.

(B) Pursuant to Section 63-11-1930(E) ~~of the 1976 Code~~, the director of each agency specified in this provision shall ensure that sufficient staff and administrative support is provided to the State Child Fatality Advisory Committee to accomplish the requirements of this provision.

117.111 AMEND (GP: Retail Facilities Revitalization Act Repeal Suspension) Suspends the repeal of Chapter 34 of Title 6, relating to the Retail Facilities Act, as specified in Act 285 of 2006 for sites that provided DOR written notification of election of mode of credit before 7/1/16 and for which a building permit was issued prior to 7/1/16.
WMC: AMEND proviso to update the fiscal year reference.
HOU: ADOPT proviso as amended.

117.111.(GP: Retail Facilities Revitalization Act Repeal Suspension) The repeal of Chapter 34, Title 6 of the 1976 Code as specified in Act 285 of 2006 as to sites for which written notification of election of mode of credit has been provided to the Department of Revenue prior to July 1, 2016 and for which a building permit has been issued prior to July 1, 2016, is suspended for Fiscal Year ~~2023-24~~ *2024-25*.

117.115 AMEND (GP: SCRS & PORS Trust Fund) Directs that the funds allocated to PEBA for the SCRS or PORS Trust Funds be credited toward contributions due from participating employers in those systems for FY 2023-24; directs that no credits shall be issued for covered employees of special purpose districts, joint authorities, non-profits, hospitals, participating associations or service organizations as defined in Section 9-1-10(11)(e), relating to retirement systems definitions, and state employees whose salaries are paid with federal funds. Directs that the SC Ports Authority, the SC Public Service Authority, and the Medical University Hospital Authority are excluded from this prohibition. Directs PEBA to collaborate with DOA, EBO, and RFA to determine the amount of credit exclusion for federally funded state employees.
WMC: AMEND proviso to update the fiscal year reference.
HOU: ADOPT proviso as amended.

117.115.(GP: SCRS & PORS Trust Fund) Unless otherwise provided in Paragraphs A through D of this provision, the funds appropriated to the Public Employee Benefit Authority (PEBA) for the South Carolina Retirement System Trust Fund and the Police Officers'

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Retirement System Trust Fund in Part IA, Section 108 of this act shall be credited toward the contributions due from participating employers in SCRS and PORS for Fiscal Year ~~2023-24~~ *2024-25*. Each employer's credit shall be determined at the same rate as calculated by PEBA for the pension funding allocation credit for Fiscal Year 2017-18. A participating employer shall not receive a credit that exceeds the employer contributions due from the employer.

(A) From the funds available for allocation pursuant to this provision, no credits shall be issued for covered employees of special purpose districts, joint authorities, or non-profit corporations; however, this provision does not apply to the South Carolina State Ports Authority and the South Carolina Public Service Authority.

(B) From the funds available for allocation pursuant to this provision, no credits shall be issued for covered employees of hospitals; however this provision does not apply to the Medical University Hospital Authority.

(C) From the funds available for allocation pursuant to this provision, no credits shall be issued for covered employees of participating associations or service organizations as defined in Section 9-1-10(11)(e) of the 1976 Code.

(D) From the funds available for allocation pursuant to this provision, no credits shall be issued for state employees who are funded with federal funds. The Public Employee Benefits Authority shall collaborate with the Department of Administration, Executive Budget Office and the Revenue and Fiscal Affairs Office to determine the amount of credit exclusion for federally-funded employees of state agencies.

117.117 AMEND (GP: Opioid Abuse Prevention and Treatment Plan) Directs DAODAS and DHHS to establish a coalition of state agencies, providers, and other related entities to coordinate opioid abuse prevention and treatment services throughout the state.
WMC: AMEND proviso to delete reference to DHEC and change to the Department of Public Health.
HOU: ADOPT proviso as amended.

117.117.(GP: Opioid Abuse Prevention and Treatment Plan) *(A)* From the funds appropriated and authorized to the Department of Alcohol and Other Drug Abuse Services and the Department of Health and Human Services in the current fiscal year, the agencies shall establish a coalition of state agencies, providers and other related entities to combat the opioid epidemic in a collaborative manner and ensure that appropriate services and treatments are made available statewide. This initiative should include efforts to coordinate funding for the provision of treatment with an assessment of current programs and funding levels, to enhance available prevention, treatment and recovery services; expand provider capacity; and enable workforce development for substance use disorder services. General Funds appropriated to any state agency for Opioid Abuse Prevention and Treatment may be carried forward and expended for the same purpose.

~~(A)~~*(B)* The Department of Alcohol and Other Drug Abuse Services, the State Law Enforcement Division, and the Department of Health and Human Services shall establish an advisory board with representation from both agencies, to provide both oversight and administrative direction to the coalition. The advisory board may also include representation from the Department of *Public* Health ~~and Environmental Control~~, the Department of Mental Health, the Medical University of South Carolina, the University of South Carolina's School of Medicine, the Department of Labor Licensing and Regulation, the Department of Corrections, state and local law enforcement agencies, the judicial branch, the South Carolina Hospital

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Association, the South Carolina Medical Association, the South Carolina Primary Health Care Association, Behavioral Health Centers and other related entities. The advisory board must consider recommendations made in the 2018 report by the South Carolina House of Representatives Opioid Abuse Prevention Study Committee, as well as any recommendations made by the South Carolina Behavioral Health Coalition related to substance use disorders and create a plan to ensure implementation of appropriate recommendations.

~~(B)~~*(C)* The Department of Health and Human Services may leverage any and all available federal funds to implement enhanced treatment services and resources for this coalition.

~~(C)~~*(D)* In consultation with the Department of Alcohol and Other Drug Abuse Services and the Medical University of South Carolina Hospital Authority, the Department of Health and Human Services shall review and evaluate outcomes data from the program for MAT services for prescription opioid dependency and addiction established by Act 97 of 2017 and expanded by Act 264 of 2018. Based on the success rate and ability to continue expansion of this model, the department may provide funding not to exceed $2,500,000 to continue and expand the program to additional providers that are necessary to ensure greater impact in geographical areas of critical need. All medications proven to be effective in treating opioid addiction shall be considered as viable options on a case by case basis to ensure the greatest level of success for individuals in the program.

~~(D)~~*(E)* The Department of Alcohol and Other Drug Abuse Services and the Department of Health and Human Services shall assist the Department of *Public* Health ~~and Environmental Control~~ with any funding required to implement necessary programmatic enhancements to the Prescription Monitoring Program. The departments must consider changes to strengthen risk assessments and patient support tools, as well as the potential integration of Electronic Health Record systems. To the extent possible, the program must be expanded to include the administration of naloxone and other opioid overdose antidotes.

~~(E)~~*(F)* In order to provide comprehensive treatment, from the point of incarceration, to individuals charged with criminal offenses who suffer from any substance use disorder that is treatable with medication, the Department of Alcohol and Other Drug Abuse Services must solicit potential cooperation from law enforcement, the state's solicitors, Magistrate Courts and Circuit Courts, to establish a diversion program in at least one judicial circuit. This program shall provide both behavioral and medical treatment, consultations with peer support specialists, and continued supervision of participants who are released, which may include electronic monitoring.

~~(F)~~*(G)* The Department of Alcohol and Other Drug Abuse Services and the Department of Health and Human Services shall also coordinate with at least one four-year college or university and one two-year technical college with on-campus dormitories to establish pilot programs for Collegiate Recovery Programs to target intervention and the retention of students. These programs must offer academic support in designated spaces that provide for group meetings, clinical support, technology access, and academic advising, to assist students in recovery.

117.124 AMEND (GP: Medical Marijuana Research) Authorizes the USC College of Pharmacy and MUSC, to the extent permitted and in accordance with federal laws and regulations, to acquire pharmaceutical grade marijuana, and similar compounds to use for research and clinical trials to develop potential therapeutic agents for certain illnesses. Authorizes USC and MUSC to work with other public and private entities to conduct the research and clinical trials as permitted by federal law and regs. Directs USC and MUSC, by the first day of the 2024 legislative session, to provide the General Assembly with a written summary of actions taken and material findings, if any, resulting from these activities.

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WMC: AMEND proviso to update calendar year reference.
HOU: ADOPT proviso as amended.

117.124.(GP: Medical Marijuana Research) *(A)* With funds provided in this fiscal year, the University of South Carolina College of Pharmacy and the Medical University of South Carolina are authorized, to the extent permitted by and in accordance with federal laws and regulations, to undertake the following actions: acquire pharmaceutical grade marijuana, marijuana extracts, semi-pure isolates, and purified compounds including, but not limited to, THC, CBD, CBO, cannabinol, and cannabigerol for use in research and clinical trials to develop potential therapeutic agents for epilepsy, Dravet's Syndrome, chronic pain, cancer, reduction of nausea, and vomiting induced by chemotherapy, glaucoma, obesity, multiple sclerosis, drug abuse, inflammation, and autoimmune disorders, including encephalomyelitis.

(B) The University of South Carolina and the Medical University of the South Carolina are further authorized to form collaborations, agreements, and partnerships with other public and private entities in order to conduct this research and clinical trials, to the extent permitted by and in accordance with federal laws and regulations, as well as to pursue both public and private funding. Further, the University of South Carolina and the Medical University of South Carolina are directed to provide to the members of the South Carolina General Assembly, on or before the first day of the ~~2024~~ *2025* legislative session, with a written summary of the actions they have undertaken pursuant to this proviso and the material findings, if any, resulting from such activities.

117.126 **AMEND** (GP: School Resource Officer Critical Needs) allow any Class 1 law enforcement officer who retired under PORS on or before December 31, 2017, to return to work with a public school district as a critical needs School Resource Officer without affecting their PORS monthly allowance. Directs the Law Enforcement Training Council to develop guidelines for these officers to be recertified and to not require them to be recertified through basic training.
WMC: AMEND proviso to update calendar year reference.
HOU: ADOPT proviso as amended.

117.126.(GP: School Resource Officer Critical Needs) Any Class 1 law enforcement officer who retired under the Police Officers Retirement System on or before December 31, ~~2017~~ *2023*, may return to employment with a public school district as a critical needs School Resource Officer without affecting the monthly retirement allowance that they are receiving from the Police Officers Retirement System. The Law Enforcement Training Council must develop guidelines and curriculum for these officers to be recertified and must not require recertification through basic training for those that have been inactive for a year or more.

117.129 **AMEND** (GP: New Savannah Bluff Lock and Dam) Prohibits DHEC from using appropriated funds to process and approve any license, permit, authorization, or certification related to the New Savannah Bluff Lock and Dam that is not consistent with the State's policy and General Assembly's intent to maintain the existing water quality and navigability conditions of that portion of the Savannah River.
WMC: AMEND proviso to change reference from DHEC to the Department of Environmental Services.
HOU: ADOPT proviso as amended.

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117.129.(GP: New Savannah Bluff Lock and Dam) The Department of ~~Health and Environmental Control~~ *Environmental Services* is prohibited from using any appropriated funds to process and approve any license, permit, authorization, or certification related to the New Savannah Bluff Lock and Dam inconsistent with the State's policy and the General Assembly's intent of maintaining the existing water quality and navigability conditions of that portion of the Savannah River in and around the New Savannah Bluff Lock and Dam. Consistency may occur by including conditions on any proposed project for the maintenance of the New Savannah Bluff Lock and Dam pool at elevation 114.5 NAVD88 for the preservation of adequate and sufficient water quality, navigation, water supply, and recreational activities.

117.131 AMEND (GP: Offshore Oil) Prohibits funds appropriated or authorized to DHEC or to local government entities to be expended to approve a plan, permit, license application or other authorization for: (1) the transportation of unrefined or unprocessed oil or gas into the state's territorial waters or onto its lands, from offshore oil and gas production platforms and related infrastructure in the Atlantic Ocean; (2) for exploration, development, or production of unrefined or unprocessed oil or gas from within the state's territorial waters; and (3) for exploration, development, or production of unrefined or unprocessed oil or gas in the Atlantic Ocean. Provides definitions for development, exploration, production and territorial waters of SC.
WMC: AMEND proviso to change reference from DHEC to the Department of Environmental Services.
HOU: ADOPT proviso as amended.

117.131.(GP: Offshore Oil) *(A)* For the current fiscal year, no funds appropriated or authorized to the Department of ~~Health and Environmental Control~~ *Environmental Services*, or to local governmental entities, including but not limited to counties, municipalities and special purpose districts, may be expended to approve a plan, permit, license application or other authorization for:

(1) the construction or use of infrastructure for which the principal purpose is to facilitate the transportation of unrefined or unprocessed oil or gas into the territorial waters of South Carolina, or onto the lands of South Carolina, from offshore oil and gas production platforms and related infrastructure in the Atlantic Ocean;

(2) activities for which the principal purpose is the exploration, development, or production of unrefined or unprocessed oil or gas from within the territorial waters of South Carolina; or

(3) activities for which the principal purpose is the exploration, development, or production of unrefined or unprocessed oil or gas in the Atlantic Ocean.

(B) For purposes of this proviso:

(1) "Development" means the design, planning, permitting, licensing, authorization or construction of infrastructure for which the principal purpose is the production of oil or gas.

(2) "Exploration" means any activity for which the principal purpose is to define, characterize, test for or evaluate oil or gas resources for possible commercial development or production.

(3) "Production" means any activity for which the principal purpose is to engage in, monitor, or conduct operations or maintenance related to the active extraction of unrefined or unprocessed oil or gas.

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(4) "Territorial waters of South Carolina" means waters located within the state of South Carolina and waters of the Atlantic Ocean extending out to three nautical miles from the mean low-water mark of South Carolina's naturally occurring coastline.

117.133 **AMEND** (GP: Transfer Student Credits) Directs CHE to continue to work in consultation with the State Board for Technical and Comprehensive Education and public institutions of higher learning, to develop policies and implement recommendations of the South Carolina Transfer Task Force's Transfer and Articulation Action Plan by 4/30/24. Requires the commission to provide a report of the policies to the Chairmen of the Senate Finance Committee, House Ways and Means Committee, Senate Education Committee, and House Education and Public Works Committee by April 30, 2024.
WMC: AMEND proviso to update the calendar year.
HOU: ADOPT proviso as amended.

117.133.(GP: Transfer Student Credits) The Commission on Higher Education shall continue to work with the State Board for Technical and Comprehensive Education and the public institutions of higher learning to develop policies, to implement the recommendations of the South Carolina Transfer Task Force's Transfer and Articulation Action Plan. Implementation of the provisions shall be effective no later than April 30, ~~2024~~ *2025*. The Commission shall report on the implementation of these policies to the Chairmen of the Senate Finance Committee, House Ways and Means Committee, Senate Education Committee, and House Education and Public Works Committee by April 30, ~~2024~~ *2025*.

117.134 **AMEND** (GP: Permanent Improvement Projects) Exempts permanent improvement projects from the requirements of Section 2-47-50 where the project cost is at least $1,000,000 but not greater than $5,000,000 at public research universities and not greater than $2,000,000 at all other public institutions of higher learning. Directs that a project is not considered approved unless the institution's governing board has voted for approval in a public session. Requires institutions provide a report of approved projects to the CHE Chairman, to JBRC, and to SFAA by November 15th.
WMC: AMEND proviso to delete "five" and insert "ten" and delete "two" and insert "five." Adds the previous year's approved projects to the reporting requirement.
HOU: ADOPT proviso as amended.

117.134.(GP: Permanent Improvement Projects) For the current fiscal year, permanent improvement projects, as defined in Title 2, Chapter 47 of the 1976 Code, where the cost is at least one million dollars but not greater than ~~five~~ *ten* million dollars for public research universities and not greater than ~~two~~ *five* million dollars for all other public institutions of higher learning shall be exempt from the requirements of Section 2-47-50, except that a project shall not be considered approved without an institution's governing board having first voted to approve the project in a public session. Institutions shall provide a report of projects approved by their governing boards pursuant to this provision to the Chairman of the Commission on Higher Education, the Joint Bond Review Committee, and the State Fiscal Accountability Authority *of the previous fiscal year's approved projects that meet the same criteria of this provision* by November 15th of the current fiscal year.

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SUMMARY OF PROVISO CHANGES FOR FY 2024-2025
AS RECOMMENDED BY
THE HOUSE OF REPRESENTATIVES

117.137 **AMEND** (GP: Statewide Strategic Personnel Budgeting) Requires agencies to submit all human resources and personnel related budget requests to DOA's Executive Budget Office (EBO) and Division of State Human Resources (SHR) by September 1st. Directs EBO and SHR to jointly review the budget requests and submit funding recommendations to the Governor and the Chairmen of the House Ways and Means and Senate Finance Committees. Requires agencies to comply with all SHR human resources rules, regulations, standards, plans, policies and directives. Exempts the Judicial and Legislative Departments, political subdivisions and quasi-governmental bodies from these requirements.
WMC: AMEND proviso to revise the date that budget requests are to be submitted to EBO. Requested by the Department of Administration.
HOU: ADOPT proviso as amended.

117.137.(GP: Statewide Strategic Personnel Budgeting) (A) To encourage consistency in human resources compensation decisions, support data driven decisions regarding expenditure of funds for personnel in state government, and improve the state's ability to recruit and retain top talent, all state agencies are directed as follows:

*(1)*With regard to the annual Appropriations Act budget plan submission, agencies shall submit all human resources and personnel related budget requests to the Department of Administration's Executive Budget Office and Division of State Human Resources on or before ~~September~~ *August* 1 of the current fiscal year. The Executive Budget Office and the Division of State Human Resources shall jointly review the budget requests and make recommendations for funding consideration. These funding recommendations shall be submitted to the Governor, the Chairman of the House Ways and Means Committee, and the Chairman of the Senate Finance Committee.

*(2)*Agencies shall comply with all human resources rules, regulations, standards, plans, policies, and directives of the Division of State Human Resources.

(B) The Judicial Department, Legislative Department, political subdivisions, and quasi-governmental bodies are exempt from the requirements of this provision.

117.142 **AMEND** (GP: Employee Compensation) Provides a plan to distribute employee pay increases for FY 2023-24. Directs EBO to review Executive Branch agencies to determine whether their budgets warrant an increase in other fund authorization due to the pay raise and if so, to work with the Comptroller General to increase the authorization for the affected agencies. Directs that allocations associated with the increases for retirement employer contributions be based on the rate of the retirement system in which employees participate. Authorizes the use of excess funding for statewide employer contributions for other statewide purposes and allow the unexpended funds to be carried forward.
WMC: AMEND proviso to update the distributed pay increase to $1,000 for FTEs making $66,667 and under and 1.5% for FTEs making over $66,667. Updates fiscal year reference.
HOU: ADOPT proviso as amended.

117.142.(GP: Employee Compensation) *(A)* The amounts appropriated to F300-Statewide Employee Benefits for Employee Pay Increases must be allocated by the Department of Administration, Executive Budget Office to the various state agencies to provide for employee pay increases in accordance with the following plan:

(1) With respect to classified and non-judge judicial classified employees, effective on the first pay date that occurs on or after July first of the current fiscal year, the compensation

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of all classified employees shall be increased by ~~$2,500~~ *$1,000* for FTEs making ~~$50,000~~ *$66,667* and under and ~~five~~ *one and a half* percent for FTEs making over ~~$50,000~~ *$66,667*.

(2) With respect to unclassified and non-judge judicial unclassified employees or unclassified executive compensation system employees not elsewhere covered in this act, effective on the first pay date that occurs on or after July first of the current fiscal year the compensation of all unclassified employees shall be increased by ~~$2,500~~ *$1,000* for FTEs making ~~$50,000~~ *$66,667* and under and ~~five~~ *one and a half* percent for FTEs making over ~~$50,000~~ *$66,667*. Any employee subject to the provisions of this paragraph shall not be eligible for compensation increases provided in paragraphs 1, 3, 4, 5, or 6.

(3) With respect to unclassified employees of institutions of higher education and technical colleges eligible in this item, institutions and technical colleges are authorized to allot the total funds for compensation increases among individual employees without uniformity. The funds provided for compensation increases for any employee subject to the provisions of this item are based on an annual average ~~$2,500~~ *$1,000* for FTEs making ~~$50,000~~ *$66,667* and under and ~~five~~ *one and a half* percent for FTEs making over ~~$50,000~~ *$66,667* increase and may be based on performance.

(4) Effective on the first pay date that occurs on or after July first of the current fiscal year, agency heads not covered by the Agency Head Salary Commission, shall receive an annualized base pay increase of ~~$2,500~~ *$1,000* for FTEs making ~~$50,000~~ *$66,667* and under and ~~five~~ *one and a half* percent for FTEs making over ~~$50,000~~ *$66,667*.

(5) With respect to Transformation Coaches at the Department of Education, compensation shall be increased by ~~$2,500~~ *$1,000* for Transformation Coaches making ~~$50,000~~ *$66,667* and under and ~~five~~ *one and a half* percent for Transformation Coaches making over ~~$50,000~~ *$66,667*.

(6) ~~With respect to local health care providers, compensation increases shall be five percent effective on the first pay date that occurs on or after July first of the current fiscal year.~~ School Bus Driver salary and fringe funding to school districts shall be increased by ~~five~~ *one and a half* percent.

(7) Effective on the first pay date that occurs on or after July first of the current fiscal year, the Chief Justice and other judicial officers shall receive an annualized base pay increase of ~~$2,500~~ *$1,000* for FTEs making ~~$50,000~~ *$66,667* and under and ~~five~~ *one and a half* percent for FTEs making over ~~$50,000~~ *$66,667*.

(8) Effective on the first pay date that occurs on or after July first of the current fiscal year, county auditors and county treasurers shall receive an annualized base pay increase of ~~five~~ *one and a half* percent.

(B) For Fiscal Year ~~2023-24~~ *2024-25*, the Executive Budget Office is directed to review Executive Branch agencies to determine whether their budgets warrant another fund authorization increase due to the ~~$2,500~~ *$1,000* for FTEs making ~~$50,000~~ *$66,667* and under and ~~five~~ *one and a half* percent for FTEs making over ~~$50,000~~ *$66,667* compensation increase for all full-time employees. If so warranted, the Executive Budget Office shall work with the Office of the Comptroller General to increase such authorization for the affected agencies.

(C) The Department of Administration shall allocate associated compensation increases for retirement employer contributions based on the retirement rate of the retirement system in which individual employees participate.

(D) The Executive Director of the State Fiscal Accountability Authority is authorized to use excess appropriations for the current fiscal year designated for statewide employer contributions for other statewide purposes. At the discretion of the Executive Director of the

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State Fiscal Accountability Authority, such action may be considered a permanent transfer into the receiving agency's base budget.

(E) Funds appropriated in Part IA, F300, Section 106, Statewide Employee Benefits may be carried forward from the prior fiscal year into the current fiscal year.

117.144 AMEND (GP: Behavioral Health Capacity) Directs DHHS to coordinate with DMH, DHEC, DAODAS, and other relevant agencies to examine effectiveness in the existing statewide system for the delivery of Medicaid and non-Medicaid behavioral health services. Directs DHHS with the support of DMH to assess gaps in coverage of psychiatric care, crisis stabilization, and other behavioral health services. Directs DHHS, upon the assessment, to establish coverage and reimbursement policies to address deficiencies and improve behavioral health services. Provides for the strategies and policies that may be piloted to improve behavioral health services. Requires the Data Oversight Council, DHEC, and any other state agency to provide information on behavioral health service to DHHS if requested. Directs the Data Oversight Council to established data collection procedures. Direct the DHHS director, with support from other state health agency directors, to assess opportunities to improve substance use disorder or serious mental illness treatments. Directs DHHS, DJJ, and DMH to ensure access to "no eject, no reject" services is restored to children and adolescents who require this specific care. Directs DMH to examine ways to convert state-funded indigent care to a sustainable reimbursement model improving access to behavioral health treatment while reducing their reliance on state funds, and to provide a report on the results of this examination. Directs DMH to also contract for an independent review of its revenue cycle and ensure its compliance with hospital price transparency rules. Requires DHHS, with support of SDE and DMH, to improve access to and the quality of school-based behavioral health services and identify the disparities and availability of the care and provides for the requirements of this effort. Authorizes DHHS to establish and fund various pilot projects or initiatives intended to develop the health care workforce and provides for the requirements of this effort. Directs DHHS to consult with DMH to assess the feasibility and potentially establish a statewide system for near-real time tracking of in-patient psychiatric hospital beds and crisis stabilization beds and provides for the requirements of such system. Authorizes DHHS to enter contracts and agreements, offer grants, and otherwise expend funds, establish demonstration projects, develop policies and procedures to assure accountability in the expenditure of these funds, and apply for federal matching when available. Requires DHHS to report annually to the Senate Finance Committee and House Ways and Means Committee on the expenditures made under this provision. Allows funds appropriated for Behavioral Health Capacity to be retained by DHHS and carried forward to be expended for any purpose in this provision.

WMC: AMEND proviso to change references from DHEC to the Department of Public Health.
HOU: ADOPT proviso as amended.

117.144. (GP: Behavioral Health Capacity) (A) The Department of Health and Human Services, in coordination with the Department of Mental Health , the Department of *Public* Health ~~and Environmental Control~~, the Department of Alcohol and Other Drug Abuse Services, and all other relevant agencies shall examine and analyze the existing statewide system for the delivery of Medicaid and non-Medicaid behavioral health services to assess the system's effectiveness in:

(1) providing a range and supply of treatment options and settings that are appropriate to meet the varying needs of individual patients;

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(2) being responsive to changes in federal law, regulation, or policy that improve access to care and/or associated reimbursement, particularly where related to the treatment of patients in Institutions for Mental Disease (IMDs);

(3) being economical in its approach, so as to obtain the greatest value possible for each state taxpayer dollar; and

(4) ensuring that the statewide system for the delivery of behavioral health services complies with the requirements of Section 44-9-90(7) ~~of the 1976 Code~~.

(B) With the support of the Department of Mental Health, the Department of Health and Human Services shall undertake an effort to assess existing gaps in coverage for or the supply of inpatient psychiatric care, crisis stabilization, and other inpatient or outpatient behavioral health services. Based upon this assessment, the Department of Health and Human Services shall establish, or with the full cooperation of any other requested state agency, request the establishment of coverage and reimbursement policies that it deems necessary to address existing deficiencies and bring about a more comprehensive and effective continuum of behavioral health care in South Carolina. Priorities for this effort may be piloted on a regional basis and shall include, but not be limited to:

(1) increasing the number of beds available to provide inpatient psychiatric care, with emphasis on communities with the greatest current need, and using the appropriate combination of new construction, augmentation or reconfiguration of existing facilities, or contracting with psychiatric or acute care hospitals to obtain short-term capacity;

(2) establishing crisis stabilization beds and services to provide needed short-term medication, counseling, and other support in previously unserved areas of the State, working toward the goal of having such services available within a 90-minute drive of each South Carolinian, and with coverage and reimbursement being funded through Medicaid for its beneficiaries or through the Department of Mental Health for indigent care, regardless of the provider of these services;

(3) formalizing and expanding the coverage of claims-based mobile crisis stabilization services that offer rapid and intensive interventions intended to stabilize individuals at the sites of behavioral health crises;

(4) developing one or more regional dedicated psychiatric emergency departments, operating twenty-four hours per day, seven days per week to effectively evaluate and triage patients experiencing acute behavioral health emergencies;

(5) developing effective referral and discharge strategies and engaging with existing community providers to ensure that sufficient outpatient services, case management services, and standards of care are in place;

(6) leveraging and building upon existing telehealth capacity to support and extend outpatient services; and

(7) promoting the development of in-state treatment options for specific behavioral health conditions for which patients are routinely placed out-of-state due to an insufficiency of treatment options or settings in South Carolina.

(C) The Executive Director of the Public Employee Benefit Authority shall be encouraged to consult with the Director of the Department of Health and Human Services to make appropriate coverage and reimbursement policy changes to ensure proper access to behavioral health services for covered beneficiaries.

(D) The Data Oversight Council, established pursuant to Section 44-6-170 ~~of the 1976 Code~~, shall undertake whatever rulemaking is necessary to ensure that the data on the utilization of crisis stabilization units are collected in a manner generally consistent with the requirements for

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general acute care hospitals and specialized hospitals, so that the effectiveness of these services may be properly evaluated. The Data Oversight Council, Department of *Public* Health ~~and Environmental Control~~, and any other state agency shall, upon the request of and in the format specified by the Department of Health and Human Services, furnish information on behavioral health service demand, utilization, or financing needed to facilitate the implementation of this provision.

(E) With the support of the Director of the Department of Mental Health, the Director of the Department of Alcohol and Other Drug Abuse Services, and any other identified agency head, the Director of the Department of Health and Human Services shall evaluate opportunities to improve and/or coordinate treatment capacity for individuals diagnosed with substance use disorder and/or serious mental illness including, but not limited to, options established pursuant to Sections 1115, 1915(l), and/or 1947 of the Social Security Act or made available to states by the Centers for Medicare and Medicaid Services through State Medicaid Director Letters 17-003, 18-011, or 19-0003.

(F) In consultation with the Department of Juvenile Justice and the Department of Mental Health, the Department of Health and Human Services shall ensure that access to "no eject, no reject" services is restored for children and adolescents requiring care in a private residential treatment facility.

(G) To ensure that individuals requiring behavioral health services are protected from unexpected or excessive billings, the Department of Mental Health shall examine ways to convert state-funded or DSH-funded indigent care to a sustainable reimbursement model that improves access to behavioral health treatment while potentially reducing uncompensated care levels and the department's reliance on state funds. In the current fiscal year, the department shall report to the Chairmen of the Senate Finance Committee and the House Ways and Means Committee on the results of this examination and the actions taken to address any findings. The department also shall:

(1) contract for an exhaustive independent review of its entire revenue cycle, to eliminate inefficiencies and improve business processes, ensure that bills are produced on a timely and accurate basis, and assess and maximize the proportion of the time during which the department's clinicians and providers are rendering chargeable treatment services to the State's citizens; and

(2) ensure its immediate and ongoing compliance with the hospital price transparency rules established at 45 C.F.R. Part 180, and also meet its obligation to provide certain patients with good faith estimates as required by the No Surprises Act, P.L. 116-260, and subsequent regulation.

(H) With the support and participation of the Department of Education and the Department of Mental Health, and with the intent of assuring access to behavioral health services to every student in the State through either a public or private provider, the Department of Health and Human Services must lead a comprehensive effort to improve access to and the quality of school-based behavioral health services in South Carolina, while identifying and taking steps to address community-level disparities in the availability of this care. This effort shall include, but not be limited to:

(1) the performance of a comprehensive review of Medicaid and non-Medicaid school-based behavioral health services in South Carolina, including an assessment of the availability of such services and the identification of any barriers to access, such as coverage and reimbursement rules, billing practices, other insurer policies, state agency, school district rules or procedures, or provider shortages;

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(2) a revisitation of existing coverage policies for medically necessary services provided to children, including those with or without a disability determination, and whether those services are or are not required by a child's individualized education plan or individualized family services plan, whether they do or do not arise from a referral under the Early and Periodic Screening, Diagnostic, and Treatment program, and in the context of State Medicaid Director Letter 14-006;

(3) the rescission of any Medicaid or PEBA policies that deny coverage, solely on the basis that those services are being provided within a school or through a telehealth encounter that originates in a school, of medically necessary outpatient services that have been furnished to eligible children by enrolled and qualified providers;

(4) the issuance of any new Medicaid policies needed to durably enshrine any appropriate telehealth coverage that had been authorized on a temporary basis during the public health emergency;

(5) a review of statewide and school district-level policies and practices relating to suicide risk referral protocols and behavioral health training for student-facing personnel in schools; and

(6) reporting to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee on any other relevant potential policy changes that the Director of the Department of Health and Human Services believes would advance the intent of this provision, but which would have a fiscal impact that is sufficiently substantial to require the General Assembly's direct consideration in the future.

(I) The Department of Health and Human Services is authorized to establish programs and/or fund in whole or in part, including through the potential use of CHIP Health Services Initiatives, various pilot projects or other initiatives that are intended to develop the health care workforce in South Carolina. Such efforts must be targeted toward current or future providers who demonstrate, by whatever means is selected by the department, commitments to remaining in-state and including Medicaid beneficiaries among their patients. The development of the behavioral health workforce shall be prioritized, although the department may also address other provider classes, such as respiratory therapists, for which shortages have been highlighted and/or exacerbated by the public health emergency. Further consideration also should be given to attracting additional qualified preceptors and increasing opportunities for clinical rotations. The department may partner with or enlist the support of the Technical College System, Area Health Education Centers, and/or Student Loan Corporation in designing or administering these programs and, where appropriate, is encouraged to structure them as public-private partnerships in conjunction with the state's hospital and health systems and other key employers of health providers.

(J) If either the Director of the Department of Mental Health or the Director of the Department of Health and Human Services finds that state personnel and/or procurement rules are limiting his ability to fulfill the intent of this provision, he shall notify the State Fiscal Accountability Authority of this in writing and request whatever exemptions are necessary to ensure that clinical staff may be recruited, retained, and/or contracted for so as to provide greater access to behavioral health treatment.

(K) In consultation with the Department of Mental Health, the Department of Health and Human Services shall assess the feasibility of, and if warranted, take steps to establish or obtain though grant, contract, subscription, or other procurement, a statewide system for the near-real time tracking of in-patient psychiatric hospital beds and crisis stabilization beds. This system should be generally designed to draw data from providers' existing electronic medical record

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systems and make summary-level data available to authorized users within state agencies, participating provider organizations, and any others to be specified by the Department of Health and Human Services, for the purposes of managing critical resources and ensuring that patients may be promptly treated in the most effective and clinically appropriate setting. To protect patient privacy and ensure HIPAA compliance, the system may only collect information on the types, counts, and availability of beds, or other categorical or aggregated information, as opposed to individually identifying patient details. In partnership with the following named agencies, the Department of Health and Human Services may also explore and pursue the use of such a system:

(1) to meet the emergency preparedness and disaster recovery requirements of the Department of *Public* Health ~~and Environmental Control~~ and the Emergency Management Division that are currently met by the Bed Availability Report Tracking system; and/or

(2) to augment or replace the capabilities of the Department on Aging's GetCareSC website.

(L) From the funds appropriated to or otherwise made available to it, the Department of Health and Human Services is authorized to procure, enter into contracts and agreements, offer grants, and otherwise expend funds as well as establish demonstration projects in one or more areas of the state to encourage and promote necessary infrastructure and investment to achieve the objectives set out in this provision. The department shall develop policies and procedures as necessary to assure accountability in the expenditure of these funds and apply for federal matching funds when appropriate and available. The department shall report annually to the Senate Finance Committee and the House Ways and Means Committee on all expenditures made under this provision.

(M) Crisis stabilization unit facilities established or funded pursuant to this provision shall be eligible for licensure under Regulation 61-125 without being owned or operated by the Department of Mental Health.

(N) Funds appropriated for Behavioral Health Capacity may be retained by the Department of Health and Human Services and carried forward to be expended for any purpose specified in this provision.

117.145 DELETE (GP: Mental Health Transportation) Directs that funds appropriated to DMH for the Alternative Transportation Program be used to transport individuals pursuant to Article 5, Chapter 17, Title 44, relating to custody and admission of persons requiring immediate care. Allows the department to amend the contract to add additional counties. Directs that when transportation is provided through the program, the written agreement provided for in Section 44-17-440(A) shall not be required. Directs the authority to provide a report by January 15, 2024, to the Governor and the Chairmen of the House Ways and Means and Senate Finance Committees on program implementation and any projected cost overrun.
WMC: DELETE proviso.
HOU: ADOPT deletion.

117.145. (GP: Mental Health Transportation) ~~(A) Funds appropriated to the Department of Mental Health for the Alternative Transportation Program shall exclusively be used to support the transportation of individuals pursuant to Article 5, Chapter 17, Title 44 of the 1976 Code and as defined herein. These funds may be carried forward and expended for the same purpose.~~

~~(B) In accordance with the terms of the contract awarded pursuant to Act 239 of 2022, Proviso 117.154, the Department may elect to amend the contract to add additional counties.~~

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~~(C) When transportation is provided through this Alternative Transportation Program, the written agreement described in Section 44-17-440(A) of the 1976 Code shall not be required.~~

~~(D) No later than January 15, 2024, the authority shall provide the Governor, the Chairman of the House Ways and Means Committee, and the Chairman of the Senate Finance Committee with a report on the implementation of this program. The report shall include a projection of the annualized amount by which the cost of a statewide Alternative Transportation Program might, at full implementation, exceed the amount appropriated for the program in the current fiscal year.~~

117.146 **AMEND** (GP: Rare Disease Advisory Council) Establishes the South Carolina Rare Disease Council at MUSC for the purpose of advising the Governor, General Assembly, and other stakeholders on research, diagnosis, treatment, and education on rare diseases as defined by 21 U.S.C. Section 360bb, relating to the designation of drugs for rare diseases or conditions. Provides for composition of the fifteen member council. Directs that the first meeting be convened by October 31 and that public meetings be held at least quarterly. Requires the council conduct specific activities to benefit rare disease patients. Directs that an annual report be provided by June 30 to the Governor and the Chairmen of the Senate Finance, Senate Medical Affairs, House Ways and Means, and House Medical, Military, Public and Municipal Affairs Committees. Directs the department to use up to $250,000 to contract with MUSC to provide staff support and set up a public website that shall include the annual reports, meeting notices and minutes, and resources.
WMC: AMEND proviso to delete reference to DHEC and change to the Department of Public Health. Amends the council members from "fifteen" to "sixteen" and adds the Director of the Greenwood Genetic Center to the council.
HOU: ADOPT proviso as amended.

117.146.(GP: Rare Disease Advisory Council) (A) For the current fiscal year, there shall be established the South Carolina Rare Disease Council, to be housed within the Medical University of South Carolina. The council shall advise the Governor, the General Assembly, and other stakeholders on research, diagnosis, treatment, and education related to rare diseases as defined by 21 U.S.C. Section 360bb.

(B) The council shall be composed of ~~fifteen~~ *sixteen* members and shall be appointed as follows:

(1) one member appointed by the Director of the Department of *Public* Health ~~and Environmental Control~~;

(2) one member appointed by the Director of the Department of Health and Human Services;

(3) one member from the Medical University of South Carolina as appointed by the President;

(4) one member from the University of South Carolina School of Medicine as appointed by the Dean;

(5) one member appointed by the Executive Director of the South Carolina Hospital Association;

(6) one member appointed by the Executive Director of the South Carolina Primary Healthcare Association;

(7) one member representing the biopharma industry as appointed by the President of the Medical University of South Carolina;

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(8) three members with experience in the research and treatment of rare disease, one of whom must specialize in pediatrics, as appointed by the President of the Medical University of South Carolina;

(9) two members who are patients diagnosed with a rare disease as appointed by the President of the Medical University of South Carolina;

(10) one member from a rare disease organization operating in the state as appointed by the President of the Medical University of South Carolina;

(11) one caregiver of a person with a rare disease as appointed by the President of the Medical University of South Carolina; ~~and~~

(12) one member representing the state health plan as appointed by the Executive Director of the State Public Benefit Authority*; and*

(13) the Director of the Greenwood Genetic Center or his designee.

(C) The council shall convene its first meeting by October 31 and hold public meetings at least quarterly throughout the year. The council shall, at a minimum, conduct the following activities to benefit rare disease patients in South Carolina:

(1) solicit comments from stakeholders, including patients and patient caregivers in South Carolina impacted by rare diseases, to assess the needs of rare-disease patients, caregivers, and providers in the State;

(2) consult with experts on rare diseases to develop recommendations to improve patient access to and quality of rare-disease specialists, affordable and comprehensive health care coverage, relevant diagnostics, timely treatment, and other needed services;

(3) research and identify priorities related to treatments and services provided to persons with rare diseases in South Carolina and develop recommendations that include safeguards against discrimination for these populations on such issues, including disaster and public health emergency-related planning;

(4) publish a list of existing, publicly accessible resources on research, diagnosis, treatment, and education relating to the rare diseases in South Carolina;

(5) identify and distribute educational resources to foster recognition and optimize treatment of rare diseases in South Carolina; and

(6) identify best practices to reduce health disparities and achieve health equity in the research, diagnosis, and treatment of rare diseases in South Carolina.

(D) The council shall provide an annual report no later than June 30 to the Governor, the Chairman of the Senate Finance Committee, the Chairman of the Senate Medical Affairs Committee, the Chairman of the House Ways and Means Committee, and the Chairman of the House Medical, Military, Public and Municipal Affairs Committee. The annual report shall describe the activities and progress of the council and provide recommendations to the Governor and General Assembly on ways to address the needs of people living with rare diseases in the State of South Carolina.

(E) Of the funding appropriated to the Department of Health and Human Services, up to $250,000 shall be used to contract with MUSC Hospital Authority to provide staff support to the council and maintain a public website that shall include the annual reports, meeting notices and minutes, and the resources developed as part of subsection (C). Members of the council shall serve without compensation or per diem.

117.148 AMEND (GP: Electricity Market Reform) Directs that the Electricity Market Reform Measures Study Committee issue a report on its findings no later than January 31, 2024. Directs that the committee may continue to meet past that date and issue additional reports.

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WMC: AMEND proviso to update the fiscal year reference.
HOU: ADOPT proviso as amended.

117.148.(GP: Electricity Market Reform) The Electricity Market Reform Measures Study Committee shall issue a report on its work to the General Assembly no later than January 31, ~~2024~~ *2025*; however, nothing in this provision prohibits the committee from continuing to meet past January 31, ~~2024~~ *2025* and issue additional reports pursuant to Act 187 of 2020.

117.149 AMEND (GP: Homestead Exemption Fund) Suspends Section 11-11-156(C), relating to reimbursement of school districts from homestead exemption fund.
WMC: AMEND proviso to update the fiscal year reference.
HOU: ADOPT proviso as amended.

117.149.(GP: Homestead Exemption Fund) For Fiscal Year ~~2023-24~~ *2024-25*, Section 11-11-156(C) of the 1976 Code is suspended.

117.152 AMEND (GP: Disinfection and Cleaning) Allows agencies and political subdivisions to utilize federal funds to implement cleaning, sanitization, and disinfection to meet the most current requirements issued by DHEC. Directs that all cleaning, disinfection, and sanitization products shall be able to be safely used on a daily, weekly, or monthly basis, and adds qualifications for these products to meet. Directs that disinfecting and sanitizing of public spaces may include the use of a residual antimicrobial, electrostatic spraying application, and ultraviolet technology. Requires all related products and services to be independently lab tested and any electrical products to have a UL listing. Requires vendors providing these services to have evidence of industry experience and expertise.
WMC: AMEND proviso to delete the reference to DHEC and update to the Department of Public Health.
HOU: ADOPT proviso as amended.

117.152.(GP: Disinfection and Cleaning) *(A)* Of the funds appropriated or authorized herein, agencies and political subdivisions, including public school districts, may implement or procure cleaning, sanitization, and disinfection services and products that, at a minimum, meet the most current requirements and guidelines issued by the Department of *Public* Health ~~and Environmental Control~~ to mitigate the impact of any COVID-19 strains, as well as other communicable diseases. All cleaning, disinfection, and sanitization products should be able to be safely used on a daily, weekly, or monthly basis and meet the following qualifications, as aligned with current ~~DHEC~~ *DPH* guidelines:

(1)be on the EPA approved disinfectant list;

(2)be a broad-spectrum disinfectant that kills 99.9% of bacteria and viruses, including COVID-19, norovirus, influenza, e-coli, mold, fungi, and odor causing bacteria;

(3)be safe for use on multiple solid surfaces without leaving a residue; and

(4)be recognized by the Environmental Protection Agency and the United States Department of Agriculture as safe for use around food, including for use in cafeterias, kitchens, and other areas where food is prepared or consumed.

(B) The preferred method for widespread disinfection and sanitization of public spaces, after all necessary and recommended cleaning, may include the use of a residual antimicrobial, electrostatic spraying application on surfaces and utilize ultraviolet (UV-C) technology for indoor

air quality (IAQ) pursuant to CDC guidelines. All related products and services require independent lab testing for verification of claims, and an Underwriters Lab (UL) listing for any electrical products. When vendors are procured to provide such services the vendor must have evidence of industry experience and expertise.

117.154 AMEND (GP: In-State Tuition Mitigation) States that specific recurring funds have been appropriated in Part IA to institutions of higher education to mitigate tuition and mandatory fee increases. Requires institutions, in order to retain these funds, to certify to CHE by August 15, 2023, that, except for tuition increases due to required pension and state health plan increases, there is no in-state tuition or mandatory fee increase for the 2023-24 academic year. Directs CHE to develop a certification process and requires any institution that is unable to provide the certification to remit their recurring allocation listed in this provision to the General Fund by September 15, 2023. Directs CHE, by November 1, 2023, to report to the House Ways and Means and Senate Finance Committees and to EBO the institutions that did not meet the certification requirement and directs EBO to reduce the recurring appropriation for non-compliant institutions.
WMC: AMEND proviso to update appropriated amounts and fiscal year references.
HOU: ADOPT proviso as amended.

117.154.(GP: In-State Tuition Mitigation) *(A)* The following recurring funds have been appropriated in Part IA to institutions of higher learning to mitigate tuition and fee increases for in-state undergraduate students:

(1) The Citadel	~~$2,102,077~~ *1,167,821*;
(2) Clemson University	~~$18,357,408~~ *10,198,560*;
(3) University of Charleston	~~$7,171,550~~ *3,984,195*;
(4) Coastal Carolina University	~~$5,502,820~~ *3,057,122*;
(5) Francis Marion University	~~$4,750,310~~ *2,639,061*;
(6) Lander University	~~$4,398,129~~ *2,443,405*;
(7) South Carolina State University	~~$2,723,896~~ *1,513,276*;
(8) University of South Carolina-Columbia	~~$21,843,445~~ *12,135,247*;
(9) University of South Carolina-Aiken	~~$3,814,830~~ *2,119,350*;
(10) University of South Carolina-Upstate	~~$5,780,~~713 *3,211,507*;
(11) University of South Carolina-Beaufort	~~$2,414,362~~ *1,341,312*;
(12) University of South Carolina-Lancaster	~~$2,268,538~~ *1,260,299*;
(13) University of South Carolina-Salkehatchie	~~$923,~~098 *512,832*;
(14) University of South Carolina-Sumter	~~$1,968,~~634 *1,093,686*;
(15) University of South Carolina-Union	~~$1,363,~~324 *757,402*;
(16) Winthrop University	~~$4,616,866~~*2,564,926*;

and

(17) Medical University of South Carolina	~~$6,858,753~~ *7,500,000*.

(B) In order to retain the above appropriations, each institution of higher learning listed above must certify to the Commission on Higher Education by August 15, ~~2023~~ *2024*, there is no in-state undergraduate tuition or in-state undergraduate mandatory fee increase, excluding increases in auxiliary fees, for the ~~2023-2024~~ *2024-25* academic year.

(C) The Commission on Higher Education shall develop the process by which institutions provide the certification. Any institution unable to provide such certification to the commission

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shall remit their respective above recurring allocation to the General Fund by September 15, ~~2023~~ *2024*.

(D) By November 1, ~~2023~~ *2024*, the Commission on Higher Education shall report to the House Ways and Means Committee, the Senate Finance Committee, and the Executive Budget Office the institutions that failed to certify that the in-state undergraduate tuition or in-state undergraduate mandatory fee increase met the guidelines outlined in this provision. The Executive Budget Office is directed to reduce the recurring appropriation of any institution found to be non-compliant with the certification.

117.158 DELETE (GP: Human Affairs Commission and Commission for Minority Affairs Merger Study) Directs DOA to develop a plan to merge the Human Affairs Commission and Commission for Minority Affairs. Provides for plan requirements and directs that the plan be submitted to the Chairmen of the Senate Finance and House Ways and Means Committees and the Governor by December 1, 2023.
WMC: DELETE proviso.
HOU: ADOPT deletion.

117.158.(GP: Human Affairs Commission and Commission for Minority Affairs Merger Study) ~~The Department of Administration shall develop a plan merging the Human Affairs Commission and Commission for Minority Affairs. The plan shall include, but is not limited to, proposed organizational structure, proposed program structure, and proposed budgetary and human resources changes to perform the functions of the two existing agencies in the event of a merger of the two agencies. The Human Affairs Commission and the Commission for Minority Affairs shall each provide any information requested by the department for the completion of the plan. The plan shall be submitted to the Chairman of the Senate Finance Committee, the Chairman of the House Ways and Means Committee, and the Governor by December 1, 2023.~~

117.159 AMEND (GP: Statewide Mobile Health Units) Authorizes the SC Center for Rural and Primary Healthcare to provide coordination and assistance to mobile health units in SC. Provides the actions the center may do in support of increasing access to health care and reducing health inequities in the state. Directs the center to be available to support implementation strategies and provide organization and collaboration.
WMC: AMEND proviso to change the fiscal year reference to "the current fiscal year" and change the reference from DHEC to Department of Public Health.
HOU: ADOPT proviso as amended.

117.159.(GP: Statewide Mobile Health Units) For ~~Fiscal Year 2023-24~~ *the current fiscal year*, the South Carolina Center for Rural and Primary Healthcare may provide coordination and requested technical assistance to mobile health units in South Carolina, in order to coordinate statewide delivery of services to increase access to preventative and diagnostic health care, and reduce health inequities for rural, vulnerable, underserved, and displaced populations in South Carolina. To support this goal, the South Carolina Center for Rural and Primary Healthcare shall: 1) be authorized to identify and maintain a directory of currently operating mobile health units, the areas of the state in which they serve, and the scope of services they provide, and the populations served by the mobile health unit; 2) offer technical assistance to these units, and any established in the future, in the form of operational, technical, or logistical guidance and consultation as requested; 3) provide collaborative learning and development opportunities for

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mobile health units to engage in best practices and increase access to underserved populations or communities; 4) partner with the University of South Carolina Salkehatchie and Denmark Technical College, other public institutions of higher education, state serving healthcare organization and other state serving agencies, including the Department of Health and Human Services and the Department of *Public* Health ~~and Environmental Control~~ to develop coordinating systems, support, training and health education services to meet the workforce needs of mobile health units and the communities that they serve; and also to develop competencies related to providing high impact mobile health services; and 5) initiate analyses and evaluation on the impact of services delivered through mobile health units. The center shall be available to assist and support implementation strategies driven by local, regional, and state data and research and aligned efforts, and may provide organization and collaboration among mobile health units and any units that may begin operating in the future.

117.160 DELETE (GP: Palmetto Autism Study Committee) Directs that the committee be housed in HHS with the department providing administrative services and support. Provides guidelines for and composition of the committee. Directs the committee to provide a report to the Governor and the Chairmen of the Senate Finance and House Ways and Means Committees by January 15, 2024.
WMC: DELETE proviso.
HOU: ADOPT deletion.

117.160.(GP: Palmetto Autism Study Committee) ~~(A) The Palmetto Autism Study Committee shall be housed in the South Carolina Department of Health and Human Services. The study committee shall address, but is not limited to, the following issues:~~

~~(1) the best ways to ensure the timely evaluation, diagnosis, and treatment of autism for individuals aged eighteen and under and their families;~~

~~(2) the need for and viability of development of statewide autism centers of excellence that engage in the training of practitioners and advanced treatment practices and research related to autism;~~

~~(3) reviewing and evaluating the accessibility to initial autism evaluations and Medicaid eligibility to identify any barriers to diagnosis and enrollment; and~~

~~(4) methods by which financial assistance can be provided to families in order to obtain needed autism services.~~

~~(B) The study committee shall be composed of members appointed as follows:~~

~~(1) two appointees by the Governor, one of which may be a parent of an autistic child;~~

~~(2) three appointees by the Chairman of the House Ways and Means Committee, one of which may be a House member, one of which may be a practitioner, and one of which may be a parent of an autistic child;~~

~~(3) three appointees by the Chairman of the Senate Finance Committee, one of which may be a Senate member, one of which may be a practitioner, and one of which may be a parent of an autistic child;~~

~~(4) the director of the Department of Health and Human Services or his designee; and~~

~~(5) the director of the Department of Disabilities and Special Needs or his designee.~~

~~No member of the study committee shall be entitled to any compensation or reimbursement, and no three members of the study committee shall reside in the same public health region of the State.~~

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~~(C) Any administrative services or support for the study committee shall be provided by the Department of Health and Human Services.~~

~~(D) No later than January 15, 2024, the study committee shall provide the Governor, the Chairman of the House Ways and Means Committee, and the Chairman of the Senate Finance Committee with a report on its findings and recommendations on the issues contained in this provision.~~

117.162 AMEND (GP: Licensure of Residential Treatment Facilities) Directs DHEC to collaborate with HHS to determine the number of RTF beds needed for in-state services for SC residents. Directs DHEC to use this determination to issue and renew licenses that specifies the percentage of beds to be staffed and reserved for SC residents.
WMC: AMEND proviso to change references from DHEC to the Department of Public Health.
HOU: ADOPT proviso as amended.

117.162.(GP: Licensure of Residential Treatment Facilities) From the funds appropriated in this act, the Department of *Public* Health ~~and Environmental Control~~ shall collaborate with the Department of Health and Human Services to determine the number of Residential Treatment Facility (RTF) beds needed to ensure availability of in-state services for South Carolina residents. In accordance with this determination, ~~DHEC~~ *DPH* shall use RTF license application and renewal fees to issue and renew licenses only in a manner that specifies the percentage of beds each RTF must staff and reserve for South Carolina residents.

117.164 AMEND (GP: Millage Calculations) Allows a municipality additional and permanent adjustment to its general operating millage rate increase limitation due to population growth for any increase that would have happened in FY 2021-22 but was not known because of the delayed Census release. Directs the calculation to be made from the July 1, 2020 census population estimates.
WMC: AMEND proviso to update the fiscal year reference.
HOU: ADOPT proviso as amended.

117.164.(GP: Millage Calculation) For Fiscal Year ~~2023-2024~~ *2024-25*, a municipality is allowed an additional and permanent adjustment to its general operating millage rate increase limitation for population growth, calculated pursuant to Section 6-1-320, for any increase that would have been allowed in Fiscal Year 2021-2022 but was not known because of the delayed release of the 2020 Census. This adjustment must be calculated using the July 1, 2020 census population estimates, as originally published based on the 2020 Census, instead of the July 1, 2019 population estimates based on the 2010 Census.

117.165 DELETE (GP: Coverage for Contraceptives) Directs PEBA and the State Health Plan to cover prescribed contraceptives for dependents. Provides that the State Health Plan shall not apply patient cost sharing provisions to covered employees and that the current approved list of contraceptives is not altered and complies with Proviso 108.4 (Funding Abortions Prohibited).
WMC: DELETE proviso.
HOU: ADOPT deletion.

117.165.(GP: Coverage for Contraceptives) ~~For the plan year beginning in January of the current fiscal year, the Public Employee Benefit Authority and the State Health Plan shall cover~~

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~~prescribed contraceptives for dependents under the same terms and conditions that the Plan provides contraceptive coverage for employees and spouses. The State Health Plan shall not apply patient cost sharing provisions to covered contraceptives. This provision does not alter the current approved list of contraceptives and complies with the requirements of Proviso 108.4.~~

117.166 **AMEND** (GP: Employee Retention and Recruitment) Appropriates funds to the Commission on Prosecution Coordination Commission and the Commission on Indigent Defense for recruitment and retention. Directs that before funds are disbursed, all Prosecution and Indigent Defense Circuits shall provide a report of current warrants pending. Directs the commissions to provide progress reports to the Chief Administrative Judge of each respective circuit handling the General Sessions docket, the Chairmen of the Senate Finance Committee and House Ways and Means Committee, and the Governor's Office, by July 15, 2023, and semiannually thereafter.
WMC: AMEND proviso to delete that the funds will be appropriated. Deletes the date reference and directs the Commissions to send semiannual progress reports. Adds the report shall include the utilization of the funds that were distributed and how many FTEs have been hired.
HOU: ADOPT proviso as amended.

117.166. (GP: Employee Retention and Recruitment) *(A)* For Fiscal Year ~~2023-24~~ *2024-25*, ~~funds will be appropriated to the Commission on Prosecution Coordination and to the Commission on Indigent Defense for "Assistant Solicitor Personnel and Retention" and "Assistant Public Defender Personnel and Retention." Prior to funds being disbursed to the judicial circuits,~~ the Circuit Solicitor and Circuit Public Defender for each judicial circuit shall provide to the Commission on Prosecution Coordination Director and the Commission on Indigent Defense Director, respectively, a report of current warrants pending. The report shall provide the total number of warrants pending in Circuit Court on July 1st of the preceding and current fiscal year, and the total number of warrants disposed of in the previous fiscal year. In addition, the report shall provide the aging categories for pending warrants as follows: (1) those pending 365 days or less; (2) those pending 366 days to 544 days; and (3) the number of warrants pending more than 545 days. Each circuit shall also submit on a semiannual basis an updated report on the current number of warrants pending.

~~By July 15, 2023,~~ *(B)* The Commission on Prosecution Coordination and the Commission on Indigent Defense shall *semiannually* report *progress updates* to the Chief Administrative Judge of each respective circuit handling the General Sessions docket, the Chairman of the Senate Finance Committee, the Chairman of the House Ways and Means Committee, and the Governor's Office. ~~the manner in which the funds will be distributed~~ *The report shall include the utilization of the funds distributed* among the circuits, steps taken to retain current employees, the number of new FTEs that ~~will be~~ *have been* hired, and information obtained from circuits on how these measures will go towards reducing both the number and aging warrants pending.

~~After the initial report is submitted, the Commission on Prosecution Coordination and the Commission on Indigent Defense shall provide semiannual progress updates.~~

117.168 **DELETE** (GP: Comptroller General Financial Accountability & Remediation Task Force) Directs the Office of Comptroller General to work with DOA to conduct a study to evaluate compensation and staffing. Directs that the results of the study shall be reported to the Chairmen of Senate Finance and House Ways and Means and the Governor by 12/1/23. Directs the recommended appropriated amount resulting from the study to be the minimum budget request and be submitted by 1/1/24. Directs the Office of Comptroller General to work with the Division

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of State Human Resources to present a plan for salary staffing and adjustments to JBRC. Directs that EBO shall not approve transfers from office rehabilitation until the plan is presented.
WMC: DELETE proviso. Requested by the Comptroller General's Office.
HOU: ADOPT deletion.

117.168.(GP: Comptroller General Financial Accountability & Remediation Task Force) ~~For Fiscal Year 2023-24, with the funds appropriated and/or authorized to the Office of the Comptroller General, the Office shall work, in consultation with the Department of Administration, to conduct a study to evaluate the compensation and staffing of the Office. The study shall review all necessary components of compensation and staffing and shall recommend the required minimum appropriations needed for the operation of the Office. The results of the study shall be provided to the Chairman of the Senate Finance Committee, Chairman of the House Ways and Means Committee, and the Governor by December 1, 2023. The amount recommended shall be the minimum appropriations requested, net of any funding authorized in this proviso, for the Office by January 1, 2024.~~

~~Of the funds appropriated for office rehabilitation, the Office of the Comptroller General shall work in conjunction with the Division of State Human Resources to present a plan for salary and staffing adjustments and other operating expenses to the Joint Bond Review Committee for review and comment. The Executive Budget Office shall not approve any transfers from office rehabilitation until the plan has been presented before the committee. Any additional FTEs necessary as part of this request shall be deemed approved upon transfer of funding.~~

117.170 **DELETE** (GP: Program Transfer) Directs DHEC to work with SDE, DOA, and EBO to transition the Abstinence-Until-Marriage Emerging Program and Evidence-Based Program to SDE no later than June 30, 2024. Authorizes EBO to make necessary permanent transfers to facilitate the program transfer. Requires DHEC to report the progress of the transition to the Chairmen of SFC and WMC by December 1, 2023.
WMC: DELETE proviso.
HOU: ADOPT deletion.

117.170.(GP: Program Transfer) ~~In Fiscal Year 2023-24, the Department of Health and Environmental Control shall work with the Department of Education and the Department of Administration, Executive Budget Office, to transition the Abstinence Until Marriage Emerging Program and Abstinence Until Marriage Evidence Based Program to the Department of Education effective no later than June 30, 2024. The Executive Budget Office is authorized to make necessary permanent transfers to facilitate the transfer of these programs. The Department of Health and Environmental Control shall report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee, no later than December 1, 2023, on the progress of the transition and any necessary proviso and budgetary changes required by the General Assembly to complete the transfer of the programs.~~

117.174 **AMEND** (GP: JROTC Program) Directs that the Department of Education, collaborating with the Department of Veterans' Affairs, the Adjutant General, and EOC shall submit a report to the General Assembly, the Governor, and the State Board of Education by 2/1/24 on the status of JROTC programs in SC public schools.
WMC: AMEND proviso to update calendar year reference.
HOU: ADOPT proviso as amended.

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117.174.(GP: JROTC Program) By February 1, ~~2024~~ *2025*, the Department of Education, in collaboration with the Department of Veterans' Affairs, the Adjutant General, and the Education Oversight Committee, shall submit a report to the General Assembly, the Governor, and the State Board of Education on the status of JROTC program offerings in South Carolina public schools. The report shall include recommendations for expanding JROTC program offerings to more South Carolina students.

117.176 AMEND (GP: Prostate Cancer Study Committee) Creates the Prostate Cancer Study Committee. Provides the initiatives that the study committee shall address and the requirements for the appointed members of the committee. Directs that the chairman of the committee shall be appointed by the President of the Senate and the Speaker of the House. Requires the committee to provide a report to the Governor and the Chairmen of the Senate Finance and House Ways and Means Committees by January 15, 2024 on its findings and recommendations.
WMC: AMEND proviso to direct the committee to continue to meet and to update the calendar year reference.
HOU: ADOPT proviso as amended.

117.176. (GP: Prostate Cancer Study Committee) (A) For the current fiscal year, ~~there shall be established~~ the South Carolina Prostate Cancer Study Committee~~. The study committee~~ shall *continue to* address, but is not limited to addressing, the following initiatives:

(1) the best methods to ensure timely screening, accurate diagnosis, and treatment of prostate cancer;

(2) the need for and viability of a continuum of care for those diagnosed with and in remission from prostate cancer;

(3) reviewing and evaluating best practices for education and awareness about prostate cancer;

(4) identifying areas in South Carolina with a high incidence of prostate cancer or poor outcomes;

(5) researching the latest and proven methods for screening, diagnosing, and treating prostate cancer; and

(6) reviewing current efforts to promote prostate cancer awareness and screening in South Carolina and how best to improve those efforts.

(B) In addition to two Senators appointed by the President of the South Carolina Senate and two members of the House of Representatives as appointed by the Speaker of the South Carolina House of Representatives, the committee shall consist of:

(1) one Urology or Oncology Specialist from the MUSC School of Medicine;

(2) one Urology or Oncology Specialist from the University of South Carolina School of Medicine;

(3) three Urology or Oncology Specialists who are not affiliated with the MUSC School of Medicine or the University of South Carolina School of Medicine appointed jointly by the President of the Senate and the Speaker of the House of Representatives upon recommendation of the South Carolina Hospital Association;

(4) three Urology or Oncology Specialists who are not affiliated with the MUSC School of Medicine or the University of South Carolina School of Medicine appointed jointly by the President of the Senate and the Speaker of the House of Representatives upon recommendation of the South Carolina Medical Association;

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(5) the Director of the Hollings Cancer Center or his designee;

(6) the Director of the South Carolina Office of Rural Health or his designee;

(7) the Director of the South Carolina Center for Rural and Primary Healthcare or his designee;

(8) the Director of Clemson Rural Health or his designee;

(9) the Dean of the Arnold School of Public Health or his designee;

(10)one representative from the American Cancer Society;

(11)one patient advocate, to be appointed by the Chairman of the Senate Finance Committee; and

(12)one patient advocate, to be appointed by the Chairman of the House Ways and Means Committee.

No member of the study committee shall be entitled to any compensation or reimbursement.

(C) From the membership of the committee, a Chairman shall be appointed jointly by the President of the Senate and the Speaker of the House of Representatives.

(D) Any administrative services or support for the study committee shall be provided by staff of the General Assembly.

(E) No later than January 15, ~~2024~~ *2025*, the study committee shall provide the Governor, the Chairman of the Senate Finance Committee, and the Chairman of the House Ways and Means Committee with a report on its findings and recommendations on the initiatives contained in this provision.

117.177 **ADD** (GP: Collaboration on Sexual Violence Prevention) **WMC:** ADD new proviso to direct the SC Institute on the Prevention of Sexual Violence on College Campuses to produce an annual report on education and awareness programs, policy training initiatives, and prevention programs provided by institutions of higher education. Directs that the report be provided to CHE and posted on their website by June 15 of each year.
HOU: ADOPT new proviso.

117.177. *(GP: Collaboration on Sexual Violence Preventions) (A) The South Carolina Institute on the Prevention of Sexual Violence on College Campuses shall produce an annual report that captures information provided by each institution of higher education regarding education and awareness programs, policy training initiatives, and prevention programs related to sexual violence. The South Carolina Institute on the Prevention of Sexual Violence on College Campuses is directed to provide an annual comprehensive report of this information to the Commission on Higher Education that will be posted to the commission's website. This information shall be available by June 15 of each year.*

(B) The South Carolina Institute on the Prevention of Sexual Violence on College Campuses shall regularly collaborate with, and foster collaboration among, the State's institutions of higher education, nonprofit organizations, and other community partners regarding education and awareness programs, policy training initiatives, and prevention programs related to sexual violence.

117.178 **ADD** (GP: Polling Location Availability) **WMC:** ADD new proviso to direct that if a county library denies a request by the County Elections Board to use available space at the library as a polling location, then the county shall have a portion of its State Library, Aid to County Libraries funds withheld. Directs the Executive Director of the SEC to notify the State Library and legislative delegation of any refusal.

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HOU: ADOPT new proviso.

117.178. *(GP: Polling Location Availability) A county shall have its portion of the State Library, Aid to County Libraries withheld if a county library denies a request by the respective County Elections Board to use space available for public meetings or available for rent at the county library as a polling location. County Elections Boards must report any violation to the Executive Director of the State Election Commission. The Executive Director of the State Election Commission shall notify the State Library and the members of the respective legislative delegations of any refusal.*

117.179 **ADD** (GP: Grant Matching Funds) **WMC:** ADD new proviso to direct that state agencies must maintain an itemized list of matching funds received from the award of a grant and provide a summary of conditions that must be met to receive the grant. Direct that this information must be provided to the Chairmen of the House Ways and Means and Senate Finance Committees within 30 days of notice of the grant.
HOU: ADOPT new proviso.

117.179. *(GP: Grant Matching Funds) A state agency that is awarded a grant from any source shall maintain an itemized list of any matching funds the agency is providing as part of the grant. The agency shall also provide a summary of any conditions associated with an awarded grant that the agency must comply with in order to receive the grant money and any conditions on how the grant money must be spent. This information must be provided by the agency to the Chairmen of the House Ways and Means Committee and the Senate Finance Committee within 30 days of notice of the grant award.*

117.180 **ADD** (GP: Federal Funds Oversight Committee) **WMC:** ADD new proviso to create the Federal Funds Oversight Committee to study and oversee the effectiveness of federal and other funds in creating efforts to address issues in rural and urban communities and recommend opportunities. Provides the duties and composition of the committee. Directs the House of Representative and the Senate to provide staffing. Directs the committee to provide funding recommendations to House Ways and Means and Senate Finance by 6/30/25.
HOU: ADOPT new proviso.

117.180. *(GP: Federal Funds Oversight Committee) (A) To ensure transparency and accountability of certain one-time funds, there is created a thirteen member Federal Funds Oversight Committee within state government. The committee's purpose is to study and oversee the expenditure of federal and other funds' effectiveness in creating targeted efforts to address long standing issues in certain rural and urban communities in South Carolina and recommend opportunities. The study committee shall:*

(1) explore the use of tax credits, grants, and low-cost flexible loans to invest in communities and address infrastructure needs;

(2) study the effect of any federal funds utilized in this State to providing clean energy investments to communities impacted by pollution and other environmental issues;

(3) provide recommendations on securing funding to address deficiencies in housing, broadband access, and water systems in identified communities;

(3) identify any federal funding opportunities in this State;

(4) identify eligible infrastructure and economic development project opportunities;

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(5) assist eligible infrastructure opportunities to address deficiencies across this State; and

(6) undertake other actions necessary to carry out the purpose of the committee.

(B) The committee shall be comprised of:

(1) the Director of the Department of Environmental Services or his designee, who shall serve as chairman;

(2) two members of the House of Representatives who serve on the Joint Bond Review Committee appointed by the Chairman of the House Ways and Means Committee;

(3) two members of the Senate who serve on the Joint Bond Review Committee appointed by the Chairman of the Senate Finance Committee;

(4) the Commissioner of Agriculture or his designee;

(5) the Secretary of Commerce or his designee;

(6) the Secretary of Transportation or his designee;

(7) the Director of the Office of Regulatory Staff or his designee;

(8) the Director of the Office of Resiliency or his designee;

(9) the Director of the Housing Finance and Development Authority or his designee;

(10)the Director of the South Carolina Primary Health Care Association or his designee; and

(11)two members appointed by the Governor with experience in the designation and implementation of Opportunity Zones.

(C) The study committee shall work with any other appropriate entities while undertaking its assigned duties.

(D) The House of Representatives and the Senate shall provide appropriate staffing for the committee.

(E) The committee shall provide recommendations for funding to the House Ways and Means Committee and the Senate Finance Committee by June 30, 2025, at which time the study committee must be dissolved.

117.181 **ADD** (GP: School Bus Driver Return to Work) **HOU:** ADD new proviso to direct that a school bus driver who retired on or before 12/31/23 may return to work as a school bus driver without affecting the monthly retirement allowance they are receiving from SCRS.

117.181.*(GP: School Bus Driver Return to Work) Any school bus driver who retired under the South Carolina Retirement System on or before December 31, 2023, may return to employment with a public school district as a school bus driver without affecting the monthly retirement allowance that they are receiving from the South Carolina Retirement System.*

SECTION 118 - X910 - STATEWIDE REVENUE

118.1 **AMEND** (SR: Year End Cutoff) Directs year-end expenditure deadlines.
WMC: AMEND proviso to update calendar year reference and submission date of input documents and electronic workflow for account payable transactions. Requested by the Comptroller General's Office.
HOU: ADOPT proviso as amended.

118.1. (SR: Year End Cutoff) Unless specifically authorized herein, the appropriations provided in Part IA of this act as ordinary expenses of the State Government shall lapse on July

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31, ~~2024~~ *2025*. State agencies are required to submit all current fiscal year input documents and all electronic workflow for accounts payable transactions to the Office of Comptroller General by ~~July 12, 2024~~ *July 14, 2025*. Appropriations for Permanent Improvements, now outstanding or hereafter provided, shall lapse at the end of the second fiscal year in which such appropriations were provided, unless definite commitments shall have been made, with the approval of the State Fiscal Accountability Authority and Joint Bond Review Committee, toward the accomplishment of the purposes for which the appropriations were provided. Appropriations for other specific purposes aside from ordinary operating expenses, now outstanding or hereafter provided, shall lapse at the end of the second fiscal year in which such appropriations were provided, unless definite commitments shall have been made, with the approval of the State Fiscal Accountability Authority, toward the accomplishment of the purposes for which the appropriations were provided.

118.9 **AMEND** (SR: Tax Relief Reserve Fund) Creates the Tax Relief Reserve Fund; directs that accrued interest remain in the fund; and directs the State Treasurer, on December 31, 2023, to transfer from the General Fund any funds identified in this act designated for the Tax Relief Reserve Fund. Directs that the fund may only be used to provide tax relief to businesses and individuals as provided by law and authorizes these funds to be retained, carried forward, and used for the same purpose.
WMC: AMEND proviso to update calendar year reference.
HOU: ADOPT proviso as amended.

118.9. (SR: Tax Relief Reserve Fund) There is created the Tax Relief Reserve Fund, which shall be separate and distinct from the General Fund. Interest accrued by the fund must remain in the fund. Notwithstanding any other provision of law, on December 31, ~~2023~~ *2024*, the State Treasurer shall transfer funds identified in this act from the General Fund to the Tax Relief Reserve Fund. These funds may only be used to provide tax relief to businesses and individuals as provided by law. Funds within the Tax Relief Reserve Fund shall be retained and carried forward to be used for the same purpose.

118.17 **DELETE** (SR: Nonrecurring Revenue) Appropriates non-recurring revenue to various agencies for Fiscal Year 2023-24, generated from specific sources.
WMC: DELETE proviso.
HOU: ADOPT deletion.

118.17. (SR: Nonrecurring Revenue) ~~(A) The source of revenue appropriated in subsection (B) is nonrecurring revenue generated from the following sources:~~

~~(1) $1,837,290,224 from Fiscal Year 2022-23 Projected Surplus;~~

~~(2) $81,946,453 from Litigation Recovery Account;~~

~~(3) $44,994,688 from COVID-19 Response Reserve Fund Remaining Balance (Act 135 of 2020);~~

~~(4) $24,300,000 from Act 228 of 2022;~~

~~(5) $4,283,276 from Act 239 of 2022 Proviso 118.19 Item 3(a);~~

~~(6) $3,200,000 from Security Fee Revenue in Fund 30370001 shall be transferred to the General Fund by August 31 of the current fiscal year; and~~

~~(7) any residual certified unappropriated general fund dollars.~~

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AS RECOMMENDED BY
THE HOUSE OF REPRESENTATIVES

~~Any restrictions concerning specific utilization of these funds are lifted for the specified fiscal year. The above agency transfers shall occur no later than thirty days after the close of the books on Fiscal Year 2022-23 and shall be available for use in Fiscal Year 2023-24.~~

~~This revenue is deemed to have occurred and is available for use in Fiscal Year 2023-24 after September 1, 2023, following the Comptroller General's close of the state's books on Fiscal Year 2022-23.~~

~~(B) The appropriations in this provision are listed in priority order. Item (1) must be funded first and each remaining item must be fully funded before any funds are allocated to the next item. Provided, however, that any individual item may be partially funded in the order in which it appears to the extent that revenues are available.~~

~~The State Treasurer shall disburse the following appropriations by September 30, 2023, for the purposes stated:~~

~~(1) F310 General Reserve Fund~~
~~(a) General Reserve Fund Contribution ..... $139,956,882;~~
~~(b) Additional Reserves..... $ 1;~~
~~(2) H630 State Department of Education~~
~~(a) Agency Technology Equipment and Software ..... $ 3,150,000;~~
~~(b) SC School for the Deaf and Blind - School Bus Purchase ..... $ 250,000;~~
~~(c) SCDE Agency Systems and Performance Reviews ..... $ 1,000,000;~~
~~(3) H710 Wil Lou Gray Opportunity School~~
~~Renovations and Maintenance ..... $ 850,000;~~
~~(4) L120 Governor's School for Agriculture at John de la Howe~~
~~(a) Agriculture Shop ..... $ 1,300,000;~~
~~(b) De La Howe Hall Renovation ..... $ 2,100,000;~~
~~(5) H670 Educational Television Commission~~
~~(a) Main Telecommunication Center Physical Infrastructure~~
~~Upgrades..... $ 1,000,000;~~
~~(b) Transmission and Interconnection Facility Upgrades~~
~~(Phase 1)..... $ 4,000,000;~~
~~(6) H640 Governor's School for Arts and Humanities~~
~~(a) Dining Hall Expansion and Furniture Replacement (Phase 2). $ 512,950;~~
~~(b) Generator Upgrade ..... $ 190,000;~~
~~(c) Gym Upgrade / Renovation..... $ 400,000;~~
~~(d) Residence Hall Renovations..... $ 5,000,000;~~
~~(7) H650 Governor's School for Science and Math~~
~~Metal Roof Replacement ..... $ 940,000;~~
~~(8) H030 Commission on Higher Education~~
~~(a) Battelle Alliance at Savannah River National Lab ..... $40,000,000;~~
~~(b) Data Migration..... $ 915,000;~~
~~(9) H090 The Citadel~~
~~(a) Duckett Hall Renovation ..... $ 1;~~
~~(b) Engineering Building..... $17,500,006;~~
~~(10) H120 Clemson University~~
~~(a) College of Veterinary Medicine ..... $75,000,000;~~
~~(b) Maintenance, Renovation, and Replacement..... $ 5,630,573;~~
~~(11) H150 University of Charleston~~
~~Maintenance, Renovation, Replacement, and Expansion ..... $ 7,500,000;~~

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~~(12) H240 South Carolina State University~~
~~Turner Hall Replacement ..... $44,702,850;~~
~~(13) H270 University of South Carolina – Columbia~~
~~(a) College of Nursing – Midwifery Program ..... $ 635,000;~~
~~(b) Law Library Digitization ..... $ 2,000,000;~~
~~(c) Rural Brain Health Network and Brain Health Institute ..... $ 1;~~
~~(d) Science and Technology Center ..... $14,000,000;~~
~~(14) H290 University of South Carolina – Aiken~~
~~(a) Engineering and Computer Science Equipment ..... $ 475,000;~~
~~(b) Media Production Lab ..... $ 125,000;~~
~~(15) H340 University of South Carolina – Upstate Health Education~~
~~Complex Mechanical Repairs ..... $ 3,512,657;~~
~~(16) H390 University of South Carolina – Sumter~~
~~(a) Facilities Upgrades ..... $ 1,350,000;~~
~~(b) Maintenance, Renovation, and Replacement ..... $ 5,000,000;~~
~~(17) H400 University of South Carolina – Union~~
~~Maintenance, Renovation, and Replacement ..... $ 1,000,000;~~
~~(18) H470 Winthrop University~~
~~Winthrop Lake Dam Repair ..... $ 1,000,000;~~
~~(19) H510 Medical University of South Carolina – MUSC Hospital~~
~~Authority – SC Children's Hospital Collaborative Infrastructure $ 1,000,000;~~
~~(20) H590 State Board for Technical and Comprehensive Education~~
~~(a) Maintenance, Renovation, and Replacement:~~
~~(i) Aiken Technical College ..... $ 301,162;~~
~~(ii)Central Carolina Technical College ..... $ 1;~~
~~(iii) Denmark Technical College ..... $ 650,000;~~
~~(iv) Florence-Darlington Technical College ..... $ 1;~~
~~(v)Greenville Technical College ..... $ 1;~~
~~(vi) Horry-Georgetown Technical College ..... $ 1;~~
~~(vii) Northeastern Technical College ..... $ 1;~~
~~(viii)Piedmont Technical College ..... $ 3,500,000;~~
~~(ix) Spartanburg Community College ..... $ 1;~~
~~(x)Technical College of the Lowcountry ..... $ 1;~~
~~(xi) Tri-County Technical College ..... $ 6,000,000;~~
~~(xii) Trident Technical College ..... $ 1;~~
~~(xiii)York Technical College ..... $ 2,000,000;~~
~~(b) Central Carolina Technical College – Kershaw County ..... $10,000,000;~~
~~(c) Central Carolina Technical College – Lee County ..... $ 5,000,000;~~
~~(d) Central Carolina Technical College – Sumter County ..... $ 9,305,569;~~
~~(e) Florence-Darlington Technical College – Construction and~~
~~Industrial Trades Training Facility ..... $10,000,000;~~
~~(f) Greenville Technical College – Center for Workforce~~
~~Development ..... $15,000,000;~~
~~(g) Horry-Georgetown Technical College – Marine Technology~~
~~Center ..... $ 4,000,000;~~
~~(h) Midlands Technical College – QuickJobs and Dual Credit ..... $ 4,500,000;~~
~~(i) Northeastern Technical College – Cheraw Campus ..... $ 4,000,000;~~

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~~(j) Northeastern Technical College - McBee Campus ..... $ 3,000,000;~~
~~(k) Piedmont Technical College - Saluda Advanced Manufacturing Center and New Campus ..... $14,382,500;~~
~~(l) Spartanburg Community College - Cherokee County Campus - Spark Center ..... $12,000,000;~~
~~(m) Spartanburg Community College - Spark Centers ..... $25,000,000;~~
~~(n) Technical College of the Lowcountry Workforce Development ..... $10,000,000;~~
~~(o) Williamsburg Technical College - Renovation of Building for Nursing Program ..... $11,000,000;~~

~~(21) H790 Department of Archives and History~~
~~SC American Revolution Sestercentennial Commission ..... $ 5,000,000;~~

~~(22) H870 State Library~~
~~Digitization of the SC Collection ..... $ 150,000;~~

~~(23) H910 Arts Commission~~
~~(a) Arts Education Programs ..... $ 1,500,000;~~
~~(b) Cultural Arts and Theater Center Grants ..... $ 450,000;~~
~~(c) Office Maintenance and Repairs ..... $ 250,000;~~

~~(24) H950 State Museum Commission~~
~~(a) Air Purification System Upgrade for Workshop ..... $ 200,000;~~
~~(b) IT Information Security Critical Remediation Services ..... $ 250,000;~~
~~(c) Security System Access Control Upgrades ..... $ 550,000;~~

~~(25) H730 Vocational Rehabilitation~~
~~Marlboro VR Center Paving ..... $ 179,600;~~

~~(26) J020 Department of Health and Human Services~~
~~(a) Alzheimer's Disease Research Center Designation ..... $10,000,000;~~
~~(b) James R. Clark Sickle Cell Foundation ..... $ 200,000;~~
~~(c) Psychiatric Residency Program ..... $ 3,000,000;~~

~~(26.1) From the funds appropriated in item 26(a), the department is authorized to contract with Clemson University, the Medical University of South Carolina, and the University of South Carolina, and distribute funds to these entities for the purpose of a multi-institutional Alzheimer's Disease Research Center (ADRC) designation application through National Institutes on Aging. Each entity may use the funds to strengthen their dementia-related research efforts and increase the number of staff members contributing time to the ADRC designation application. To be eligible for these funds, a Memorandum of Understanding between the receiving entities stating they will collaborate shall exist. A collective quarterly report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee on the use of funds and application progress is required.~~

~~(27) J040 Department of Health and Environmental Control~~
~~(a) Dam Safety Emergency Fund ..... $36,000,000;~~
~~(b) Uncontrolled Hazardous Waste Sites Contingency Fund ..... $ 2,500,000;~~

~~(28) J120 Department of Mental Health~~
~~(a) Alternative Transportation Program ..... $ 4,000,000;~~
~~(b) Contracted Community Beds ..... $ 900,000;~~
~~(c) State-Operated Intensive Group Home ..... $ 900,000;~~

~~(29) J160 Department of Disabilities and Special Needs~~
~~(a) Annualization for FMAP State Increase ..... $ 4,000,000;~~

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~~(b) Greenwood Genetic Center ..... $ 2,000,000;~~
~~(c) Greenwood Genetic Center - Carroll Campbell Project ..... $ 2,000,000;~~
~~(30) J200 Department of Alcohol and Other Drug Abuse Services~~
~~SC Center for Excellence in Addiction ..... $ 2,000,000;~~
~~(31) L040 Department of Social Services~~
~~(a) Healthy Bucks ..... $ 5,000,000;~~
~~(b) Infrastructure Integrity and Information Security ..... $14,222,574;~~
~~(32) L080 Department of Children's~~
~~Advocacy Agency Workstations ..... $ 315,900;~~
~~(33) P120 Forestry Commission~~
~~(a) Contract Single Engine Air Tanker ..... $ 1,245,000;~~
~~(b) Emergency Operations and Equipment ..... $ 2,255,000;~~
~~(c) Equipment Replacement ..... $ 1,600,000;~~
~~(34) P160 Department of Agriculture~~
~~(a) Consumer Services Equipment Replacement ..... $ 1,122,000;~~
~~(b) Greenville / Orangeburg State Farmers Market Buildings~~
~~Renovations ..... $ 1,878,000;~~
~~(c) Growing Agribusiness Fund ..... $40,000,000;~~
~~(d) Statewide Farmers Markets Upgrades and Safety~~
~~Improvements ..... $ 3,000,000;~~
~~(35) P200 Clemson University Public Service Activities~~
~~(a) Animal Farms Infrastructure ..... $15,466,000;~~
~~(b) Critical PSA Research Infrastructure and Dam Maintenance .. $ 2,120,000;~~
~~(c) Poultry Science Research Facility ..... $ 4,565,000;~~
~~(d) Statewide Program Support ..... $ 1,000,000;~~
~~(36) P210 SC State University Public Service Activities~~
~~(a) Agribusiness Development and Expansion Support ..... $ 2,500,000;~~
~~(b) Business Development Training ..... $ 300,000;~~
~~(c) Camp Daniels Training and Activity Center ..... $ 2,500,000;~~
~~(d) Future Farm Planning ..... $ 150,000;~~
~~(e) Health Quad Initiative ..... $ 200,000;~~
~~(f) New and Beginner Farmer Assistance ..... $ 150,000;~~
~~(g) SC Limnology Center ..... $ 2,000,000;~~
~~(37) P240 Department of Natural Resources~~
~~(a) Fish Hatcheries Deferred Maintenance and Repairs ..... $10,830,850;~~
~~(b) Habitat Protection and Land Conservation Acquisitions ..... $20,000,000;~~
~~(c) Marine Resources Coastal Infrastructure Maintenance ..... $10,000,000;~~
~~(d) New Headquarters Building Equipment ..... $ 2,200,000;~~
~~(e) New Officer Vehicles and Equipment ..... $ 3,296,000;~~
~~(f) Public Recreational Property Maintenance and Operations ..... $ 1,500,000;~~
~~(g) State Water Planning: River Basin Planning ..... $ 3,000,000;~~
~~(h) Waterfowl Impoundments Infrastructure Maintenance ..... $ 2,000,000;~~
~~(38) P280 Department of Parks, Recreation and Tourism~~
~~(a) Additional Park Property Acquisitions ..... $ 2,500,000;~~
~~(b) Cheraw and Hickory Knob Golf Course Improvements ..... $ 3,000,000;~~
~~(c) Destination Specific Grants ..... $13,500,000;~~
~~(d) Film Incentives ..... $ 7,500,000;~~

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~~(e) Palmetto Trail ..... $ 750,000;~~
~~(f) SCATR - Regional Promotions ..... $ 2,000,000;~~
~~(g) Sports Marketing Program ..... $ 3,650,000;~~
~~(h) State Park Development, Upgrades, and Maintenance ..... $11,750,000;~~
~~(i) State Park Fiber Installation ..... $ 1,000,000;~~
~~(j) State Parks Road Paving ..... $ 2,000,000;~~
~~(k) Undiscovered SC Grant Program ..... $ 250,000;~~
~~(l) Welcome Center Funding ..... $ 2,100,000;~~

~~(39) P320 Department of Commerce~~
~~(a) Deal Closing Fund ..... $ 3,700,000;~~
~~(b) LocateSC ..... $ 9,000,000;~~
~~(c) Office Modernization ..... $ 600,000;~~
~~(d) Palmetto Railways Repayment ..... $ 5,000,000;~~
~~(e) Publicly Owned Aeronautics Infrastructure - New and Existing Business ..... $55,000,000;~~
~~(f) Strategic Marketing ..... $ 5,000,000;~~

~~(40) P400 Conservation Bank~~
~~Conservation Grant Funding ..... $25,000,000;~~

~~(41) P450 Rural Infrastructure Authority~~
~~(a) I 85 Corridor Utility Upgrades ..... $20,000,000;~~
~~(b) Rural Infrastructure Fund ..... $ 7,500,000;~~
~~(c) Statewide Water and Sewer Fund ..... $ 5,000,000;~~
~~(d) Water Quality Revolving Loan Fund Match ..... $11,400,000;~~

~~(42) B040 Judicial Department~~
~~Court Facilities ..... $ 1;~~

~~(43) C050 Administrative Law Court~~
~~(a) Facilities Renovations ..... $ 92,905;~~
~~(b) IT Hardware ..... $ 75,000;~~

~~(44) E200 Attorney General~~
~~(a) Litigation Funds ..... $ 551,000;~~
~~(b) Office Investment ..... $ 2,000,000;~~

~~(45) E210 Commission on Prosecution Coordination~~
~~General Tort Liability Increase ..... $ 1;~~

~~(46) D100 State Law Enforcement Division - SLED~~
~~(a) Agency Personnel ..... $ 450,600;~~
~~(b) Agency Vehicle Rotation ..... $ 1;~~
~~(c) BAC Machine Replacements ..... $ 1,915,520;~~
~~(d) Center for School Safety ..... $ 2,607,900;~~

~~(47) K050 Department of Public Safety~~
~~(a) Agency Vehicle Rotation ..... $ 1;~~
~~(b) Code Blue Call Boxes and Cameras ..... $ 263,230;~~
~~(c) Mental Health for Incarcerated Individuals Pilot Program ..... $ 400,000;~~
~~(d) School Resource Officers and Equipment ..... $13,160,000;~~
~~(e) Statewide Body-worn Camera Program ..... $ 2,000,000;~~

~~(48) N200 Law Enforcement Training Council~~
~~BAC Machine Replacements ..... $ 360,260;~~

~~(49) N040 Department of Corrections~~

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~~(a) Critical Capital Projects ..... $ 1;~~
~~(b) Insurance Reserve Fund Premium Increase ..... $ 1;~~
~~(c) Security and Maintenance Funds ..... $ 1;~~

~~(50) N080 Department of Probation, Parole and Pardon Services~~
~~Information Technology ..... $ 2,000,000;~~

~~(51) N120 Department of Juvenile Justice~~
~~(a) Broad River Road Complex Renovations ..... $17,000,000;~~
~~(b) Comprehensive Permanent Improvement Projects ..... $15,000,000;~~
~~(c) Facilities – Detention Center Construction ..... $16,000,000;~~
~~(d) Facilities Management Maintenance and Security Upgrades ... $ 9,999,998;~~
~~(e) Master Plan and Facilities Assessment ..... $ 1,000,000;~~
~~(f) Project Management ..... $ 4,000,000;~~
~~(g) Safety and Security Upgrades ..... $ 1,500,000;~~

~~(52) R040 Public Service Commission~~
~~SC Integration Study ..... $ 250,000;~~

~~(53) R060 Office of Regulatory Staff~~
~~Public Safety Infrastructure Management ..... $ 1,500,000;~~

~~(54) R400 Department of Motor Vehicles~~
~~IT System Modernization ..... $20,000,000;~~

~~(55) R600 Department of Employment and Workforce~~
~~Statewide Workforce Development (H. 3726) ..... $ 3,005,800;~~

~~(56) U120 Department of Transportation~~
~~Litter Off Interstate ..... $ 6,000,000;~~

~~(57) U200 County Transportation Funds~~
~~CTC Acceleration Fund ..... $20,000,000;~~

~~(58) U300 Division of Aeronautics~~
~~(a) Aircraft Replacement ..... $10,000,000;~~
~~(b) Capital Investing for the Statewide Airport System ..... $20,000,000;~~
~~(c) Facility Maintenance ..... $ 300,000;~~

~~(59) A010 The Senate~~
~~Senate Chamber Maintenance ..... $ 500,000;~~

~~(60) A170 Legislative Services Agency~~
~~Enterprise Software Implementation and Licensing ..... $ 8,500,000;~~

~~(61) D300 Office of Resilience~~
~~Disaster Relief and Resilience Reserve Fund ..... $200,000,000;~~

~~(62) D500 Department of Administration~~
~~(a) Health Agencies Restructuring Study ..... $ 5,000,000;~~
~~(b) SCEIS Enterprise System ..... $40,000,000;~~
~~(c) State Owned Building Expenses ..... $ 1;~~

~~(63) E240 Adjutant General~~
~~(a) Aiken Readiness Center ..... $ 2,102,000;~~
~~(b) Armory Revitalizations ..... $ 4,500,000;~~
~~(c) IT Initiatives ..... $ 200,000;~~
~~(d) State Guard Vehicles ..... $ 195,000;~~
~~(e) Summerville Readiness Center ..... $ 464,000;~~
~~(f) USC Aiken National Guard Dreamport Facility ..... $ 3,000,000;~~

~~(64) E260 Department of Veterans' Affairs~~

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~~(a) Cooper State Veterans Cemetery Enhancement ..... $ 500,000;~~
~~(b) Military Enhancement Plan Fund ..... $ 7,500,000;~~
~~(c) Perimeter Fencing for Cooper Veteran Cemetery ..... $ 114,000;~~
~~(d) Virtual Transition Assistance Program ..... $ 115,425;~~

~~(65) E280 Election Commission~~
~~State Matching Funds for 2022 HAVA Grant ..... $ 216,977;~~

~~(66) R520 State Ethics Commission~~
~~Attorney II and Equipment ..... $ 15,000;~~

~~(67) H630 State Department of Education~~
~~(a) Altitude Academy ..... $ 10,000;~~
~~(b) Beaufort County Youth Conference ..... $ 50,000;~~
~~(c) Charleston Youth Leadership Council – The Beaux Affair ..... $ 20,000;~~
~~(d) Core4Success Foundation – After school programming ..... $ 270,000;~~
~~(e) Dickerson Children's Advocacy Center – Supporting our Community and Schools ..... $ 250,000;~~
~~(f) Doors to Dream Mentorship Academy ..... $ 10,000;~~
~~(g) Greater Waverly Foundation – Village Initiative ..... $ 250,000;~~
~~(h) Historic Camden – Educational Center ..... $ 500,000;~~
~~(i) Hope School Community Repairs ..... $ 25,000;~~
~~(j) House of Champions Facility Improvements ..... $ 130,000;~~
~~(k) Lowcountry Christian Center – Pink House Neighborhood Resource Center ..... $ 38,000;~~
~~(l) Maroon Innovation Service – Adult and Juvenile Literacy ..... $ 100,000;~~
~~(m) North / South Football Game ..... $ 100,000;~~
~~(n) Palmetto Boys State ..... $ 25,000;~~
~~(o) Palmetto Girls State ..... $ 25,000;~~
~~(p) Palmetto Learning Academy ..... $ 65,000;~~
~~(q) Palmetto Project – SC Information and Referral Network ..... $ 250,000;~~
~~(r) St. James Learning Center Renovations and Construction ..... $ 167,000;~~
~~(s) The Extra Mile Club of the Lowcountry ..... $ 150,000;~~
~~(t) Trinity Educational Community Center – Project TECH ..... $ 300,000;~~
~~(u) Women In Unity ..... $ 325,000;~~
~~(v) York County School District 1 – York 4H (Phase 2) ..... $ 750,000;~~
~~(w) Youth Empowerment Services – Mentoring Programs and Annual Dream Girls Conference ..... $ 150,000;~~

~~(68) H030 Commission on Higher Education~~
~~(a) American College of the Building Arts ..... $ 500,000;~~
~~(b) New Perspectives Media Local Television Partnership ..... $ 250,000;~~

~~(69) H270 University of South Carolina – Columbia~~
~~USC Civil Rights History and Research Center ..... $ 1,000,000;~~

~~(70) H790 Department of Archives and History~~
~~(a) Abbeville County Historical Society – Barksdale – McGowan House ..... $ 400,000;~~
~~(b) Berkeley County Courthouse Relocation ..... $10,000,000;~~
~~(c) Cherokee Historical and Preservation Society ..... $ 787,000;~~
~~(d) Chesterfield Co. Historic Preservation Comm. – Old St. David's Church Historic Site ..... $ 300,000;~~

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~~(e) City of Bishopville - Depot Renovation ..... $ 500,000;~~
~~(f) City of Hartsville - Greenlawn and Marion Avenue Cemeteries ..... $ 526,396;~~
~~(g) City of Sumter - Lincoln Preservation Project ..... $ 1,000,000;~~
~~(h) Colleton County - SC Artisans Center Building Uplift ..... $ 75,000;~~
~~(i) Colleton County Historic and Preservation Society Pon Pon Chapel of Ease ..... $ 1,250,000;~~
~~(j) Dorchester Heritage Center ..... $ 1,500,000;~~
~~(k) Drayton Hall Preservation Trust - Public Archaeology Program ..... $ 300,000;~~
~~(l) Historic Mitchelville Freedom Park Interpretation and Archaeology ..... $ 922,000;~~
~~(m) Historic Thompson Lakeview Cemetery Preservation Site ..... $ 100,000;~~
~~(n) Kingville Historical Foundation ..... $ 50,000;~~
~~(o) Loris Historical Society - The State Theater Renovation ..... $ 254,242;~~
~~(p) McCormick County Historical Commission - 1898 Grist Mill $ 215,000;~~
~~(q) Preservation SC - Dawkins House ..... $ 300,000;~~
~~(r) Preservation South Carolina ..... $ 500,000;~~
~~(s) SC Historical Society ..... $ 500,000;~~
~~(t) Seay House - Spartanburg ..... $ 200,000;~~
~~(u) Town of Mayesville - Dr. Mary McLeod Bethune Project ..... $ 25,000;~~
~~(v) Town of Nichols - Historic Library Restoration ..... $ 50,000;~~
~~(w) Town of St. Stephen - Repair the History Building ..... $ 100,000;~~
~~(x) WeGOJA Foundation - Rosenwald Schools Study ..... $ 300,000;~~
~~(y) York County McCelvey Center Auditorium ..... $ 2,546,183;~~

~~(71) H870 State Library~~

~~(a) Orangeburg Co. Library - Bookmobile ..... $ 305,220;~~
~~(b) Turbeville Library ..... $ 50,000;~~

~~(72) H910 Arts Commission~~

~~(a) Arts Center of Kershaw County ..... $ 500,000;~~
~~(b) Dillon County Theater ..... $ 60,000;~~
~~(c) Eagles Nest Art Center Renovation ..... $ 100,000;~~
~~(d) Florence County - Pamplico Community Theater ..... $ 65,000;~~
~~(e) McCormick County - McCormick Arts Council ..... $ 208,000;~~
~~(f) Port Royal Sound Foundation - Port Royal Sound Maritime Museum ..... $ 400,000;~~
~~(g) Public Works Art Center ..... $ 250,000;~~

~~(73) H950 State Museum Commission~~

~~(a) North Myrtle Beach Area Historical Museum ..... $ 50,000;~~
~~(b) Town of Springfield Historic High School and Military Museum ..... $ 150,000;~~

~~(74) J020 Department of Health and Human Services~~

~~(a) ALPHA Behavioral Health Center ..... $ 750,000;~~
~~(b) Antioch Senior Center ..... $ 300,000;~~
~~(c) Association for the Blind and Visually Impaired SC ..... $ 250,000;~~
~~(d) Bluffton Jasper County Volunteers in Medicine ..... $ 300,000;~~
~~(e) Brain Injury Association of SC - Brain Injury Outreach and~~

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~~Education Initiative ..... $ 387,713;~~
~~(f) Bridge Over Foundation - Project Bridge ..... $ 25,000;~~
~~(g) Building Better Communities - College Place Healthy Living Project ..... $ 250,000;~~
~~(h) Building Better Communities Ambassador Program ..... $ 200,000;~~
~~(i) Camp Happy Days ..... $ 250,000;~~
~~(j) Camp Kemo ..... $ 100,000;~~
~~(k) Closing the Gap in Healthcare ..... $ 100,000;~~
~~(l) Community Medicine Foundation - Sickle Cell Program ..... $ 750,000;~~
~~(m) Connie Maxwell Children's Ministry - Children's Healing Center ..... $ 250,000;~~
~~(n) CR Neal Dream Center ..... $ 300,000;~~
~~(o) Falcon Children's Home Turbeville ..... $ 100,000;~~
~~(p) First Impressions of SC Health Initiative ..... $ 50,000;~~
~~(q) Friends of Fisher House Columbia ..... $ 300,000;~~
~~(r) HopeHealth Community Health - The Men's Center ..... $ 500,000;~~
~~(s) Iron Wolf Recovery Fitness ..... $ 250,000;~~
~~(t) Kershaw Health District - Health and Recreation Plan ..... $ 1,000,000;~~
~~(u) Louvenic D. Barksdale Sickle Cell Foundation - Project Hope ..... $ 100,000;~~
~~(v) Marion County Long Term Recovery Group ..... $ 250,000;~~
~~(w) Medical Experience Academy ..... $ 100,000;~~
~~(x) New Capernaum Life Services ..... $ 300,000;~~
~~(y) New Morning Foundation ..... $ 2,000,000;~~
~~(z) Outstanding Youth Awards ..... $ 50,000;~~
~~(aa) Palmetto Center For Policy Alternatives - SC Cervical Cancer Prevention Initiative ..... $ 175,000;~~
~~(bb) Pee Dee Healthy Start Program Support ..... $ 300,000;~~
~~(cc) Phoenix Center Transition Housing ..... $ 300,000;~~
~~(dd) Project Hope Foundation ..... $ 3,783,269;~~
~~(ee) Reedy Fork Development Center Technology ..... $ 200,000;~~
~~(ff) Ronald McDonald House - Charleston ..... $ 9,000,000;~~
~~(gg) Safety Blitz Foundation Child ID Program ..... $ 276,250;~~
~~(hh) Sight Savers America - Vision Screenings ..... $ 250,000;~~
~~(ii) Smith Medical Clinic ..... $ 250,000;~~
~~(jj) Sumter Behavioral Health Services ..... $ 550,000;~~
~~(kk) The Holistic Wellness Center ..... $ 100,000;~~
~~(ll) The Mitney Project ..... $ 15,000;~~
~~(mm) Town of Eastover Healthy Community Program ..... $ 50,000;~~
~~(nn) United Way of the Midlands - Young Men United ..... $ 250,000;~~
~~(oo) Upstate Circle of Friends ..... $ 80,500;~~
~~(pp) Urban League of the Upstate - McClaren Institute for Health and Quality of Life ..... $ 500,000;~~
~~(qq) Vital Aging of Williamsburg County ..... $ 60,000;~~
~~(rr) Wiley Kennedy Foundation ..... $ 50,000;~~
~~(ss) Wiley Kennedy Foundation - Thriving Communities ..... $ 150,000;~~

~~(75) J040 - Department of Health and Environmental Control~~

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~~(a) Abandoned Barge Removal ..... $ 250,000;~~
~~(b) Abbeville County EMS Equipment ..... $ 400,997;~~
~~(c) Brookland Baptist – Fifth Quarter Café ..... $ 200,000;~~
~~(d) Charleston Animal Society ..... $ 500,000;~~
~~(e) City of Charleston – Dupont Wappoo Drainage ..... $ 2,000,000;~~
~~(f) City of Charleston – Windermere Drainage and Outfall ..... $ 2,000,000;~~
~~(g) City of Isle of Palms Drainage Improvements ..... $ 1,000,000;~~
~~(h) City of North Charleston – Environmental Cleanup ..... $ 4,500,000;~~
~~(i) City of Sumter – Utility Improvements ..... $ 5,500,000;~~
~~(j) Colleton County – Solid Waste Recycling Center ..... $ 250,000;~~
~~(k) Darlington County Humane Society – Education and Adoption Center ..... $ 2,264,000;~~
~~(l) Dorchester Paws Summerville ..... $ 750,000;~~
~~(m) EMS Closet ..... $ 50,000;~~
~~(n) Florence Crittenton Programs ..... $ 500,000;~~
~~(o) Georgetown County – Georgetown Port Property Upgrades ..... $ 1,000,000;~~
~~(p) Georgetown County – Murrells Inlet Dredging ..... $10,000,000;~~
~~(q) Kind Keeper Animal Rescue – Diagnostic Equipment ..... $ 50,000;~~
~~(r) Ocean Outfalls – North Myrtle Beach ..... $ 1,000,000;~~
~~(s) Pregnancy Center and Clinic of the Low Country ..... $ 50,000;~~
~~(t) Randolph Cemetery ..... $ 100,000;~~
~~(u) Startex-Jackson-Welford-Duncan Water District ..... $ 7,000,000;~~
~~(v) The Hive Community Circle ..... $ 500,000;~~
~~(w) Town of Eastover Infrastructure Upgrades ..... $ 300,000;~~
~~(x) Town of Pawleys Island – Sea Level Rise Adaptation Plan ..... $ 250,000;~~
~~(y) Town of Sharon – Town Upgrades ..... $ 500,000;~~
~~(z) Tri-County Regional Biological Science Center – Forensic DNA Biological Lab ..... $ 2,000,000;~~

~~(76) J120 Department of Mental Health~~

~~(a) 988 Greenville Call Center ..... $ 1,000,000;~~
~~(b) Anderson Mental Health Clinic Building ..... $ 750,000;~~
~~(c) Berkeley Community Mental Health Center – Mental Health for Incarcerated Individuals Pilot Program ..... $ 400,000;~~
~~(d) Circle Park Behavioral Health Services ..... $ 800,000;~~
~~(e) Mental Illness Recovery Center ..... $ 500,000;~~
~~(f) Mental Wealth Alliance – Mental Health Gym ..... $ 275,000;~~
~~(g) Pathways Community Center ..... $ 500,000;~~
~~(h) Pee Dee Mental Health Center ..... $ 500,000;~~
~~(i) SC Infant Mental Health Association – Safe Baby Courts ..... $ 500,000;~~

~~(77) J160 Department of Disabilities and Special Needs~~

~~(a) ALS Association – ALS Care Services ..... $ 500,000;~~
~~(b) Barbara Stone Foundation ..... $ 185,000;~~
~~(c) Camp Cole ..... $ 250,000;~~
~~(d) Osprey Village ..... $ 1,000,000;~~
~~(e) Special Olympics of South Carolina ..... $ 300,000;~~
~~(f) St. Francis Center at St. Helena ..... $ 50,000;~~

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~~(g) The Therapy Place ..... $ 400,000;~~
~~(h) Town of Moncks Corner – Inclusive Playground ..... $ 1,000,000;~~
~~(i) Unumb Center for Neurodevelopment ..... $ 5,000,000;~~
~~(78) J200 Department of Alcohol and Other Drug Abuse Services~~
~~(a) Community Wellness Outreach Opioid Addiction Program .... $ 150,000;~~
~~(b) Statewide Fentanyl Awareness Campaign..... $ 100,000;~~
~~(c) The Courage Center – Substance Abuse Recovery..... $ 300,000;~~
~~(79) L040 Department of Social Services~~
~~(a) Alternatives to Abortion Awareness Campaign ..... $ 100,000;~~
~~(b) Beyond Basic Life Skills – Facility Support ..... $ 600,000;~~
~~(c) Catholic Charities of SC – Getting Ahead Program..... $ 54,000;~~
~~(d) Crosswell Home for Children..... $ 200,000;~~
~~(e) Darkness to Light – Child Sexual Abuse Prevention ..... $ 250,000;~~
~~(f) Dianne's Call – Food insecurity..... $ 250,000;~~
~~(g) Epworth Children's Home..... $ 600,000;~~
~~(h) Healthy Learners ..... $ 100,000;~~
~~(i) Laurens County Bailey Municipal Center Upgrades..... $ 1,494,742;~~
~~(j) M.A.D. USA..... $ 250,000;~~
~~(k) Man 2 Man Fatherhood Initiative..... $ 284,239;~~
~~(l) Men Against Domestic Violence USA..... $ 350,400;~~
~~(m) My Sister's House Domestic Violence Response Services..... $ 100,000;~~
~~(n) Nicholtown Child and Family Collaborative – Parent Café..... $ 30,000;~~
~~(o) Rembert Area Community Coalition..... $ 75,000;~~
~~(80) L060 Department on Aging~~
~~(a) Antioch Baptist – Senior Citizen Center ..... $ 500,000;~~
~~(b) City of Mauldin – Ray W. Hopkins Senior Center ..... $ 250,000;~~
~~(c) Dorchester County – North Charleston Area Senior Center ..... $ 2,000,000;~~
~~(d) Foothills Agricultural Resource and Marketing Center..... $ 560,000;~~
~~(e) Friends of the Lowcountry Senior Center ..... $ 60,000;~~
~~(f) Lourie Center – Facility Maintenance..... $ 250,000;~~
~~(g) Senior Citizens Association – Leatherman Senior Center Expansion ..... $ 250,000;~~
~~(h) Sumter YMCA – Senior Center ..... $ 750,000;~~
~~(81) L080 Department of Children's Advocacy~~
~~(a) Every 1 Voice Matters – Annual Christmas and Coat Drive .... $ 45,000;~~
~~(b) SC Network of Children's Advocacy Centers..... $ 1,080,000;~~
~~(82) L320 Housing Finance and Development Authority~~
~~(a) Beaufort Jasper Regional Housing Trust Fund ..... $ 3,000,000;~~
~~(b) Hilton Head Regional Habitat for Humanity..... $ 2,000,000;~~
~~(c) Marion Dillon Habitat for Humanity ..... $ 500,000;~~
~~(d) N.O.W.W. Empowerment ..... $ 25,000;~~
~~(e) Step by Step Hope Project – Supportive Housing..... $ 35,353;~~
~~(83) P160 Department of Agriculture~~
~~(a) Colleton County – Western Colleton Comm. Ag Exposition Center..... $ 1,000,000;~~
~~(b) Mill Village Farms ..... $ 600,000;~~
~~(c) Town of Cowpens – Town Upgrades..... $ 500,000;~~

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~~(84) P240 Department of Natural Resources~~
~~(a) Beeyond Borders - Plant It Forward - Youth Education and Conservation ..... $ 225,000;~~
~~(b) Boat Mooring Equipment ..... $ 75,000;~~
~~(c) Farm Bureau - Swine Eradication ..... $ 1,000,000;~~
~~(d) James Island Public Service District - Watershed Restoration - Pollution Mitigation ..... $ 250,000;~~
~~(e) Lowcountry Land Trust - Land Conservation Capacity ..... $ 1,000,000;~~
~~(f) SC Youth Shooting Foundation ..... $ 500,000;~~
~~(g) Waddell Mariculture Center ..... $ 500,000;~~
~~(85) E260 Department of Veterans' Affairs~~
~~(a) American Legion Johnston Post 222 ..... $ 60,000;~~
~~(b) Buffalo American Legion Post 87 - Facility Upgrades ..... $ 6,000;~~
~~(c) Dorchester County - Veterans Services Center ..... $ 500,000;~~
~~(d) Fisher House of Columbia Dorn VA ..... $ 250,000;~~
~~(e) Jasper County Operation Patriots FOB ..... $ 100,000;~~
~~(f) Lee County - Veterans Affairs Office ..... $ 200,000;~~
~~(g) Pacolet Veteran's Park ..... $ 23,000;~~
~~(h) Shaw Sumter Military Museum ..... $15,000,000;~~
~~(i) Track Heroes ..... $ 100,000;~~
~~(j) Upstate Warrior Solution - Rupert Huse Veteran Center ..... $ 1,000,000;~~
~~(k) Williamsburg County Veterans Center ..... $ 100,000;~~
~~(86) P280 Department of Parks, Recreation and Tourism~~
~~(a) American Legion Post 250 - Indian Land Veterans Park ..... $ 500,000;~~
~~(b) Anderson County - Dolly Cooper Park ..... $ 750,000;~~
~~(c) Anderson County - Kid Venture Playground ..... $ 750,000;~~
~~(d) Anderson County Small Town Historical Grants ..... $ 45,000;~~
~~(e) Anderson County Watkins Community Center ..... $ 30,000;~~
~~(f) ArtFields ..... $ 1,500,000;~~
~~(g) Bamberg County - Courthouse Renovation ..... $ 1,000,000;~~
~~(h) Bamberg County - Hospital Repurposing ..... $ 1,000,000;~~
~~(i) Barnwell County YMCA ..... $ 1,500,000;~~
~~(j) Beaufort Original Gullah Festival ..... $ 50,000;~~
~~(k) Ben Mays Family Center ..... $ 350,000;~~
~~(l) Bettis Academy Park - Edgefield County ..... $ 800,000;~~
~~(m) Calhoun County - Recreation Improvements ..... $ 750,000;~~
~~(n) Calhoun County Resources - Historic Site Improvements ..... $ 150,000;~~
~~(o) Cancer Survivors Park Alliance ..... $ 1,000,000;~~
~~(p) Canoeing for Kids Facility Repairs ..... $ 65,546;~~
~~(q) Capital City / Lake Murray Country Regional Tourism Board - Southeastern BBQ Showdown ..... $ 200,000;~~
~~(r) Carolina Cup Racing Association - Upgrades ..... $ 500,000;~~
~~(s) Centenary Community Park/Playground Construction ..... $ 431,738;~~
~~(t) Chapman Cultural Center ..... $ 60,000;~~
~~(u) Charleston Wine and Food ..... $ 300,000;~~
~~(v) Cherokee County Family YMCA Upgrades ..... $ 1,154,436;~~
~~(w) Cherokee County Former Broad River Electric Facility~~

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~~Renovation ..... $ 750,000;~~
~~(x) Cherokee County Tourism Complex Feasibility Study ..... $ 500,000;~~
~~(y) City of Belton Demolish Structures ..... $ 250,000;~~
~~(z) City of Cayce 12,000 Year History Park ..... $ 1,000,000;~~
~~(aa) City of Chester – Aquatic/Fitness Center ..... $ 500,000;~~
~~(bb) City of Columbia – Saluda River Access / River Boat Ramp ... $ 500,000;~~
~~(cc) City of Columbia – Vista Greenway Extension ..... $ 1,000,000;~~
~~(dd) City of Conway – Expansion of Recreation Center ..... $ 900,000;~~
~~(ee) City of Conway Expansion of Crabtree Greenway ..... $ 2,400,000;~~
~~(ff) City of Darlington – Darlington African American Museum ... $ 300,000;~~
~~(gg) City of Dillion – Outdoor Recreation ..... $ 1,000,000;~~
~~(hh) City of Easley – Senior League Host Committee ..... $ 30,000;~~
~~(ii) City of Forest Acres Redevelopment of Richland Mall ..... $ 2,000,000;~~
~~(jj) City of Greenville – Artisphere ..... $ 300,000;~~
~~(kk) City of Greenville – Nicholtown Community Center Renovation ..... $ 2,500,000;~~
~~(ll) City of Greenville – Public Space Upgrades and Safety Improvements ..... $20,000,000;~~
~~(mm) City of Inman – Downtown and Streetscape Project ..... $ 950,000;~~
~~(nn) City of Isle of Palms ADA Compliant Boardwalk ..... $ 500,000;~~
~~(oo) City of Liberty – Infrastructure ..... $ 150,000;~~
~~(pp) City of Mauldin – Multi-Purpose Stadium Project ..... $ 4,000,000;~~
~~(qq) City of Mullins – Outdoor Marketplace / Park ..... $ 500,000;~~
~~(rr) City of Newberry – Arts Center ..... $ 600,000;~~
~~(ss) City of Orangeburg – City Hall Renovation ..... $ 1,000,000;~~
~~(tt) City of Orangeburg North Road Recreational Complex ..... $ 500,000;~~
~~(uu) City of Pickens – City Hall Improvements and Additions ..... $ 150,000;~~
~~(vv) City of Rock Hill – UCI BMX World Championship ..... $ 500,000;~~
~~(ww) City of Spartanburg – Wright Greenway Extension ..... $ 422,300;~~
~~(xx) City of Sumter – Festival on the Avenue ..... $ 100,000;~~
~~(yy) City of Sumter – Manning Avenue Art Corridor ..... $ 2,000,000;~~
~~(zz) City of Sumter Memorial Park/Spray Park ..... $ 1,400,000;~~
~~(aaa) City of Sumter Riley Park Renovations ..... $ 1,000,000;~~
~~(bbb) City of Sumter Swan Lake Park Improvements ..... $ 1,000,000;~~
~~(ccc) City of Walhalla Community Center ..... $ 5,566,895;~~
~~(ddd) City of West Columbia – River Walk Expansion and Connectivity ..... $ 7,000,000;~~
~~(eee) City of Westminster Recreation Facility ..... $ 5,000,000;~~
~~(fff) Clarendon County – North Shore Development ..... $ 700,000;~~
~~(ggg) Colleton County – Neyles Community Center ..... $ 40,000;~~
~~(hhh) Colleton County – YMCA Type Facility ..... $ 500,000;~~
~~(iii) Congaree Complex CDC ..... $ 100,000;~~
~~(jjj) County of Dillon – Parks ..... $ 263,980;~~
~~(kkk) Croft State Park – Boy Scouts/Equestrian ..... $ 750,000;~~
~~(lll) Cypress Adventures Youth Leadership ..... $ 200,000;~~
~~(mmm) Daufuskie Marsh Tacky Society ..... $ 20,000;~~
~~(nnn) Dorchester County – Oakbrooks Sports Complex ..... $ 1,000,000;~~

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~~(ooo) Edisto Island Recreation Facility ..... $ 2,000,000;~~
~~(ppp) Explore Charleston / College of Charleston – Office of Tourism ..... $ 1,000,000;~~
~~(qqq) Fairfield County – Greenbrier Community Development Center ..... $ 50,000;~~
~~(rrr) Florence County – Lions Park Recreation Enhancements ... $ 300,000;~~
~~(sss)Florence County – Poyner Building Renovation ..... $10,000,000;~~
~~(ttt) Fork Shoals Historical Society – McCullough's Cedarhurst Historic Home and Garden..... $ 250,000;~~
~~(uuu) Four Holes Indian Robert Davidson Center ..... $ 250,000;~~
~~(vvv) Friends of the Aiken Railroad Depot..... $ 300,000;~~
~~(www) Georgetown County – Murrells Inlet Bike Path Project ..... $ 190,000;~~
~~(xxx) Gibbes Museum..... $ 500,000;~~
~~(yyy) Greater Chapin Community Foundation ..... $ 100,000;~~
~~(zzz) Greenville Zoo ..... $ 750,000;~~
~~(aaaa) Greenwood County Brewer Recreation Center ..... $ 44,000;~~
~~(bbbb) Hampton County – Lighting Safety Upgrades..... $ 200,000;~~
~~(cccc) Hollywood American Legion – Building Repairs..... $ 80,000;~~
~~(dddd) Horry County – Public Safety Enhancements..... $ 5,000,000;~~
~~(eeee) Indian Land Green – Trail and Greenspace..... $ 750,000;~~
~~(ffff) International African – American Museum..... $ 1,000,000;~~
~~(gggg) Irmo Town Hall ..... $ 500,000;~~
~~(hhhh) Jasper County BMX Track ..... $ 750,000;~~
~~(iiii) Kershaw Area Resource Exchange..... $ 904,173;~~
~~(jjjj) Kershaw County – Patriot Landing Boat Ramp..... $ 500,000;~~
~~(kkkk) Laurens County YMCA – Child Development Center ..... $ 500,000;~~
~~(llll) Lindsey Pettus Greenway – Greenway Expansion (Phase 2)$ 1,000,000;~~
~~(mmmm)Lower Richland Diamond Festival..... $ 25,000;~~
~~(nnnn) Manning Town Center Venue and Park ..... $ 1,000,000;~~
~~(oooo) Mauldin Sidewalk Safety Improvements..... $ 1,000,000;~~
~~(pppp) Medal of Honor Museum..... $ 1,000,000;~~
~~(qqqq) Myrtle Beach Downtown Revitalization ..... $ 5,000,000;~~
~~(rrrr) Myrtle Beach Football Hall of Fame..... $ 30,000;~~
~~(ssss) Newberry County YMCA..... $ 1,000,000;~~
~~(tttt) Newberry Opera House Foundation ..... $ 850,000;~~
~~(uuuu) Ninety Six Historical Society ..... $ 45,000;~~
~~(vvvv) Open Space Institute – Black River Initiative ..... $ 1,000,000;~~
~~(wwww) Overmountain Victory Trail..... $ 325,000;~~
~~(xxxx) Palmetto Park – Palmetto Park/Bobby Richardson Baseball Complex..... $ 6,465,000;~~
~~(yyyy) Patriot Park – Miracle Park/Amphitheater Patriots Park..... $ 7,400,000;~~
~~(zzzz) Pickens County – Little League Inc. ..... $ 30,000;~~
~~(aaaaa) Pickens County Meals on Wheels..... $ 300,000;~~
~~(bbbbb) Port Royal Sound Foundation Maritime Center..... $ 500,000;~~
~~(ccccc) Promised Land Community Association..... $ 9,340;~~
~~(ddddd) Richland County Recreation Commission ..... $ 1,000,000;~~
~~(eeeee) Riverbanks Zoo and Garden..... $ 5,000,000;~~

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~~(fffff) Saluda and McCormick County Parks and Recreation Grants ..... $ 75,000;~~
~~(ggggg) Saluda River Pedestrian Bridge ..... $ 175,000;~~
~~(hhhhh) Saluda River Piedmont Park ..... $ 750,000;~~
~~(iiiii) Sardis Community Center Repairs /Renovations ..... $ 25,000;~~
~~(jjjjj) SC African American Tourism Conference ..... $ 50,000;~~
~~(kkkkk) SC Aquarium ..... $ 1,500,000;~~
~~(lllll) SC Battleground Preservation Trust - Liberty Trail Interpretation ..... $ 500,000;~~
~~(mmmmm)SC Music and Entertainment Hall of Fame ..... $ 25,000;~~
~~(nnnnn) SC7 Expedition ..... $ 400,000;~~
~~(ooooo) Slater Hall ..... $ 100,000;~~
~~(ppppp) South Carolina Horse Council ..... $ 250,000;~~
~~(qqqqq) Southeast Rural Community Outreach ..... $ 25,000;~~
~~(rrrrr) Southeastern Wildlife Exposition ..... $ 300,000;~~
~~(sssss) Spartanburg County - Boiling Springs Community Park .... $ 500,000;~~
~~(ttttt) Spartanburg County - Saluda Grade Rail Trail ..... $10,000,000;~~
~~(uuuuu) Spartanburg County Historical Association - Walnut Grove Plantation Restoration ..... $ 1,000,000;~~
~~(vvvvv) Spoleto Festival USA ..... $ 500,000;~~
~~(wwwww)Sumter County - Heise Building Renovation ..... $ 5,800,000;~~
~~(xxxxx) Sumter County Rembert Mini Park ..... $ 250,000;~~
~~(yyyyy) Swamp Rabbit Trail ..... $ 2,000,000;~~
~~(zzzzz) The Peace Center Expansion ..... $17,500,000;~~
~~(aaaaaa) Theatre of the Republic ..... $ 345,000;~~
~~(bbbbbb) Town of Aynor - Community Recreation Center ..... $ 1,000,000;~~
~~(cccccc) Town of Blackville - Town Hall building ..... $ 500,000;~~
~~(dddddd) Town of Bluffton New River Linear Trail ..... $ 2,000,000;~~
~~(eeeeee) Town of Clover Economic Development /Revitalization $ 1,500,000;~~
~~(ffffff) Town of Clover Roosevelt Park Field Lighting Replacement ..... $ 695,000;~~
~~(ggggggg) Town of Dacusville - Dacusville Pavilion ..... $ 25,000;~~
~~(hhhhhh) Town of Eastover - Lower Richland Tech Academy ..... $ 500,000;~~
~~(iiiiii) Town of Estill Project Hope ..... $ 1,500,000;~~
~~(jjjjjj) Town of Gifford Playground Project ..... $ 15,835;~~
~~(kkkkkk) Town of Great Falls Trail Connection Pedestrian Bridge $ 970,000;~~
~~(llllll) Town of Great Falls Wayfinding System ..... $ 25,000;~~
~~(mmmmmm)Town of Greeleyville - Community Center Improvements ..... $ 200,000;~~
~~(nnnnnn) Town of Hollywood - Town Upgrades ..... $ 750,000;~~
~~(oooooo) Town of Honea Path - Soccer Field Construction ..... $ 300,000;~~
~~(pppppp) Town of Honea Path Demolish Structures ..... $ 300,000;~~
~~(qqqqqq) Town of Iva Purchase Train Depot ..... $ 500,000;~~
~~(rrrrrr) Town of Jenkinsville - Recreational Activities Upgrades ... $ 60,000;~~
~~(ssssss)Town of Kingstree - Kingstree Recreation Center Park ..... $ 500,000;~~
~~(tttttt) Town of Lake View - Community Center Upgrades ..... $ 84,707;~~
~~(uuuuuu) Town of Lane - Community Center Building~~

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~~Improvements ..... $ 100,000;~~
~~(vvvvvv) Town of Latta - Infrastructure Upgrades ..... $ 195,400;~~
~~(wwwwww) Town of McColl - Downtown Improvements ..... $ 750,000;~~
~~(xxxxxx) Town of Meggett - Church Flats Road Safety Upgrades . $ 460,000;~~
~~(yyyyyy) Town of Norway - Infrastructure ..... $ 500,000;~~
~~(zzzzzz) Town of Pacolet - Town Hall Upgrades ..... $ 250,000;~~
~~(aaaaaaa) Town of Port Royal - Repairs to Shrimp Deck ..... $ 1,000,000;~~
~~(bbbbbbb) Town of Ravenel - Town Upgrades ..... $ 500,000;~~
~~(ccccccc) Town of Ridgeway - Park Revitalization ..... $ 50,000;~~
~~(ddddddd) Town of Saluda - Saluda Recreation and Wellness Center ..... $ 1,000,000;~~
~~(eeeeeee) Town of Six Mile New Recreation / Baseball Field..... $ 100,000;~~
~~(fffffff) Town of St. George Rosenwald School Restoration ..... $ 400,000;~~
~~(ggggggg) Town of Summerville - Main St. Resiliency Project ..... $ 4,000,000;~~
~~(hhhhhhh) Town of Ware Shoals Amphitheater Walkway..... $ 59,272;~~
~~(iiiiiii) Town of Williston - Town Hall Building ..... $ 500,000;~~
~~(jjjjjjj) Town of Winnsboro - Downtown Revitalization ..... $ 500,000;~~
~~(kkkkkkk) Union County Clerk of Court - Digital Records Conversion ..... $ 20,000;~~
~~(lllllll) Upstate Greenways and Trail Alliance - Trail Expansion ... $ 5,000,000;~~
~~(mmmmmmm) Walhalla Performing Arts Center..... $ 1,000,000;~~
~~(nnnnnnn) Westminster Senior Outreach ..... $ 200,000;~~
~~(ooooooo) Williamsburg County - Recreational Improvements ..... $ 250,000;~~
~~(ppppppp) YMCA of Cane Bay - Enrichment Programs..... $ 100,000;~~
~~(qqqqqqq) YMCA of the Upper Pee Dee ..... $ 1,930,000;~~
~~(rrrrrrr) YMCA of Upper Palmetto - Camp Cherokee..... $ 750,000;~~
~~(sssssss) York County - Park Enhancements ..... $ 1,000,000;~~

~~(86.1) Of the funds appropriated in item 86(d), a $5,000 grant shall be made to each of the following municipalities: Anderson, Belton, Honea Path, Iva, Pelzer, Pendleton, Starr, West Pelzer, and Williamston.~~

~~(86.2) Of the funds appropriated in item 86(fffff), a $10,000 grant shall be made to both Saluda and McCormick Counties, and a $5,000 grant shall be made to each of the following municipalities: Greenwood, Hodges, Ware Shoals, Ninety Six, Bradley, Troy, Abbeville, Lowndesville, Calhoun Falls, Due West and Donalds.~~

~~(86.3) The funds appropriated for item 86(yyyyy) shall only be used for extending the trail and related ancillary cost and shall not be used for land acquisition or administrative cost.~~

~~(87) P320 Department of Commerce~~
~~(a) City of Anderson - Economic Development Event ..... $ 600,000;~~
~~(b) City of Charleston Entrepreneurial Resource Center ..... $ 2,500,000;~~
~~(c) City of Clinton Industrial Park ..... $ 1,500,000;~~
~~(d) City of Forest Acres - Redevelopment of Forest Acres..... $ 1,000,000;~~
~~(e) City of Loris - Old Loris High School Redevelopment..... $ 1,000,000;~~
~~(f) City of Simpsonville - Economic Development/Capital Projects ..... $ 1,000,000;~~
~~(g) Fairfield County - Vision Center Inc ..... $ 2,000,000;~~
~~(h) Graduation Alliance..... $ 1,000,000;~~
~~(i) South Carolina Quantum Association Curriculum~~

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~~Development and Use Study ..... $15,000,000;~~
~~(j) Southern Carolina Alliance - SCIC Industrial Park..... $ 750,000;~~
~~(k) Spartanburg County - Spartanburg Infrastructure Upgrades .... $20,000,000;~~
~~(l) Spartanburg Downtown Development Infrastructure..... $10,000,000;~~
~~(m) Study of Offshore Wind Energy..... $ 250,000;~~
~~(n) Sumter County - Pocotaligo Industrial Park..... $ 2,000,000;~~
~~(o) Town of Lexington - Lexington Conference Center ..... $10,000,000;~~
~~(p) Town of Seneca - Downtown Revitalization..... $12,000,000;~~
~~(q) Town of Timmonsville - Timmonsville Revitalization Project $ 500,000;~~
~~(r) Umoja Village - Economic Development..... $ 250,000;~~
~~(88) P450 Rural Infrastructure Authority~~
~~(a) Town of Campobello Sewer Project..... $ 600,000;~~
~~(b) Town of Clover Water and Sewer Projects ..... $ 5,000,000;~~
~~(c) Town of Edisto Beach Automated Water Meter Project ..... $ 500,000;~~
~~(d) Town of James Island Sewer Project..... $ 1,000,000;~~
~~(e) York County Water and Sewer - Blue Granite Acquisition Costs ..... $20,000,000;~~
~~(89) K050 Department of Public Safety~~
~~(a) Anderson County Sheriff's Dept - Equipment ..... $ 200,000;~~
~~(b) Beaufort County Sheriff's Dept. - Crime Lab ..... $ 500,000;~~
~~(c) Bennettsville Police Dept - Bennettsville Police Dept ..... $ 155,000;~~
~~(d) Charleston County Sheriff Reentry and Rehabilitation Program ..... $ 591,725;~~
~~(e) Chester County Sheriff's Office - Electronic Records Mgmt. System..... $ 600,000;~~
~~(f) City of Beaufort - Maritime Cybersecurity ..... $ 2,000,000;~~
~~(g) City of Conway - Public Safety Technology Assistance..... $ 134,500;~~
~~(h) City of Florence Police Department Automatic License Plate Reader..... $ 397,500;~~
~~(i) City of Florence Police Department Camera Updates..... $ 600,000;~~
~~(j) City of Fountain Inn - Historic Downtown Safety Upgrades ... $ 500,000;~~
~~(k) City of Goose Creek - Fire and Police Training Facility..... $ 1,000,000;~~
~~(l) City of Greenwood Police Department - Equipment..... $ 140,000;~~
~~(m) City of Sumter Police Department - Equipment Funding ..... $ 1,000,000;~~
~~(n) Clarendon County Sheriff Equipment ..... $ 73,819;~~
~~(o) Clarendon County Sheriff Training Upgrades..... $ 300,000;~~
~~(p) Dillon County Sheriffs Office ..... $ 440,000;~~
~~(q) Dillon Police Department - Equipment and Facility Repairs ... $ 865,000;~~
~~(r) Fairfield County - First Responder Equipment ..... $ 250,000;~~
~~(s) Florence County Local Police Department Grants..... $ 400,000;~~
~~(t) Florence County Sheriff Equipment..... $ 488,250;~~
~~(u) Greenville County Sheriff Dept. - Armored Vehicle..... $ 450,000;~~
~~(v) Hemingway Police Department - Equipment..... $ 200,000;~~
~~(w) Lancaster County Sheriff Dept - Crime Scene and Evidence Unit Improvement..... $ 500,000;~~
~~(x) Latta Police Department - Equipment Funding..... $ 90,000;~~
~~(y) Lexington County Sheriff - Crime Scene Lab..... $ 156,760;~~

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~~(z) Marion County Sheriff Law Enforcement Training Facility .... $ 500,000;~~
~~(aa) Marlboro County Sheriff - Marlboro County Sheriff Equipment/Vehicles ..... $ 500,000;~~
~~(bb) McCormick Co. Sheriffs Dept. - Law Enforcement Equipment ..... $ 553,500;~~
~~(cc) Oconee County Sheriff Cameras and Body Scanner ..... $ 450,000;~~
~~(dd) Spartanburg County Sheriff's Office - Field Force Unit Gear and Aviation Unit Gear ..... $ 137,472;~~
~~(ee) Sumter County Sheriff's Office - Training Center Upgrades ... $ 625,000;~~
~~(ff) Sumter Law Enforcement Center - Forensic Technology Annex ..... $ 500,000;~~
~~(gg) Tega Cay Police Dept. - Equipment ..... $ 160,000;~~
~~(hh) Town of Bluffton Police Department - Law Enforcement Equipment ..... $ 50,000;~~
~~(ii) Town of Clover Police Training Facility ..... $ 250,000;~~
~~(jj) Town of Gifford Police Department - Equipment ..... $ 63,541;~~
~~(kk) Town of Hampton - Fire and Police Equipment ..... $ 320,000;~~
~~(ll) Union County Detention Center ..... $ 1,500,000;~~
~~(90) N080 Department of Probation, Parole and Pardon Services~~
~~(a) Fresh Start Transitional Project ..... $ 250,000;~~
~~(b) Paths to Wholeness Transition Program ..... $ 100,000;~~
~~(c) Turn90 Reentry Program ..... $ 667,000;~~
~~(91) N120 Department of Juvenile Justice~~
~~(a) Juveniles Upholding Morals and Principles of Society - Youth Mentoring Program ..... $ 50,000;~~
~~(b) PACE Center for Girls ..... $ 550,000;~~
~~(92) R360 Department of Labor, Licensing and Regulation~~
~~(a) Buffalo Volunteer Fire Department ..... $ 350,000;~~
~~(b) Chesterfield County - Life Safety Equipment ..... $ 750,000;~~
~~(c) City of Barnwell - Fire station ..... $ 500,000;~~
~~(d) City of Fountain Inn - Fire Station Upgrades ..... $ 4,000,000;~~
~~(e) City of Gaffney Fire Department - Fire Training Center ..... $ 400,000;~~
~~(f) City of Marion Fire Dept. - Fire Department Training Center . $ 250,000;~~
~~(g) City of Mauldin - Mauldin Fire Station ..... $ 250,000;~~
~~(h) Clover Fire Department ..... $ 500,000;~~
~~(i) Colleton County - Fire Station Neyles Community ..... $ 600,000;~~
~~(j) Lesslie Fire Dept. - Fire Dept. Training Tower ..... $ 100,000;~~
~~(k) Lewis Fire Dept. - Fire Truck with Gear ..... $ 250,000;~~
~~(l) Lexington County Fire Services - PPE Gear ..... $ 184,000;~~
~~(m) Macedonia Fire Department ..... $ 400,000;~~
~~(n) Marlboro County Fire Service ..... $ 300,000;~~
~~(o) River Falls Fire Department ..... $ 100,000;~~
~~(p) Sharon Volunteer Fire Department (Phase 2) ..... $ 30,000;~~
~~(q) Smyrna VFD - Smyrna VFD (Phase 2) ..... $ 40,000;~~
~~(r) South Carolina State Association of Fire Chiefs ..... $ 95,000;~~
~~(s) Town of St. Matthews Fire Department ..... $ 750,000;~~
~~(t) Turbeville Area Fire Station ..... $ 1,000,000;~~

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~~(93) R600 Department of Employment and Workforce~~
~~Colleton County – County Career Skills Center ..... $ 150,000;~~
~~(94) U120 Department of Transportation~~
~~(a) Chester County – Lighting Safety Upgrades..... $ 450,000;~~
~~(b) City of Columbia – Assembly St. Railroad Grade Separation Project..... $10,000,000;~~
~~(c) City of Columbia – Beltline Blvd Redevelopment Projects..... $ 2,000,000;~~
~~(d) City of Columbia – Williams Street Gateway..... $ 7,000,000;~~
~~(e) City of Conway – Carolina Bay Construction..... $ 677,000;~~
~~(f) City of Easley Traffic Congestion Mitigation ..... $ 2,000,000;~~
~~(g) City of Sumter North Mainstreet Corridor Improvements ..... $ 1,000,000;~~
~~(h) Devine Street Corridor and Accessibility..... $ 1,500,000;~~
~~(i) Dorchester County – Pedestrian Crossing for Bacons Bridge Road..... $ 2,200,000;~~
~~(j) Elevate SC 22 Over Waccamaw River..... $30,000,000;~~
~~(k) Highway 90 Improvements and Expansion..... $ 5,000,000;~~
~~(l) Lexington County – Local Stormwater Management ..... $ 200,000;~~
~~(m) Pickens County – Highway 183 ..... $10,000,000;~~
~~(n) Southern Evacuation Lifeline Permitting and Engineering ..... $ 5,000,000;~~
~~(o) Town of Hilton Head Island Independent Bridge Replacement Study..... $ 300,000;~~
~~(p) Town of Summerville – Central Ave. Pedestrian Safety Sidewalk ..... $ 400,000;~~
~~(95) U300 Division of Aeronautics~~
~~(a) Beaufort County Airports – Hilton Head Airport Extension..... $ 750,000;~~
~~(b) Hilton Head Airport – Mandatory Relocation..... $ 750,000;~~
~~(96) D300 Office of Resilience~~
~~Data Coordination Office..... $ 250,000;~~
~~(97) D500 Department of Administration~~
~~Tri-City Visionaries ..... $ 300,000;~~
~~(98) E160 State Treasurer~~
~~(a) City of York – Downtown Development and Upgrades ..... $ 4,774,000;~~
~~(b) Orangeburg County – County Marketing..... $ 100,000;~~
~~(c) Orangeburg County – Nix-Stilton Community Center ..... $ 400,000;~~
~~(d) Ritter Community Center ..... $ 400,000;~~
~~(99) E240 Adjutant General~~
~~SCEMD Alternative Operating Center ..... $ 750,000;~~
~~(100) E280 Election Commission~~
~~Florence County – Election Storage Building..... $ 500,000;~~

~~and~~

~~(101) P320 Department of Commerce~~
~~Town of Fort Mill – Downtown Economic Development ..... $25,000,000.~~

~~(C) Unexpended funds appropriated pursuant to this provision may be carried forward to succeeding fiscal years and expended for the same purposes.~~

~~(D) For purposes of item (B)(67) and all items thereafter, funds shall not be disbursed until verification that receiver's organization is registered as a business, nonprofit, or charitable organization with the South Carolina Secretary of State's office. This requirement does not apply~~

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~~to governmental entities or entities created by statute. Upon receipt and verification of all requirements in this act, the funds shall be transferred directly to the grant recipients within ten business days.~~

~~(E) For the purpose of item (B)(67) and all items thereafter, the Executive Budget Office may authorize the transfer of items among state agencies upon request of the agencies.~~

118.19 **DELETE** (SR: Bull Street Corridor Relocation) Directs DOA to conduct an RFP for the purpose of relocating state agencies located on Bull Street in Columbia. Provides the requirements of the properties to be considered for the relocation. Directs DOA to present the results of the RFP to JRBC by 11/1/23.
WMC: DELETE proviso. Requested by the Department of Administration.
HOU: ADOPT deletion.

118.19. (SR: Bull Street Corridor Relocation) ~~From funds appropriated or authorized in this act, the Department of Administration is directed to conduct a Request for Proposal (RFP) for the purposes of relocating one or all the state agencies or their successor agencies currently located on Bull Street in the City of Columbia. Properties to be considered must have space to accommodate all of one or more agency to be relocated in one building or campus, to include any additional Columbia area offices of the same agency or agencies, as practicable. For the purposes of this proviso, a campus is defined as multiple buildings located on the same or adjacent parcels or property that share a common main entrance. In conducting the RFP, the Department of Administration must prioritize the condition of the proposed properties and all amenities to include, large group meeting space, other amenities to support agency mission, amenities and conditions conducive to employee health and recruitment, employee and visitor safety and security, ease of access from the interstate, ease of public access to include, but not limited to, surface parking and the number of employees to be relocated. The Department of Administration must present the results of the RFP to include a recommended lease to the Joint Bond Review Committee (JBRC) on or before November 1, 2023. After review and comment of the JBRC, the lease is deemed legislatively approved and, not withstanding other provision of law, no further approvals are required.~~

118.20 **AMEND** (SR: Nonrecurring Revenue) **WMC:** ADD new proviso to appropriate nonrecurring revenue to various agencies for Fiscal Year 2024-25, generated from specific sources.
HOU: AMEND FURTHER to add an nonrecuring allocation to the State Treasurer for audit allocation and directs the Treasurer to provide an itemized expenditure report of the funds to the Chairmen of House Ways and Means and Senate Finance on 12/31/24 and a final report on 6/30/25. Directs that the funds be utilized to comply with proviso 93.19.

118.20. *(SR: Nonrecurring Revenue) (A) The source of revenue appropriated in subsection (B) is nonrecurring revenue generated from the following sources:*

(1) $57,879,811 from Contingency Reserve Fund;

(2) $453,077,259 from Fiscal Year 2023-24 Projected Surplus; and

(3) ($4,955,000) for Fiscal Year 2023-24 Incremental Income Tax Reduction

Any restrictions concerning specific utilization of these funds are lifted for the specified fiscal year. The above agency transfers shall occur no later than thirty days after the close of the books on Fiscal Year 2023-24 and shall be available for use in Fiscal Year 2024-25.

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This revenue is deemed to have occurred and is available for use in Fiscal Year 2024-25 after September 1, 2024, following the Comptroller General's close of the state's books on Fiscal Year 2023-24.

(B) The appropriations in this provision are listed in priority order. Item (1) must be funded first and each remaining item must be fully funded before any funds are allocated to the next item. Provided, however, that any individual item may be partially funded in the order in which it appears to the extent that revenues are available.

The State Treasurer shall disburse the following appropriations by September 30, 2024, for the purposes stated:

(1) F010 - General Reserve Fund
General Reserve Fund Contribution..... $24,326,198;
(2) X220 - Aid to Subdivisions - State Treasurer
Aid to Planning Districts ..... $ 1,000,000;
(3) H630 - Department of Education
(a) School Facilities Safety Upgrades..... $20,000,000;
(b) School Safety Mapping ..... $ 5,000,000;
(4) H710 - Wil Lou Gray Opportunity School
Dorm Improvement..... $ 650,000;
(5) H750 - School for the Deaf and the Blind
(a) Campus Wide HVAC ..... $ 3,000,000;
(b) Campus Upgrades ..... $ 340,000;
(6) L120 - Governor's School for Agriculture at John de la Howe
(a) Campus Security Cameras..... $ 400,000;
(b) De la Howe Hall Site Work ..... $ 3,000,000;
(7) H640 - Governor's School for Arts and Humanities
Residence Hall Renovation and Upgrades - Phase II..... $ 5,000,000;
(8) H650 - Governor's School for Science and Mathematics
Cooling Tower Replacement..... $ 320,000;
(9) H030 - Commission on Higher Education
Governor's Study of Higher Education..... $ 3,000,000;
(10) H790 - Department of Archives and History
(a) Digital Enhancements for Research Room Customers..... $ 300,000;
(b) Energy Surcharge and DTO Service Costs Offset..... $ 250,000;
(c) SC American Revolution Sestercentennial Commission..... $ 2,000,000;
(11) H910 - Arts Commission
Implementation of SCAC Hubs ..... $ 2,000,000;
(12) H960 - Confederate Relic Room and Military Museum Commission
(a) Edens Collection of SC Artifacts ..... $ 177,000;
(b) Renovate Gist Rotating Exhibit Gallery ..... $ 213,000;
(13) J060 - Department of Public Health
(a) Fiscal Impact of Restructuring $15,499,458;
(b) IT Infrastructure Maintenance ..... $ 3,000,000;
(14) L040 - Department of Social Services
Family Resource Center ..... $ 1,000,000;
(15) P120 - Forestry Commission
Recruitment and Retention..... $ 350,000;
(16) P160 - Department of Agriculture

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(a) Recruitment and Retention ..... $ 311,000;
(b) Technology Efficiency Infrastructure ..... $ 606,000;
(17) P200 - Clemson University Public Service Activities
(a) PSA Renovation, Repair, and Equipment ..... $ 2,500,000;
(b) Statewide Operational and Programmatic Support ..... $ 2,500,000;
(18) P210 - SC State University Public Service Activities
(a) Construction of the South Carolina Limnology Research Center ..... $ 2,000,000;
(b) Health Quad Initiative ..... $ 250,000;
(19) P240 - Department of Natural Resources
(a) Technology Equipment Rotation and Communication Lines ..... $ 500,000;
(b) Insurance Reserve Fund Increase and Utilities ..... $ 2,500,000;
(c) Law Enforcement Boat Rotation ..... $ 500,000;
(d) Agency Equipment ..... $ 500,000;
(e) Hatchery Operations ..... $ 500,000;
(20) P280 - Department of Parks, Recreation and Tourism
(a) Agency Property Development $12,000,000;
(b) Destination Specific Grants $11,450,000;
(c) Film Incentives $10,000,000;
(d) SCATR - Regional Promotions ..... $ 1,100,000;
(e) Sports Marketing Program ..... $ 5,000,000;
(f) Statewide Marketing ..... $ 1,000,000;
(g) Undiscovered SC Grant Program ..... $ 250,000;
(h) Venues at Arsenal Hill Project ..... $ 1,000,000;
(i) Market Competitiveness Salary Adjustment - Field Staff ..... $ 1,500,000;
(21) P320 - Department of Commerce
(a) Charleston International Airport $20,000,000;
(b) Greenville-Spartanburg International Airport ..... $ 4,000,000;
(c) Myrtle Beach International Airport ..... $ 5,000,000;
(d) Closing Fund $10,000,000;
(22) P400 - SC Conservation Bank
Conservation Grant Funding $13,000,000;
(23) P450 - Rural Infrastructure Authority
Water Quality Revolving Loan Fund Match ..... $ 4,082,990;
(24) P500 - Department of Environmental Services
(a) Fiscal Impact of Restructuring ..... $ 6,435,448;
(b) IT Infrastructure Maintenance ..... $ 2,368,036;
(c) Clean-Up of Uncontrolled Hazardous Waste Sites ..... $ 2,500,000;
(d) Transfer - State Water Plan and River Basin Planning Implementation ..... $ 2,800,000;
(25) B040 - Judicial Department
Legal Fees ..... $ 5,000,000;
(26) E200 - Attorney General's Office
(a) Crime Victim Assistance SAVS Program – Supplemental Allocation ..... $ 3,000,000;
(b) Residential and Emergency Housing for Minor

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Victims of Human Trafficking Grants ..... $ 1,000,000;

(27) E210 - Prosecution Coordination Commission
Diversion Program Database ..... $ 11,000;

(28) D100 - State Law Enforcement Division
(a) Agency Operating ..... $ 1,000,000;
(b) Personnel Equipment ..... $ 500,000;

(29) K050 - Department of Public Safety
(a) DPS Weapon Transition ..... $ 700,000;
(b) IT Infrastructure Maintenance ..... $ 1,900,000;
(c) Vehicle Equipment and Radars ..... $ 500,000;
(d) Vehicle Maintenance Costs ..... $ 1,000,000;

(30) N040 - Department of Corrections
(a) Agency Operating ..... $ 7,989,000;
(b) Transitional Care Unit and K9 Unit ..... $ 500,000;

(31) N080 - Department of Probation, Parole and Pardon Services
IT Infrastructure Maintenance ..... $ 1,200,000;

(32) N120 - Department of Juvenile Justice
Technical Consulting and Assistance ..... $ 2,500,000;

(33) R360 - Department of Labor, Licensing and Regulation
(a) Matching Funds for Grants ..... $ 503,095;
(b) Office of State Fire Marshal - Operational Expenses ..... $ 1,054,333;

(34) R400 - Department of Motor Vehicles
SCDMV IT System Modernization ..... $ 5,000,000;

(35) U120 - Department of Transportation
Bridge Modernization $200,000,000;

(36) A150 - Codification of Laws and Legislative Council
Printing Expenses ..... $ 100,000;

(37) A170 - Legislative Services Agency
Network Infrastructure ..... $ 246,235;

(38) D500 - Department of Administration
(a) Audit Contracting ..... $ 3,000,000;
(b) Cybersecurity and Asset Protection Systems ..... $ 4,050,000;
(c) First Responder Communication Modernization (800MHz) $ 1,000,000;
(d) Healthcare Campus Relocation $14,511,113;
(e) Rent Increase for State-Owned Buildings ..... $ 1,000,000;
(f) Statehouse Grounds Study ..... $ 200,000;

(38.1) From the funds appropriated in item 38(d), the Department of Administration may cover the costs associated with the relocation of affected agencies located along the Bull Street corridor as directed by proviso 118.22 of Act 84 of 2023. The funds may also be used to reimburse the department for costs incurred in the previous fiscal year that are directly related to implementation activities of proviso 118.22 of Act 84 of 2023. The funds shall be maintained in a separate and distinct account and may be carried forward into the succeeding fiscal year to be used only for the purposes included in this provision.

(39) E120 - Comptroller General's Office
Office Modernization ..... $ 1,250,000;

(40) E160 - State Treasurer's Office
(a) Database Services ..... $ 192,000;

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(b) Audit Support ..... $ 1,200,000;

(40.1) From the funds appropriated in item 40(b), the Office of the State Treasurer shall provide an itemized expenditure report of the funds to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee on December 31, 2024, and a final itemized expenditure report of the funds on June 30, 2025. The funds shall be utilized to comply with proviso 93.19.

(41) E240 - Adjutant General's Office

(a) Armory Revitalization ..... $ 3,300,000;
(b) SC LEAP ..... $ 36,000;
(c) SCEMD – State EOC Expansion ..... $ 6,251,000;

(42) E260 - Department of Veterans' Affairs

(a) Military Child Education Coalition ..... $ 182,000;
(b) Military Enhancement Fund ..... $ 8,000,000;
(c) MJ "Dolly" Cooper State Veterans' Cemetery – Committal Shelter II ..... $ 1,280,000;
(d) Veteran Homes - Critical Capability Development ..... $ 87,164;
(e) Veteran Trust Fund ..... $ 1,000,000;
(f) South Carolina Veteran Coalition and Mobile Application $ 150,000;

(43) E280 - Election Commission

(a) Election Operations ..... $ 7,983,023;
(b) State Matching Funds for 2023 HAVA Grant ..... $ 216,977;

(44) E500 - Revenue and Fiscal Affairs Office

Cybersecurity and IT Fees ..... $300,000; and

(45) E550 - State Fiscal Accountability Authority

AHSC Performance Management Study ..... $ 130,000.

(C) Unexpended funds appropriated pursuant to this provision may be carried forward to succeeding fiscal years and expended for the same purposes.

From: Eric.Thompson@beaufort.k12.sc.us <Eric.Thompson@beaufort.k12.sc.us>
Subject: Fwd: 2024 Memorial Day Parade
To: abigailnm0620@beaufortschools.org <abigailnm0620@beaufortschools.org>; jacksons0710@beaufortschools.org <jacksons0710@beaufortschools.org>; BHSJROTC@beaufort.k12.sc.us <BHSJROTC@beaufort.k12.sc.us>
Sent: April 30, 2024 1:06 PM (UTC-04:00)

Please read the details and start advertising. Do you want a full color guard like before? What about banner? Uniforms? Remember, not everyone has OCPs.

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From: SUVCW Camp#21 [redacted]
Sent: Tuesday, April 30, 2024, 11:41 AM
To: Rodriguez, Francisco <Francisco.Rodriguez@beaufort.k12.sc.us>; Lee, Mellow D <Mellow.Lee@beaufort.k12.sc.us>; Bruder, Candace L <candace.bruder-brasseur@beaufort.k12.sc.us>; Casper, Cristin <cristin.casper@beaufort.k12.sc.us>; revdoc42@hotmail.com <revdoc42@hotmail.com>; samspain05@comcast.net <samspain05@comcast.net>
Cc: Lessard, Denise J <Denise.Lessard@beaufort.k12.sc.us>; Gilbert, Catia S <Catia.Gilbert@beaufort.k12.sc.us>; Fields, Kimberly W <Kimberly.Fields@beaufort.k12.sc.us>; Williams, Roderick L <Roderick.Williams@beaufort.k12.sc.us>; James, Troy D <Troy.James@beaufort.k12.sc.us>; Shannon, Robert K <Robert.Shannon@beaufort.k12.sc.us>; Coleman, Davina L <Davina.Coleman@beaufort.k12.sc.us>; McCanick, Freda L <Freda.Mccanick@beaufort.k12.sc.us>; Holden, Amann R <Amann.Holden@beaufort.k12.sc.us>; Goodwin, Marvin D <marvin.goodwin@beaufort.k12.sc.us>; Jones, Lee C <lee.jones@beaufort.k12.sc.us>; Gaskin, James A <James.Gaskin@beaufort.k12.sc.us>; Walsh, Ryan G <ryan.walsh@beaufort.k12.sc.us>; Jackson, Tyrone <Tyrone.Jackson@beaufort.k12.sc.us>; Glaze, Herbert <Herbert.Glaze@beaufort.k12.sc.us>; Leach, Sonji B <sonji.leach@beaufort.k12.sc.us>; Benner, Matthew T <Matthew.Benner@beaufort.k12.sc.us>; Bennett, Richard S <Richard.Bennett@beaufort.k12.sc.us>; Thompson, Eric D <Eric.Thompson@beaufort.k12.sc.us>; Rawlins, Terry V <Terry.Rawlins@beaufort.k12.sc.us>; Schidrich, Steven P <Steven.Schidrich@beaufort.k12.sc.us>; Aites, Klintan C <Klintan.Aites@beaufort.k12.sc.us>; Pribanic, Sean S <Sean.Pribanic@beaufort.k12.sc.us>; Pheiffer, Matthew T <matthew.pheiffer@beaufort.k12.sc.us>; Wyatt, John K <John.Wyatt@beaufort.k12.sc.us>; Donica, Denise S <Denise.Donica@beaufort.k12.sc.us>; Parlagreco, Ashley <ashley.parlagreco@beaufort.k12.sc.us>; Foster, Thomas F <thomas.foster@beaufort.k12.sc.us>; Harper, Tinthy A <Tinthy.Harper@beaufort.k12.sc.us>; Dodson, Graham <Graham.Dodson@beaufort.k12.sc.us>; Webb, Karon L <karon.webb@beaufort.k12.sc.us>; Carter, Carrie <Carrie.Carter@beaufort.k12.sc.us>; Strmac, Meredith L <Meredith.Strmac@beaufort.k12.sc.us>; Reed, Adam J <Adam.Reed@beaufort.k12.sc.us>; Rumph, Mark H <Mark.Rumph@beaufort.k12.sc.us>; Hamner, Deborah L <Deborah.Hamner@beaufort.k12.sc.us>
Subject: 2024 Memorial Day Parade

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Beaufort County School District - High Schools

(Attn: ROTC & BAND Instructors)

The 2024 Memorial Day Celebration will take place on May 27th, 2024. We are requesting the presence of Beaufort County School's ROTC & Band units to participate in the Memorial Day parade.

The parade will be in the City of Beaufort and will follow the traditional parade route. The parade will begin at 10:00 AM at the corner of Rogers and Boundary streets. Line up for the parade will begin at 9:00 AM.

We look forward to seeing you for the 2024 Memorial Day Parade. Let us know if you have any questions, otherwise you can reply with confirmation of your attendance.

Memorial Day Committee

Sons of Union Veterans of The Civil War - Beaufort

Rev. Dr. Elijah Washington, Camp Commander

From: Carrie.Chappell@beaufort.k12.sc.us <Carrie.Chappell@beaufort.k12.sc.us>
Subject: Re: Is your house in….
To: Ruth.James@beaufort.k12.sc.us <Ruth.James@beaufort.k12.sc.us>
Sent: May 16, 2024 4:29 PM (UTC-04:00)

I know that's rather cryptic, but I'll explain next time I see you.

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From: James, Ruth N <Ruth.James@beaufort.k12.sc.us>
Sent: Thursday, May 16, 2024 3:55:43 PM
To: Chappell, Carrie A <Carrie.Chappell@beaufort.k12.sc.us>
Subject: Re: Is your house in….

I don't think.

Ruth N. James, CEOE
Coordinator of Community Initiatives & Afterschool
SCAEOP Immediate Past President 2024-2025
Phone: 843-322-2396 (O) 843-962-4997 (C)

From: Chappell, Carrie A <Carrie.Chappell@beaufort.k12.sc.us>
Sent: Thursday, May 16, 2024 3:55 PM
To: James, Ruth N <Ruth.James@beaufort.k12.sc.us>
Subject: Is your house in….

…. the City of Beaufort?

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From: Ruth.James@beaufort.k12.sc.us <Ruth.James@beaufort.k12.sc.us>
Subject: Re: Is your house in….
To: Carrie.Chappell@beaufort.k12.sc.us <Carrie.Chappell@beaufort.k12.sc.us>
Sent: May 16, 2024 3:56 PM (UTC-04:00)

I don't think.

Ruth N. James, CEOE
Coordinator of Community Initiatives & Afterschool
SCAEOP Immediate Past President 2024-2025
Phone: 843-322-2396 (O) 843-962-4997 (C)

From: Chappell, Carrie A <Carrie.Chappell@beaufort.k12.sc.us>
Sent: Thursday, May 16, 2024 3:55 PM
To: James, Ruth N <Ruth.James@beaufort.k12.sc.us>
Subject: Is your house in….

…. the City of Beaufort?

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From: Cristin.Casper@beaufort.k12.sc.us <Cristin.Casper@beaufort.k12.sc.us>
Subject: BCSD September Character Education STOM
To:
Sent: October 3, 2024 3:24 PM (UTC-04:00)

We are happy to announce our Character Education Student(s) of the month for September below! The Character Trait for September was acceptance. The students were selected based on nominations from each of our schools. Each nominee's information was vetted by a panel and the finalists are named below. With the assistance of the municipalities, we are able to recognize two additional students based on where their school is clustered!

For Northern BCSD Board Meeting recognition and from St. Helena Island Elementary School – [redacted]

For Southern BCSD Board Meeting recognition and from Red Cedar Elementary School – [redacted]

For the City of Beaufort and from Beaufort Middle School – [redacted]

For the Town of Bluffton and from M.C. Riley Elementary School – [redacted]

We will recognize district winners ([redacted]) at our regularly scheduled BOE meeting. The students and their families will be attending the BOE meeting scheduled to include points of celebration (date to be provided by Cristin Casper). Principals, please assist us in getting this information to the families.

Mayors will announce the winners at their regularly scheduled town/council meetings.

We are excited about recognizing these students and look forward to having students across the district recognized each month again for exhibiting character traits that we all agree as being essential to success.

Thank you and please continue to nominate and submit your student names each month based on the character trait of the month.

Cristin Casper
External Engagement & Strategic Communication Specialist
Beaufort County School District
cristin.casper@beaufort.k12.sc.us
O: 843-322-2306
beaufortschools.net
Engage with BCSD

BEAUFORT COUNTY SCHOOL DISTRICT COMMUNICATIONS

From: Cristin.Casper@beaufort.k12.sc.us <Cristin.Casper@beaufort.k12.sc.us>
Subject: BCSD April Character Education STOM
To:
Sent: May 14, 2024 3:59 PM (UTC-04:00)

We are happy to announce our Character Education Student(s) of the month for April below! The Character Trait for April was forgiveness. The students were selected based on nominations from each of our schools. Each nominee's information was vetted by a panel and the finalists are named below. With the assistance of the municipalities, we are able to recognize two additional students based on where their school is clustered!

For Northern BCSD Board Meeting recognition and from Joseph S. Shanklin Elementary School – [redacted]
For Southern BCSD Board Meeting recognition and from Bluffton Middle School – [redacted]
For the City of Beaufort and from Beaufort High School – [redacted]
For the Town of Bluffton and from Pritchardville Elementary School – [redacted]

We will recognize district winners ([redacted]) at our regularly scheduled BOE meeting. The students and their families will be attending the BOE meeting scheduled to include points of celebration (date to be provided by Cristin Casper). Principals, please assist us in getting this information to the families.

Mayors will announce the winners at their regularly scheduled town/council meetings.

We are excited about recognizing these students and look forward to having students across the district recognized each month again for exhibiting character traits that we all agree as being essential to success.

Thank you and please continue to nominate and submit your student names each month based on the character trait of the month.

Cristin Casper
Coordinator of Community Engagement
Beaufort County School District
cristin.casper@beaufort.k12.sc.us
O: 843-322-2306
beaufortschools.net
Engage with BCSD



From: Cristin.Casper@beaufort.k12.sc.us <Cristin.Casper@beaufort.k12.sc.us>
Subject: BCSD August Character Education STOM
To:
Sent: September 25, 2023 12:58 PM (UTC-04:00)

We are happy to announce our Character Education Student(s) of the month for August below! The Character Trait for August was friendship/kindness. The students were selected based on nominations from each of our schools. Each nominee's information was vetted by a panel and the finalists are named below. With the assistance of the municipalities, we are able to recognize two additional students based on where their school is clustered!

For Northern BCSD Board Meeting recognition and from Battery Creek High School – [redacted]

For Southern BCSD Board Meeting recognition and from Hilton Head Island High School – [redacted]

For the City of Beaufort and from Mossy Oaks Elementary School – [redacted]

For the Town of Bluffton and from Red Cedar Elementary School – [redacted]

We will recognize district winners ([redacted]) at our regularly scheduled BOE meeting. The students and their families will be attending the BOE meeting scheduled to include points of celebration (date to be provided by Cristin Casper). Principals, please assist us in getting this information to the families.

Mayors will announce the winners at their regularly scheduled town/council meetings.

We are excited about recognizing these students and look forward to having students across the district recognized each month again for exhibiting character traits that we all agree as being essential to success.

Thank you and please continue to nominate and submit your student names each month based on the character trait of the month.

Cristin Casper
Coordinator of Community Engagement
Beaufort County School District
cristin.casper@beaufort.k12.sc.us
O: 843-322-2306
beaufortschools.net
Engage with BCSD



From: LaKinsha.Swinton@beaufort.k12.sc.us <LaKinsha.Swinton@beaufort.k12.sc.us>
Subject: Title IX
To: BCSDPrincipalsDL@beaufort.k12.sc.us <BCSDPrincipalsDL@beaufort.k12.sc.us>; BCSDAssistantPrincipalsDL@beaufort.k12.sc.us <BCSDAssistantPrincipalsDL@beaufort.k12.sc.us>; MonaLise.Dickson@beaufort.k12.sc.us <MonaLise.Dickson@beaufort.k12.sc.us>; Celestine.Lavan@beaufort.k12.sc.us <Celestine.Lavan@beaufort.k12.sc.us>; Chad.Cox@beaufort.k12.sc.us <Chad.Cox@beaufort.k12.sc.us>
Cc: Alice.Walton@beaufort.k12.sc.us <Alice.Walton@beaufort.k12.sc.us>; David.Grissom@beaufort.k12.sc.us <David.Grissom@beaufort.k12.sc.us>; Reginald.Deas@beaufort.k12.sc.us <Reginald.Deas@beaufort.k12.sc.us>; matthew.hunt@beaufort.k12.sc.us <matthew.hunt@beaufort.k12.sc.us>; Geraldine.Henderson@beaufort.k12.sc.us <Geraldine.Henderson@beaufort.k12.sc.us>; Carlos.Cave@beaufort.k12.sc.us <Carlos.Cave@beaufort.k12.sc.us>; Juliet.White@beaufort.k12.sc.us <Juliet.White@beaufort.k12.sc.us>; Derek.Skaggs@beaufort.k12.sc.us <Derek.Skaggs@beaufort.k12.sc.us>; Dietra.Holmes@beaufort.k12.sc.us <Dietra.Holmes@beaufort.k12.sc.us>; Marlon.Worrill@beaufort.k12.sc.us <Marlon.Worrill@beaufort.k12.sc.us>; Wendy.Cartledge@beaufort.k12.sc.us <Wendy.Cartledge@beaufort.k12.sc.us>; Gillian.Rowland@beaufort.k12.sc.us <Gillian.Rowland@beaufort.k12.sc.us>
Sent: September 7, 2023 12:24 PM (UTC-04:00)
Attached: HRS 3 Title IX Sexual Harassment and Discrimination 12-2022.pdf, Severe Pervasive and Objectively Offensive.pdf

Good morning everyone,

I wanted to send a brief reminder of the Title IX policy that we are required to follow for cases that involve any sort of sexual harassment and/ or discrimination. This information is also available on the district website at https://www.beaufortschools.net/about-us/title-ix. If you have any questions regarding a potential Title IX matter, please don't hesitate to reach out to me.

We will hold our annual training on October 18, 2023. Registration is available in MyLearning Plan.

KeKe

Lakinsha R. Swinton
Beaufort County School District
Director of Employee Services/ Title IX Coordinator
P.O. Drawer 309/ 2900 Mink Point Boulevard
Beaufort, SC 29901
O - 843.322.5451
C - 843.441.4648
F- 843.322.5425

TITLE IX SEXUAL HARASSMENT AND NON-DISCRIMINATION

Admin. Reg. HRS-3
December 2022

I. **Purpose.** This Administrative Regulation establishes the Superintendent's expectation that the Beaufort County School District (BCSD) be committed to creating and maintaining a learning and working environment that is free from unlawful discrimination based on sex in accordance with Title IX, which prohibits discrimination on the basis of sex in Education Programs or Activities and Title VII, which prohibits sex discrimination in employment. Sexual harassment and Retaliation under this Administrative Regulation will not be tolerated by BCSD, and are grounds for disciplinary action, up to and including, permanent dismissal from BCSD and/or termination of employment. BCSD takes all reported sexual misconduct and sexual harassment seriously. BCSD will promptly discipline any individuals within its control who are found responsible for violating this Administrative Regulation. Additionally, reported sexual misconduct, harassment, and retaliation that does not meet the definitions and jurisdiction of this Administrative Regulation will be referred for review under the student or employee Code of Conduct.

A. **Applicability:** This Administrative Regulation applies to students and employees as follows:

1. **To Students**: Where the Respondent is a student at BCSD at the time of the alleged conduct, the alleged conduct includes sexual harassment under this Administrative Regulation, the alleged conduct occurs in BCSD's Education Program and Activity, the alleged conduct occurs against a person in the United States, and the Complainant is participating in or attempting to participate in BCSD's Education Program or Activity.

2. **To Employees:** Where the Respondent is an employee at BCSD at the time of the alleged conduct, where the alleged conduct includes Sexual harassment under this Administrative Regulation, the alleged conduct occurs in BCSD's Education Program and Activity, the alleged conduct occurs against a person in the United States, and the Complainant is participating in or attempting to participate in BCSD's Education Program or Activity.

B. **Title IX Coordinator and Key Title IX Officials**: The Title IX Coordinator is BCSD's administrator who oversees BCSD's compliance with Title IX. The Title IX Coordinator is responsible for administrative response to reports and Formal complaints of sexual harassment. The Title IX Coordinator is available to discuss the grievance process, coordinate supportive measures, explain BCSD's policies and procedures, and provide education on relevant issues. The Title IX Coordinator may designate one or more Deputy Title IX Coordinators to facilitate these responsibilities.

1. Any member of BCSD's community may contact the Title IX Coordinator with questions. Title IX Coordinator's contact information is as follows:

   Lakinsha R. Swinton, Title IX Coordinator
   Post Office Drawer 309
   2900 Mink Point Boulevard
   Beaufort, SC. 29901
   (843) 322-5451

2. In addition to the Title IX Coordinator, BCSD appoints investigators, decision makers, appellate decision-maker, and informal resolution facilitators who have roles in the formal grievance process more fully explained in Sections VI of this Administrative Regulation.

3. The Title IX Coordinator, Deputy Title IX Coordinators, investigators, decision-makers, appellate decision-maker, and informal resolution facilitators will receive annual training in compliance with Title IX. All administrators in these roles will not rely on sex stereotypes and will provide impartial investigations and adjudications of Formal complaints of Sexual harassment. All materials used to train these administrators will be publicly made available on BCSD's website in accordance with Title IX requirements.

4. The Title IX Coordinator, Deputy Title IX Coordinators, investigators, decision-makers, appellate decision-maker, and informal resolution facilitators shall not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent.

C. **Notification:** BCSD will use electronic/in writing for purposes of communication and notification under this Administrative Regulation.

D. **Dissemination of Administrative Regulation:** This Administrative Regulation will be made available to all BCSD administrators, faculty, staff, and students online at https://www.beaufortschools.net/about-us/title-ix and in BCSD's Progressive Discipline Plan Student Code of Conduct (PDPSCC) and employee handbook(s).

E. **Effective Date:** The effective date of this amended Administrative Regulation Administrative Regulation December, 2022.

F. **Retaliation and False Statements Prohibited:** Neither BCSD nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this Administrative Regulation or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this Administrative Regulation.

1. Alleged violations of Retaliation will be disciplined according to the student PDPSCC or employee handbook.

2. Charging an individual with a violation for making a materially false statement in bad faith in the course of a grievance proceeding under this Administrative Regulation does not constitute Retaliation prohibited under Administrative Regulation. However, a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

G. **Amnesty:** BCSD strongly encourages students to report incidents violating the Administrative Regulation related to discrimination, harassment, sexual harassment, and related inappropriate conduct. BCSD's primary concern is the safety of the members of the BCSD community, and it encourages behavior that demonstrates care and concern for members of the community. Accordingly, BCSD reserves the right to provide a reprieve from disciplinary actions for Complainants and other individuals who exhibit responsible and proactive behavior in reporting sexual harassment , sexual misconduct, sexual violence, or other prohibited conduct or for students acting as a witness during the formal grievance procedures. BCSD may provide referrals to counseling and may require educational options, rather than disciplinary sanctions, in such cases.

H. **Other BCSD Administrative Regulations**: This Administrative Regulation takes precedence over other BCSD Administrative Regulations concerning Sexual harassment and non-discrimination under Title IX in the event of a conflict.

I. **Modification and Review of this Administrative Regulation:** BCSD reserves the right to modify this Administrative Regulation to take into account applicable legal requirements. BCSD will regularly review this Administrative Regulation to determine whether modifications should be made.

J. **Additional PDPSCC or BCSD Administrative Regulation Violations:** Alleged violations of the PDPSCC or employee handbook(s) that arise from the same events as alleged sexual harassment under this Administrative Regulation will be investigated and resolved under the grievance process in this Administrative Regulation unless the sexual harassment has been dismissed under Section V.B. of this Administrative Regulation.

K. **Role of Parent or Guardian:** Nothing in this Administrative Regulation may be read in derogation of any legal right of a parent or guardian to act on behalf of a "Complainant," "Respondent," "party," or other individual, subject to this Administrative Regulation including but not limited to filing a Formal complaint.

L. **Role of Advisor:** Either party may be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney. However, neither party's advisor will be permitted to question witnesses. Neither party's advisor may participate in interviews or meetings in which the represented party is not a participant.

II. Definitions.

A. Definitions of Prohibited Conduct Under this Administrative Regulation:

1. **Sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:

   a) An employee of BCSD conditioning the provision of an aid, benefit, or service of BCSD on an individual's participation in unwelcome sexual conduct;

   b) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to BCSD's education program or activity[1]; or

   c) Sexual Assault, Dating Violence, Domestic Violence or Stalking as defined in this Administrative Regulation.

2. **Sexual Assault** means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation, including Rape, Fondling, Incest, and Statutory Rape as defined in this Administrative Regulation.

3. **Rape[2]** means the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

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[1] A severe, pervasive, and objectively offensive assessment includes, but is not limited to, a consideration of the frequency of the offensive conduct, the nature of the unwelcome sexual acts or words, such as whether the harassment was physical, verbal or both; whether the harassment was merely an offensive utterance; and the number of victims involved and the relationship between the parties including, but not limited to, the ages of the harasser and the victim. In evaluating whether conduct is severe, pervasive, and objectively offensive, BCSD will look at the totality of the circumstances, expectations and relationships.

[2] Rape as defined in the Uniform Crime Reporting Program (UCR) includes:
Forcible Rape: The carnal knowledge of a person, forcibly and/or against that person's will or not forcibly or against the person's will in instances where the victim is incapable of giving consent because of his/her temporary or permanent mental or physical incapacity.
Forcible Sodomy: Oral or anal sexual intercourse with another person, forcibly and/or against that person's will or not forcibly or against the person's will in instances where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

4. **Fondling**[3] means the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

5. **Incest**[4] means sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

6. **Statutory Rape**[5] means sexual intercourse with a person who is under the statutory age of consent.

7. **Dating Violence** means violence committed by a person—

    a) who is or has been in a social relationship of a romantic or intimate nature with the victim; and

    b) where the existence of such a relationship shall be determined based on a consideration of the following factors:

        i. The length of the relationship,
        ii. The type of relationship,
        iii. The frequency of interaction between the persons involved in the relationship.

    c) Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.

8. **Domestic Violence** includes felony or misdemeanor crimes of violence committed by:

    a) a current or former spouse or intimate partner of the victim,

    b) a person with whom the victim shares a child in common,

    c) a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner,

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Sexual Assault with and Object: —To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person's will or not forcibly or against the person's will in instances where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

[3] Fondling is referred to as Forcible Fondling in the UCR.

[4] Incest is a Nonforcible Offense in the UCR.

[5] Statutory Rape is a Nonforcible Offense in the UCR.

d) a person similarly situated to a spouse of the victim under the domestic or family violence laws of South Carolina, or

e) any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of South Carolina.

9. **Stalking** means engaging in a course of conduct directed at a specific person that would cause a reasonable person to

a) fear for his or her safety or the safety of others; or

b) suffer Substantial Emotional Distress.

B. **Definitions Related to Sexual harassment: Consent, Course of Conduct, Incapacitation, Reasonable Person, Substantial Emotional Distress**

1. **Consent** is affirmative, conscious, voluntary, and revocable. Consent to sexual activity requires of each person an affirmative, conscious, and voluntary agreement to engage in sexual activity.

a) It is the responsibility of each person to ensure they have the affirmative Consent of the other to engage in the sexual activity. Lack of protest, lack of resistance, or silence do not, alone, constitute consent. Affirmative consent must be ongoing and can be revoked at any time during sexual activity.

b) The existence of a dating relationship or past sexual relations between the Complainant and Respondent will never by itself be assumed to be an indicator of consent (nor will subsequent sexual relations or dating relationship alone suffice as evidence of consent to prior conduct).

c) The Respondent's belief that the Complainant consented will not provide a valid defense unless the belief was actual and reasonable. In making this determination, the decision-maker will consider all of the facts and circumstances the Respondent knew, or reasonably should have known, at the time. In particular, the Respondent's belief is not a valid defense where:

i. The Respondent's belief arose from the Respondent's own intoxication or recklessness;

ii. The Respondent did not take reasonable steps, in the circumstances known to the Respondent at the time, to ascertain whether the Complainant affirmatively consented; or

iii. The Respondent knew or a reasonable person should have known that the Complainant was unable to Consent because the Complainant was incapacitated, in that the Complainant was:

- asleep or unconscious
- unable to understand the fact, nature, or extent of the sexual activity due to the influence of drugs, alcohol, or medication
- unable to communicate due to a mental or physical condition.

2. **Course of Conduct** means two or more acts, including, but not limited to, acts in which the individual directly, indirectly, or through third parties, by any action, method, device, or means follows, monitors, observes, surveils, threatens, or communicates to or about, a person, or interferes with a person's property.

3. **Incapacitation** means that a person lacks the ability to actively agree to sexual activity because the person is asleep, unconscious, under the influence of alcohol or other drugs such that the person does not have control over their body, is unaware that sexual activity is occurring, or their mental, physical or developmental abilities render them incapable of making rational informed decisions. Incapacitated is a state beyond drunkenness or intoxication. A person is not necessarily incapacitated merely as a result of drinking, using drugs, or taking medication.

   a) A person violates this Administrative Regulation when they engage in sexual activity with another person who is incapacitated and a reasonable person in the same situation would have known that the person is incapacitated. Incapacitation can be voluntary or involuntary. Signs of incapacitation may include, without limitation: sleep; total or intermittent unconsciousness; lack of control over physical movements (e.g., inability to dress/undress without assistance; inability to walk without assistance); lack of awareness of circumstances or surroundings; emotional volatility; combativeness; vomiting; incontinence; unresponsiveness; and inability to communicate coherently. Incapacitation is an individualized determination based on the totality of the circumstances.

4. **Reasonable Person** means a reasonable person under similar circumstances and with similar identities to the victim.

5. **Substantial Emotional Distress** means significant mental suffering or anguish that may but does not necessarily require medical or other professional treatment or counseling.

C. **Other Defined Terms**

1. **Actual Knowledge:** means Notice of sexual harassment allegations to any employee of BCSD (Officials with Authority), except that Actual Knowledge is not met when the only individual with Actual Knowledge is the Respondent.

2. **Business Day:** means any weekday not designated by BCSD as a holiday or administrative closure day. When calculating a time period of Business days specified in this Administrative Regulation, the Business Day of the event that triggers a time period is excluded.

3. **Complainant:** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment. Complainants and Respondents are referred to collectively as "parties" throughout this Administrative Regulation.

4. **Disciplinary Sanctions:** are imposed only after a finding of responsibility through the grievance process or an agreement through the informal resolution process.

5. **Educational Program or Activity:** includes locations, events, or circumstances over which BCSD exercises substantial control over both the Respondent and the context in which the sexual harassment occurs. This includes conduct that occurs on BCSD's property, during any BCSD activity.

6. **Formal complaint:** means a document filed by a Complainant (or parent or guardian of the student) or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that BCSD investigate the allegation of sexual harassment.

7. **Official with Authority:** means any employee of BCSD or contracted individuals who work within the BCSD.

8. **Remedies:** are designed to restore or preserve equal access to BCSD's Education Program or Activity. Remedies may include, but are not limited to, the same individualized services as Supportive Measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent.

9. **Respondent:** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment. Complainants and Respondents are referred to collectively as "parties" throughout this Administrative Regulation.

10. **Retaliation:** means intimidation, threats, coercion, or discrimination, including charges against an individual for PDPSCC or employee handbook violations that

do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this Administrative Regulation.

11. **School:** means in a classroom, on school premises, on a school bus or other school-related vehicle, at an official school bus stop, at a school-sponsored activity or event whether or not it is held on school premises, or at another program or function where the school is responsible for the child.[6]

12. **Supportive Measures:** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

    a) Such measures are designed to restore or preserve equal access to BCSD's Education Programs or Activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties or BCSD's educational environment, or deter sexual harassment.

    b) Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the property, and other similar measures.

III. Reporting Sexual harassment and Preservation of Evidence

A. Reporting to BCSD

1. **Reporting to Title IX Coordinator:** Reports of sexual harassment may be made to the Title IX Coordinator in any of the following ways, by anyone, at any time: email, phone, online form, mail, or in person at the Beaufort County School District 2900 Mink Point Blvd. Beaufort, SC 29901. After Title IX Sexual harassment has been reported to the Title IX Coordinator, the Title IX Coordinator will promptly offer supportive measures to the Complainant, regardless of whether the Complainant was the reporter of the sexual harassment.

2. **Reporting to Employees of BCSD**: If employees of BCSD are notified of sexual harassment, they shall promptly report such sexual harassment to the Title IX Coordinator who will take immediate action under this Administrative Regulation.

[6] This definition is taken from the South Carolina Safe School Climate Act, S.C. CODE ANN. § 59-63-120.

3. **Anonymous Reporting:** Anonymous reports may be made by telephone, in writing or electronically at https://bit.ly/BCSDTitleIXForm. A decision to remain anonymous, however, may greatly limit BCSD's ability to stop the alleged conduct, collect evidence, or take action against parties accused of violating this Administrative Regulation.

4. **Reporting to Law Enforcement:** Reports may be filed with local law enforcement agencies. The Title IX Coordinator can assist with contacting law enforcement agencies. Law enforcement investigations are separate and distinct from the BCSD's investigations.

    a) Beaufort County Sheriff's Office
    2001 Duke St.
    Beaufort, SC 29902
    (843) 255-3200

    b) City of Beaufort Police Department
    1901 Boundary St. STE 2
    Beaufort, SC 29902
    (843) 322-7900

    c) Town of Bluffton Police Department
    101 Progressive St.
    Bluffton, SC 29910
    (843) 706-4550

    d) Town of Port Royal Police Department
    1748 Paris Avenue
    Port Royal, SC 29935
    (843) 986-2220

5. **Reporting to Outside Agencies:** Students and employees may report to external agencies:

    a) Federal Office for Civil Rights
    U.S. Department of Education
    http://www.ed.gov/about/offices/list/ocr/complaintintro.html
    32 Old Slip, 26th Floor
    New York, NY 10005-2500
    646.428.3800
    Email: ocr.newyork@ed.gov

b) Office of Civil Rights Southeast Region
Barbara Stampul, Regional Manager
U.S. Department of Health and Human Services
Sam Nunn Atlanta Federal Center, Suite 16T70
61 Forsyth Street, S.W.
Atlanta, GA 30303-8909
Customer Response Center: (800) 368-1019
Fax: (202) 619-3818
TDD :(800) 537-7697
Email: ocrmail@hhs.gov

6. **Outside Agency Confidential Support and Resources:**

a) Hopeful Horizons
1212 Charles St.
Beaufort, SC 29902
(843) 770-1070 (24 hr. support line)
(800) 868-2632 (24 hr. support line)
www.hopefulhorizons.org

7. **Time Limits on Reporting.** There are no time limits on reporting sexual harassment to the Title IX Coordinator or BCSD. If the Respondent is no longer subject to BCSD's Education Program or Activity or significant time has passed, BCSD will have limited ability to investigate, respond and/or provide disciplinary Remedies and Sanctions.

IV. **Initial Response to Reported Sexual Harassment:** Upon receipt of a report of sexual harassment, the Title IX Coordinator will promptly contact the Complainant, regardless of whether the Complainant was the individual who initiated the report. During the initial contact with the Complainant, the Title IX Coordinator will:

A. Provide the Complainant with notice of their option to have an advisor;

B. Explain the process for filing a formal complaint;

C. Explain the grievance process;

D. Discuss the availability of supportive measures regardless of whether a formal complaint is filed;

E. Consider the Complainant's wishes with respect to supportive measures.

V. **Formal Complaint:** BCSD will investigate all allegations of sexual harassment in a formal complaint.

A. **Filing a Formal Complaint:** A formal complaint must:

1. Contain an allegation of sexual harassment against a Respondent;

2. Request that BCSD investigate the allegation; and

3. Be signed by the Complainant (or parent or guardian of the Complainant) or Title IX Coordinator

4. In limited circumstances, if a Complainant does not sign a formal complaint, the Title IX Coordinator may sign a formal complaint. In determining whether to sign a formal complaint, the Title IX Coordinator will consider factors that include but are not limited to:

a) Whether there have been other reports of sexual harassment or other relevant misconduct concerning the same Respondent whether or not the incidents occurred while the Respondent was an BCSD student or employee or other outside contracted individual who works within the BCSD;

b) Whether the Respondent threatened further sexual harassment or other misconduct against the Complainant or others;

c) Whether the alleged sexual harassment was committed by multiple perpetrators;

d) The nature and scope of the alleged sexual harassment including whether the sexual harassment was perpetrated with a weapon;

e) The ages and roles of the Complainant and the Respondent;

f) Whether BCSD can pursue the investigation without the participation of the Complainant (e.g., whether there are other available means to obtain relevant evidence of the alleged sexual harassment such as security cameras or physical evidence);

g) Whether the report reveals a pattern of perpetration (e.g., perpetration involving illicit use of drugs or alcohol) at a given location or by a particular group.

B. **Dismissal of a Formal Complaint.**

1. **Required Dismissal:** The Title IX Coordinator will dismiss a formal complaint for purposes of sexual harassment if:

   a) The conduct alleged in the formal complaint would not constitute sexual harassment as defined in this Administrative Regulation even if proved;

   b) The conduct alleged did not occur in BCSD's Education Program or Activity; or

   c) The Conduct alleged in the formal complaint did not occur against a person in the United States.

   Dismissal of a formal complaint does not preclude action under other provisions of BCSD's policies and procedures. If a formal complaint is dismissed under this section, the matter will be reviewed to determine whether the matter will be pursued under BCSD's PDPSCC or employee handbook.

2. **Permissive Dismissal:** The Title IX Coordinator may dismiss a formal complaint or any allegations within the formal complaint, if at any time during the investigation or hearing:

   a) A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Formal complaint or any allegations within the formal complaint,

   b) The Respondent is no longer enrolled or employed by BCSD, or

   c) Specific circumstances prevent BCSD from gathering evidence sufficient to reach a determination as to the formal complaint or allegations within the formal complaint.

3. **Appeal of Dismissal:** Either party may appeal the dismissal of a formal complaint or any allegations therein. See Section IX for bases and process for appeals.

C. **Consolidation of Formal complaints:** The Title IX Coordinator may consolidate formal complaints as to allegations of sexual harassment against more than one Respondent or by more than one Complainant against one or more Respondents where the allegations arise out of the same facts or circumstances.

VI. **Grievance Process** The grievance process within this Administrative Regulation is designed to treat Complainants and Respondents equitably. Remedies are provided to a Complainant where a determination of responsibility for sexual harassment has been made

against the Respondent and Disciplinary Sanctions are not imposed against a Respondent prior to the completion of the grievance process.

A. **General Grievance Process Information:**

1. **Burden of Proof and Burden of Gathering Evidence:** All investigations and proceedings, including hearings, relating to sexual harassment will be conducted using a "preponderance of the evidence" (more likely than not) standard. The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibly rests on BCSD, not the parties.

2. **Presumption of Not Responsible:** The Respondent is presumed to be not responsible for the alleged conduct until a determination regarding responsibility is made at the end of the grievance process.

3. **Time Frames for Grievance Process:** BCSD strives to complete the grievance process within ninety (90) Business days. Temporary delays and/or extensions of the time frames within this Administrative Regulation may occur for good cause. Written notice will be provided to the parties of the delay and/or extension of the time frames with explanation of the reasons for such action. Examples of good cause for delay/extensions include but are not limited to considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

4. **Medical Records:** BCSD will not access, consider, disclose, or otherwise use party's records that are that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless BCSD obtains that party's voluntary, written permission to do so for the grievance process within the Administrative Regulation.

5. **Privileged Information:** The BCSD will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding the privilege has waived the privilege.

6. **Range of Disciplinary Sanctions:** Sanctions that may be required if an individual is found responsible for violating this Administrative Regulation include:

    a) Student – Up to Expulsion.

    b) Employees – Up to Termination of Employment.

7. **Notice of Meetings, Interviews, and Hearings:** Parties and witnesses will be provided notice of any meeting, interview, and/or hearing with sufficient time to prepare to participate. This notice will include the date, time, location, participants and purposes of the meeting, interview and/or hearing.

B. **Notice of Allegations:** Upon receipt of a formal complaint, the Title IX Coordinator will provide Notice of Allegations to the parties who are known. The Notice of Allegations will include:

1. Notice of the party's rights and options

2. Notice of BCSD's grievance process

3. Notice of BCSD's informal resolution process and options

4. Notice of the allegations of sexual harassment including:

    a) The identities of the parties involved in the incident, if known,

    b) The conduct allegedly constituting sexual harassment, and

    c) The date and location of the incident, if known.

5. Notice that the Respondent is presumed not responsible of the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.

6. Notice that the parties may have an advisor of their choice, who may be, but is not required to be an attorney, and that the advisor may inspect and review evidence.

7. Notice of BCSD's PDPSCC and employee handbook provision that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

The Notice of Allegations will be updated, and written notice provided to the parties if at any time during the investigation, BCSD decides to investigate allegations about the Complainant or Respondent that are not included in the initial Notice of Allegations.

C. **Investigation of Formal Complaint.** BCSD will conduct an investigation following a formal complaint and Notice of Allegations. During all meetings and interviews the parties may be accompanied by an advisor of their choice, which can be, but is not required to be an attorney. The advisor's role is limited to assisting, advising, and/ or

supporting a Complainant or Respondent. An advisor is not permitted to speak for or on behalf of a Complainant or Respondent or appear in lieu of a Complainant or Respondent.

1. **Opportunity to Provide Information and Present Witnesses:** Each party will be provided an equal opportunity to provide information to the investigator and present witnesses for the investigator to interview. The information provided by the parties can include inculpatory and exculpatory evidence. The witnesses can include both fact witnesses and expert witnesses.

2. **Opportunity to Inspect and Review Evidence:** Each party will be provided an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including evidence upon which BCSD does not intend to rely upon in reaching a determination regarding responsibility. This review includes inculpatory and exculpatory evidence that is obtained by a party, witness, or other source. Each party and their advisor (if any) will be provided an electronic copy of the evidence for inspection and review. The parties will have ten (10) business days to review submit a written response to the investigator. The investigator will consider the written responses prior to completing an investigative report. All evidence provided during the inspection and review phase will be available at any hearing for the parties to use during the hearing, including for purposes of cross examination.

3. **Investigative Report:** Following the opportunity to inspect and review evidence directly related to the allegations raised in the formal complaint, the investigator will create an investigative report that fairly summarizes relevant evidence obtained during the investigation.

4. **Review of the Investigative Report:** At least ten (10) Business days prior to the determination of responsibility the investigator will provide each party and the party's advisor (if any) an electronic copy of the investigative report for their review and written response.

5. **Investigation Timeframe:** The investigation of a formal complaint will be concluded within sixty (60) Business days of the filing of a formal complaint. The parties will be provided updates on the progress of the investigation, as needed.

VII. **Question and Answer Period:** After the investigation, BCSD will assign a decision-maker, who is not the Title IX Coordinator of BCSD or staff member who conducted the investigation. The decision-maker will afford each party the opportunity to:

1. submit written, relevant questions that a party wants asked of any party or witness

2. provide each party with the answers; and

3. allow for additional, limited follow-up questions from each party.

A. **Evidence and Questions Excluded:** The decision-maker will make determination regarding relevancy prior to sending questions to parties or witnesses. The following questions and evidence are considered not relevant:

1. **Sexual Predisposition or Prior Sexual Behavior of the Complainant:** Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove Consent.

2. **Privileged Information:** No person will be required to disclose information protected under a legally recognized privilege. The decision-maker must not allow into evidence or rely upon any questions or evidence that may require or seek disclosure of such information, unless the person holding the privilege has waived the privilege. This includes information protected by the attorney-client privilege.

3. **Medical Records:** Evidence or records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, are not permitted to be used during a hearing unless the party provides voluntary, written permission to do so for the grievance process within this Administrative Regulation.

VIII. **Determination Regarding Responsibility:** After the question and answer period, the decision-maker will provide the Complainant and the Respondent with a written determination simultaneously. The determination regarding responsibility becomes final either on the date that BCSD provides the parties with the written determination of the result of the appeal, if an appeal is filed, or, if an appeal is not filed, the date on which an appeal would no longer be considered timely. The written notice will include:

A. Identification of the allegations potentially constituting sexual harassment;

B. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;

C. Findings of fact supporting the determination;

D. Conclusions regarding the application of this Administrative Regulation to the facts;

E. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions that the BCSD imposes on the Respondent, and whether remedies designed to restore or preserve equal access to BCSD's Education Program or Activity will be provided by the BCSD to the Complainant[7]; and

F. The procedures and permissible bases for the Complainant and Respondent to appeal.

IX. **Appeals:** Either party may appeal the determination regarding responsibility, or the dismissal of a formal complaint or any allegations therein within three (3) Business Days of the receipt of the determination regarding responsibility or dismissal. The appeals must be made in writing and delivered to the Title IX Coordinator.

A. **Basis for Appeal:** Appeals of the determination of responsibility or the dismissal of a formal complaint may be made on the following bases:

1. Procedural irregularity that affected the outcome of the matter;

2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or

3. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome of the matter.

B. **Appeal Procedures:** If an appeal is submitted, BCSD will

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties.

[7] The Title IX Coordinator is responsible for the implementation of any remedies.

2. Ensure that the decision-maker for the appeal is not the same person as the decision-maker that reached the determination regarding responsibility or dismissal, the investigator or the Title IX Coordinator.

3. Provide the non-appealing party with five (5) Business days from receipt of the notification of appeal to submit a written statement in support of the outcome of the determination or dismissal.

4. Issue a written decision describing the result of the appeal and the rationale for the result which can be one of the following:

    a) Affirm the decision-maker's determination regarding the Respondent's responsibility and affirm the disciplinary sanctions and remedies, if applicable;

    b) Affirm the decision-maker's determination regarding the Respondent's responsibility and amend the disciplinary sanctions and remedies, if applicable;

    c) Remand the process back to the question and answer stage for the decision-maker to remedy any procedural irregularity or consider any new evidence;

    d) Reverse the decision-maker's determination of the Respondent's responsibility and amend the disciplinary sanctions and remedies, if applicable; or

    e) Affirm or amend the sanctions and/or remedies outlined in the determination issued under this Administrative Regulation.

5. Provide the written decision simultaneously to both parties.

C. **Appeal Timeframe:** The appellate decision-maker will release the written decision within twenty (20) Business days of receiving the appeal.

X. **Informal Resolution Process.** At any time after a formal complaint has been signed and before a determination regarding responsibility has been reached, the parties may voluntarily agree to participate in an informal resolution facilitated by BCSD, that does not involve a full investigation and adjudication. Types of informal resolution include, but are not limited to, mediation, facilitated dialogue, conflict coaching, and restorative justice and resolution by agreement of the parties.

A. **Informal Resolution Notice:** Prior to entering the informal resolution process, BCSD will provide the parties a written notice disclosing:

1. The allegations;

2. The requirements of the informal resolution process, including the right of any party to withdraw from the informal resolution process and resume the grievance process and the circumstances which preclude parties from resuming a formal complaint arising from the same allegations;

3. Consequences resulting from the informal resolution process, including that the records will be maintained for a period of seven (7) years but will not be used by investigators or decision-makers if the formal grievance process resumes.

B. **Informal Resolution Agreement:** Prior to entering the informal resolution process, the parties must voluntarily agree, in writing to the use of the informal resolution process.

C. **Informal Resolution Availability**: The informal resolution process is not permitted to resolve allegations that an employee committed sexual harassment against a student.

D. **Informal Resolution Timeframe**: Informal Resolution of a formal complaint will be concluded within forty-five (45) Business days of notice to BCSD that both parties wish to proceed with the informal resolution process. Such notice that the parties wish to proceed with an informal resolution process will "pause" the counting of the timeframe to conclude the grievance process of this Administrative Regulation, should the informal resolution process fail and the parties continue with the grievance process.

E. **Informal Resolution Documentation.** Any final resolution pursuant to the Informal Resolution process will be documented and kept for seven (7) years. However, no recording of the informal resolution process will be made and all statements made during the informal resolution process will not be used for or against either party (and the decision-maker and/or appellate decision-maker may not consider any such statement made during informal resolution) should the parties resume the grievance process. Failure to comply with an informal resolution agreement may result in disciplinary action.

XI. Emergency Removal and Administrative Leave.

A. **Emergency Removal** At any time after the Title IX Coordinator is on notice of sexual harassment, BCSD may remove a student Respondent on an emergency basis. BCSD will only conduct an emergency removal after:

1. Undertaking and individualized safety and risk analysis,

2. Determining that an immediate threat the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and

3. Providing the Respondent with notice and an opportunity to challenge the decision to the Title IX Coordinator, within two (2) Business days following the removal.

B. **Administrative Leave:** BCSD may place an employee Respondent on administrative leave during the pendency of the grievance process in this Administrative Regulation.

XII. **Recordkeeping:** BCSD will maintain all of the documentation related to reports of sexual harassment, Formal complaints, the grievance process, and information resolution process for seven years in accordance with state and federal records laws and requirements. The documentation of all records is private and confidential to the extent possible under law. Student records of the grievance process are disciplinary records under Family Education Rights and Privacy Act (FERPA). Employee records of the grievance process are subject to the Freedom of Information Act (FOIA) and applicable state laws and included in the employee's official employment record.

XIII. **Additional Conduct Violations Related to This Administrative Regulation:** Alleged violations of the terms in this section will be sent to the Director of Student Services for student Respondents or the Director of Human Resources and Operation Services for employee Respondents for investigation and adjudication under the BCSD student or employee PDPSCC or employee handbook.

A. Retaliation

B. False Information

C. Interference with Grievance Process

D. No Contact Directive Violation

XIV. **Applicable South Carolina Laws**

A. **Domestic Violence** S.C. CODE ANN. § 16-25-20 (A through D)

(A) It is unlawful to:

(1) cause physical harm or injury to a person's own household member; or

(2) offer or attempt to cause physical harm or injury to a person's own household member with apparent present ability under circumstances reasonably creating fear of imminent peril.

(B) Except as otherwise provided in this section, a person commits the offense of domestic violence in the first degree if the person violates the provisions of subsection (A) and:

(1) great bodily injury to the person's own household member results or the act is accomplished by means likely to result in great bodily injury to the person's own household member;

(2) the person violates a protection order and in the process of violating the order commits domestic violence in the second degree;

(3) has two or more prior convictions of domestic violence within ten years of the current offense;

(4) the person uses a firearm in any manner while violating the provisions of subsection (A); or

(5) in the process of committing domestic violence in the second degree one of the following also results:

(a) the offense is committed in the presence of, or while being perceived by a minor;

(b) the offense is committed against a person known, or who reasonably should have been known, by the offender to be pregnant;

(c) the offense is committed during the commission of a robbery, burglary, kidnapping, or theft;

(d) the offense is committed by impeding the victim's breathing or air flow; or

(e) the offense is committed using physical force or the threatened use of force against another to block that person's access to any cell phone, telephone, or electronic communication device with the purpose of preventing, obstructing, or interfering with:

(i) the report of any criminal offense, bodily injury, or property damage to a law enforcement agency; or

(ii) a request for an ambulance or emergency medical assistance to any law enforcement agency or emergency medical provider.

A person who violates this subsection is guilty of a felony and, upon conviction, must be imprisoned for not more than ten years.

Domestic violence in the first degree is a lesser included offense of domestic violence of a high and aggravated nature, as defined in Section 16-25-65.

(C) A person commits the offense of domestic violence in the second degree if the person violates subsection (A) and:

(1) moderate bodily injury to the person's own household member results or the act is accomplished by means likely to result in moderate bodily injury to the person's own household member;

(2) the person violates a protection order and in the process of violating the order commits domestic violence in the third degree;

(3) the person has one prior conviction for domestic violence in the past ten years from the current offense; or

(4) in the process of committing domestic violence in the third degree one of the following also results:

(a) the offense is committed in the presence of, or while being perceived by, a minor;

(b) the offense is committed against a person known, or who reasonably should have been known, by the offender to be pregnant;

(c) the offense is committed during the commission of a robbery, burglary, kidnapping, or theft;

(d) the offense is committed by impeding the victim's breathing or air flow; or

(e) the offense is committed using physical force or the threatened use of force against another to block that person's access to any cell

phone, telephone, or electronic communication device with the purpose of preventing, obstructing, or interfering with:

(i) the report of any criminal offense, bodily injury, or property damage to a law enforcement agency; or

(ii) a request for an ambulance or emergency medical assistance to any law enforcement agency or emergency medical provider.

A person who violates this subsection is guilty of a misdemeanor and, upon conviction, must be fined not less than two thousand five hundred dollars nor more than five thousand dollars or imprisoned for not more than three years, or both.

Domestic violence in the second degree is a lesser-included offense of domestic violence in the first degree, as defined in subsection (B), and domestic violence of a high and aggravated nature, as defined in Section 16-25-65.

Assault and battery in the second degree pursuant to Section 16-3-600(D) is a lesser-included offense of domestic violence in the second degree as defined in this subsection.

(D) A person commits the offense of domestic violence in the third degree if the person violates subsection (A).

(1) A person who violates this subsection is guilty of a misdemeanor and, upon conviction, must be fined not less than one thousand dollars nor more than two thousand five hundred dollars or imprisoned not more than ninety days, or both. Notwithstanding the provisions of Sections 22-3-540, 22-3-545, and 22-3-550, an offense pursuant to the provisions of this subsection may be tried in summary court.

(2) Domestic violence in the third degree is a lesser-included offense of domestic violence in the second degree, as defined in subsection (C), domestic violence in the first degree, as defined in subsection (B), and domestic violence of a high and aggravated nature, as defined in Section 16-25-65.

(3) Assault and battery in the third degree pursuant to Section 16-3-600(E) is a lesser-included offense of domestic violence in the third degree as defined in this subsection.

(4) A person who violates this subsection is eligible for pretrial intervention pursuant to Chapter 22, Title 17.

B. **Incest** S.C. CODE ANN. § 16-15-10 Any persons who shall have carnal intercourse with each other within the following degrees of relationship, to wit:

(1) A man with his mother, grandmother, daughter, granddaughter, stepmother, sister, grandfather's wife, son's wife, grandson's wife, wife's mother, wife's grandmother, wife's daughter, wife's granddaughter, brother's daughter, sister's daughter, father's sister or mother's sister; or

(2) A woman with her father, grandfather, son, grandson, stepfather, brother, grandmother's husband, daughter's husband, granddaughter's husband, husband's father, husband's grandfather, husband's son, husband's grandson, brother's son, sister's son, father's brother or mother's brother;

Shall be guilty of incest and shall be punished by a fine of not less than five hundred dollars or imprisonment of not less than one year in the Penitentiary, or both such fine and imprisonment.

C. **Criminal Sexual Conduct in the First Degree** S.C. CODE ANN. § 16-3-652

(1) A person is guilty of criminal sexual conduct in the first degree if the actor engages in sexual battery with the victim and if any one or more of the following circumstances are proven:

(a) The actor uses aggravated force to accomplish sexual battery.

(b) The victim submits to sexual battery by the actor under circumstances where the victim is also the victim of forcible confinement, kidnapping, trafficking in persons, robbery, extortion, burglary, housebreaking, or any other similar offense or act.

(c) The actor causes the victim, without the victim's consent, to become mentally incapacitated or physically helpless by administering, distributing, dispensing, delivering, or causing to be administered, distributed, dispensed, or delivered a controlled substance, a controlled substance analogue, or any intoxicating substance.

(2) Criminal sexual conduct in the first degree is a felony punishable by imprisonment for not more than thirty years, according to the discretion of the court.

D. **Criminal Sexual Conduct in the Second Degree** S.C. CODE ANN. § 16-3-653

(1) A person is guilty of criminal sexual conduct in the second degree if the actor uses aggravated coercion to accomplish sexual battery.

(2) Criminal sexual conduct in the second degree is a felony punishable by imprisonment for not more than twenty years according to the discretion of the court.

E. **Criminal Sexual Conduct in the Third Degree** S.C. CODE ANN. § 16-3-654

(1) A person is guilty of criminal sexual conduct in the third degree if the actor engages in sexual battery with the victim and if any one or more of the following circumstances are proven:

(a) The actor uses force or coercion to accomplish the sexual battery in the absence of aggravating circumstances.
(b) The actor knows or has reason to know that the victim is mentally defective, mentally incapacitated, or physically helpless and aggravated force or aggravated coercion was not used to accomplish sexual battery.

(2) Criminal sexual conduct in the third degree is a felony punishable by imprisonment for not more than ten years, according to the discretion of the court.

F. **Criminal Sexual Conduct with a Minor** S.C. CODE ANN. § 16-3-655 (A through C)

(A) A person is guilty of criminal sexual conduct with a minor in the first degree if:

(1) the actor engages in sexual battery with a victim who is less than eleven years of age; or

(2) the actor engages in sexual battery with a victim who is less than sixteen years of age and the actor has previously been convicted of, pled guilty or nolo contendere to, or adjudicated delinquent for an offense listed in Section 23-3-430(C) or has been ordered to be included in the sex offender registry pursuant to Section 23-3-430(D).

(B) A person is guilty of criminal sexual conduct with a minor in the second degree if:

(1) the actor engages in sexual battery with a victim who is fourteen years of age or less but who is at least eleven years of age; or

(2) the actor engages in sexual battery with a victim who is at least fourteen years of age but who is less than sixteen years of age and the actor is in a position of familial, custodial, or official authority to coerce the victim to submit or is older than the victim. However, a person may not be convicted of a violation of the provisions of this item if he is eighteen years of age or

less when he engages in consensual sexual conduct with another person who is at least fourteen years of age.

(C) A person is guilty of criminal sexual conduct with a minor in the third degree if the actor is over fourteen years of age and the actor willfully and lewdly commits or attempts to commit a lewd or lascivious act upon or with the body, or its parts, of a child under sixteen years of age, with the intent of arousing, appealing to, or gratifying the lust, passions, or sexual desires of the actor or the child. However, a person may not be convicted of a violation of the provisions of this subsection if the person is eighteen years of age or less when the person engages in consensual lewd or lascivious conduct with another person who is at least fourteen years of age.

G. **Sexual Battery with a Student** S.C. CODE ANN. § 16-3-755 (A through E)

(A) For purposes of this section:

(1) "Aggravated coercion" means that the person affiliated with a public or private secondary school in an official capacity threatens to use force or violence of a high and aggravated nature to overcome the student, if the student reasonably believes that the person has the present ability to carry out the threat, or threatens to retaliate in the future by the infliction of physical harm, kidnapping, or extortion, under circumstances of aggravation, against the student.

(2) "Aggravated force" means that the person affiliated with a public or private secondary school in an official capacity uses physical force or physical violence of a high and aggravated nature to overcome the student or includes the threat of the use of a deadly weapon.

(3) "Person affiliated with a public or private secondary school in an official capacity" means an administrator, teacher, substitute teacher, teacher's assistant, student teacher, law enforcement officer, school bus driver, guidance counselor, or coach who is affiliated with a public or private secondary school but is not a student enrolled in the school.

(4) "Secondary school" means either a junior high school or a high school.

(5) "Sexual battery" means sexual intercourse, cunnilingus, fellatio, anal intercourse, or any intrusion, however slight, of any part of a person's body or of any object into the genital or anal openings of another person's body, except when such intrusion is accomplished for medically recognized treatment or diagnostic purposes.

(6) "Student" means a person who is enrolled in a school.

(B) If a person affiliated with a public or private secondary school in an official capacity engages in sexual battery with a student enrolled in the school who is sixteen or seventeen years of age, and aggravated coercion or aggravated force is not used to accomplish the sexual battery, the person affiliated with the public or private secondary school in an official capacity is guilty of a felony and, upon conviction, must be imprisoned for not more than five years.

(C) If a person affiliated with a public or private secondary school in an official capacity engages in sexual battery with a student enrolled in the school who is eighteen years of age or older, and aggravated coercion or aggravated force is not used to accomplish the sexual battery, the person affiliated with the public or private secondary school in an official capacity is guilty of a misdemeanor and, upon conviction, must be fined not more than five hundred dollars or imprisoned for thirty days, or both.

(D) If a person affiliated with a public or private secondary school in an official capacity has direct supervisory authority over a student enrolled in the school who is eighteen years of age or older, and the person affiliated with the public or private secondary school in an official capacity engages in sexual battery with the student, and aggravated coercion or aggravated force is not used to accomplish the sexual battery, the person affiliated with the public or private secondary school in an official capacity is guilty of a felony and, upon conviction, must be imprisoned for not more than five years.

(E) This section does not apply if the person affiliated with a public or private secondary school in an official capacity is lawfully married to the student at the time of the act.

XV. Procedures for Resolution of Non-Harassment Title IX Discrimination Complaints

A. **Applicability.** The procedures in this section shall be used to investigate and resolve reported Title IX matters that allege discrimination that falls outside of Sections I - XIV of this Administrative Regulation ("Non-Harassment Title IX Discrimination"). These procedures shall be used in conjunction with Sections I - XIV of this Administrative Regulation for purposes of identification of key Title IX officials (Section I.B) definitions (Section II) and reporting options (Section III).

Discrimination prohibited under this Administrative Regulation includes the exclusion from participation in, denial of the benefits from, or subjection to unfavorable treatment in any BCSD Education Program or Activity on the basis of sex, including sexual orientation or gender identity and pregnancy status.

B. **Advisors.** Complainants and Respondents may be accompanied by an advisor of their choice throughout the investigation. An advisor's role is limited to assisting, advising, and/ or supporting a Complainant or Respondent. An advisor is not permitted to speak for or on behalf of a Complainant or Respondent or appear in lieu of a Complainant or Respondent.

C. **Investigation Procedures.** If the allegations fall within the scope of this Administrative Regulation and the matter does not resolve using the informal resolution process, BCSD will conduct a prompt, thorough, and impartial investigation of the reported discrimination. The Title IX Coordinator or their designee will appoint one or more investigators who will conduct investigative meetings, gather information and evidence, and make an independent determination as to whether a violation of the Administrative Regulation occurred using a preponderance of the evidence standard.

   The Respondent is presumed not responsible until a determination has been reached by the investigator.

   1. **Notice of Allegations:** A written Notice of Allegations will be sent to the Complainant and Respondent, constituting the initiation of the investigation. The Notice of Allegations will contain a summary of the allegation(s) or conduct at issue. This will include the identities of the parties involved, the date and location of the incident (if known), and a link to the appropriate policies. Once the Notice of Allegations has been sent to the parties, the investigation begins.

   2. **Investigation Process:** The Complainant and Respondent will have an equal opportunity to be heard, identify witnesses, and provide information and evidence. The investigator will gather additional information and evidence as appropriate, including, but not limited to, social media information, text messages, email messages, videos, and other records. The investigator has the discretion to determine the relevance of information and witnesses and decide whether information or evidence should be excluded as irrelevant.

   3. **Timing of the Investigation:** BCSD strives to complete the investigation within sixty (60) business days from the issuance of the Notice of Allegations. All extensions of this time frame will be communicated with the parties in writing.

   4. **Report:** At the conclusion of the investigation, the investigator will draft a report with a finding regarding responsibility based on a preponderance of the evidence standard. The report will include the applicable sanctions if there is a finding of "responsible." Sanction determinations will be made in collaboration with the Director of Human Resources and Operation Services if the Respondent is a faculty or staff member, or the Director of Student Services if the Respondent is a student.

A copy of the report will be provided simultaneously to the Complainant and Respondent.

D. **Appeals:** The Complainant or Respondent may appeal the decision of the investigator based only on the following grounds:

1. The existence of a procedural irregularity that materially affected the outcome;

2. The existence of new evidence that was not reasonably available at the time the determination regarding responsibility that could have affected the outcome;

3. The Title IX Coordinator and/or investigator(s) had a conflict of interest or bias that affected the outcome;

Appeals must be made in writing and submitted to the Title IX Coordinator within three (3) Business days of the receipt of the final decision. The appellate decision maker will notify the other non-appealing party of the appeal and allow for written response from the non-appealing party. A determination regarding the appeal will be made by the appellate decision-maker within twenty (20) business days.

E. **Acceptance of Responsibility:** The Respondent may, at any time, request to resolve the investigation process or resolve specific allegation(s) by accepting responsibility for the alleged misconduct. The Title IX Coordinator will complete a summary report of the information gathered. The Title IX Coordinator will consider the request; if the request is granted, the Title IX Coordinator, in consultation with the Director of Human Resources and Operation Services if the Respondent is a faculty or staff member, or the Director of Student Services if the Respondent is a student will determine the appropriate sanction.

F. **Informal Resolution:** The Complainant and Respondent may agree to Informal Resolution at any time prior to a determination regarding responsibility if the Title IX Coordinator deems the matter appropriate for Informal Resolution.[8] The Title IX Coordinator will consider the following when determining whether to permit a matter to move to Informal Resolution:

1. The nature of the allegations;

2. The dynamics of power or control associated with the alleged offense or the parties involved;

3. The Respondent's prior known conduct;

[8] The Title IX Coordinator may, at any time, withdraw approval for the Informal Resolution and return the matter to investigation.

4. Whether there would be a continuing safety threat to the University community after resolution of allegations;

5. Whether multiple parties are involved;

6. Any other factor deemed relevant by the Title IX Coordinator in the interest of overall BCSD safety or safety of the parties involved.

Participation in Informal Resolution is a choice, and either party can request to end the Informal Resolution process and pursue an investigation at any time, including if Informal Resolution is unsuccessful at resolving the matter. Similarly, either party can request to end an investigation and pursue Informal Resolution at any time, though entering Informal Resolution must be agreed to in writing by the parties.

If an agreement is reached through Informal Resolution, the parties will be provided simultaneously with a Notice of Outcome. An appeal of the Informal Resolution process or result is not permitted.

G. **Allegations Related to Culture.** Allegations related to a culture of sexual harassment or non-harassment Title IX Discrimination by a group, organization, department, division, or BCSD as a whole will be investigated and resolved as closely as possible to this Administrative Regulation.

H. **Intersection of Administrative Regulation.** The procedures in this Administrative Regulation are the exclusive means of resolving complaints of non-harassment Title IX Discrimination brought against BCSD faculty, staff, or students. To the extent there are any inconsistencies between these procedures and other BCSD grievance, complaint, or discipline procedures, these complaint resolution procedures will control the resolution of complaints alleging non-harassment Title IX Discrimination.

The August, 2022, revisions incorporate former BCSD Administrative Regulations HRS-3 Sexual Harassment and/or Discrimination, HRS-3.1 Procedures to Address Reports of Sexual Harassment of Staff Under Title IX, SS-14 Sexual Harassment of Students, and SS-14.1 Procedures to Address Reports of Sexual Harassment of Students Under Title IX..

Adopted: July, 2001
Revised: October, 2005; August, 2010; October, 2016; December, 2022

Legal References

A. Federal Statues:

1. Title VII of the Civil Rights Act of 1964, as amended
2. 42 U.S.C. 2000e – Prohibits discrimination in employment on the basis of race, color, national origin, religion, or sex.
3. Title IX of the Education Amendments of 1972, 20 USC § 1681, *et seq*. - Prohibits

discrimination on the basis of sex.
4. 34 CFR Section 106 *et seq.*

B. U. S. Supreme Court:

a) Morse v. Frederick, 127 S. Ct. 2618 (2007).
b) Plyler vs. Doe, 102 S. Ct. 2382 (1982).

C. Beaufort County Schools Coherent Governance Manual:

1. GC-1 Board Purpose.
2. GC-2 Governing Commitments.
3. GC-3 Board Job Description (GC 3.4.b.c.d, 3.17).
4. GC-6 Annual Work Plan.
5. GC-8 Board Member Conflict of Interest.
6. GC-11 Diversity Statement and Goals.
7. B/SR-4 Authority of Superintendent.
8. B/SR-5.8 Superintendent Accountability.
9. OE-1 Global Operational Expectation.
10. OE-3 Treatment of Stakeholders.
11. OE-4 Personnel Administration (OE 4.3, 4.5, 4.13).
12. OE-10 Communicating with the Board.
13. OE-11 Communicating with the Public.
14. OE-13 Discipline.
15. OE-14 Learning Environment/Treatment of Students.

Severe, Pervasive, AND Objectively Offensive



UNWELCOME CONDUCT



SEVERE, PERVASIVE, AND OBJECTIVELY OFFENSIVE

- Severe- can be non verbal through sexual assault (touching/fondling)
- Pervasive- how often and how widespread
- Objectively Offensive- behavior that would be offensive to a reasonable person under the circumstances



DENIES EQUAL ACCESS

K-12 ICS
INSTITUTIONAL COMPLIANCE SOLUTIONS

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From: Cristin.Casper@beaufort.k12.sc.us <Cristin.Casper@beaufort.k12.sc.us>
Subject: BCSD September Character Education STOM
To:
Sent: October 16, 2023 12:24 PM (UTC-04:00)

We are happy to announce our Character Education Student(s) of the month for September below! The Character Trait for September was acceptance. The students were selected based on nominations from each of our schools. Each nominee's information was vetted by a panel and the finalists are named below. With the assistance of the municipalities, we are able to recognize two additional students based on where their school is clustered!

For Northern BCSD Board Meeting recognition and from Whale Branch Elementary School – [redacted]

For Southern BCSD Board Meeting recognition and from Hilton Head Island School for the Creative Arts – [redacted]

For the City of Beaufort and from Joseph S. Shanklin Elementary School – [redacted]

For the Town of Bluffton and from M.C. Riley Elementary School – [redacted]

We will recognize district winners ([redacted] at our regularly scheduled BOE meeting. The students and their families will be attending the BOE meeting scheduled to include points of celebration (date to be provided by Cristin Casper). Principals, please assist us in getting this information to the families.

Mayors will announce the winners at their regularly scheduled town/council meetings.

We are excited about recognizing these students and look forward to having students across the district recognized each month again for exhibiting character traits that we all agree as being essential to success.

Thank you and please continue to nominate and submit your student names each month based on the character trait of the month.

Cristin Casper
Coordinator of Community Engagement
Beaufort County School District
cristin.casper@beaufort.k12.sc.us
O: 843-322-2306
beaufortschools.net
Engage with BCSD



From: Cristin.Casper@beaufort.k12.sc.us <Cristin.Casper@beaufort.k12.sc.us>
Subject: BCSD December Character Education STOM
To:
Sent: January 19, 2024 10:56 AM (UTC-05:00)

We are happy to announce our Character Education Student(s) of the month for December below! The Character Trait for December was compassion. The students were selected based on nominations from each of our schools. Each nominee's information was vetted by a panel and the finalists are named below. With the assistance of the municipalities, we are able to recognize two additional students based on where their school is clustered!

For Northern BCSD Board Meeting recognition and from Robert Smalls Leadership Academy – [redacted]
For Southern BCSD Board Meeting recognition and from H.E. McCracken Middle School – [redacted]
For the City of Beaufort and from Mossy Oaks Elementary School – [redacted]
For the Town of Bluffton and from Bluffton Middle School – [redacted]

We will recognize district winners [redacted] at our regularly scheduled BOE meeting. The students and their families will be attending the BOE meeting scheduled to include points of celebration (date to be provided by Cristin Casper). Principals, please assist us in getting this information to the families.

Mayors will announce the winners at their regularly scheduled town/council meetings.

We are excited about recognizing these students and look forward to having students across the district recognized each month again for exhibiting character traits that we all agree as being essential to success.

Thank you and please continue to nominate and submit your student names each month based on the character trait of the month.

Cristin Casper
Coordinator of Community Engagement
Beaufort County School District
cristin.casper@beaufort.k12.sc.us
O: 843-322-2306
beaufortschools.net
Engage with BCSD



From: Carrie.Chappell@beaufort.k12.sc.us <Carrie.Chappell@beaufort.k12.sc.us>
Subject: RE: [redacted]
To: Renee.Polcari@beaufort.k12.sc.us <Renee.Polcari@beaufort.k12.sc.us>
Sent: August 12, 2024 12:12 PM (UTC-04:00)
Attached: [redacted]

[redacted]

[redacted]

Carrie Chappell
Arts Integration Specialist
Beaufort County School District
carrie.chappell@beaufort.k12.sc.us
o: 843-322-0704
c: 843-592-8428
c: 843-962-4948

From: Polcari, Renee D <Renee.Polcari@beaufort.k12.sc.us>
Sent: Monday, August 12, 2024 11:40 AM
To: Chappell, Carrie A <Carrie.Chappell@beaufort.k12.sc.us>
Subject: [redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

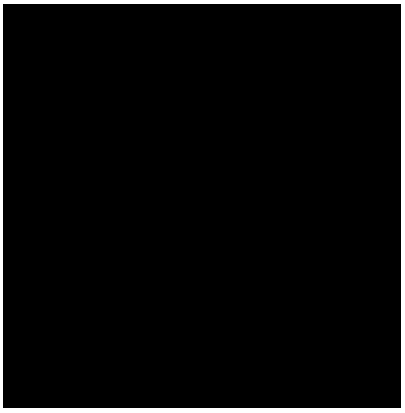
[redacted]

[redacted]

[redacted]

Renée D. Polcari
Campus Finance Specialist
843.322.2940

[redacted]







From: Cristin.Casper@beaufort.k12.sc.us <Cristin.Casper@beaufort.k12.sc.us>
Subject: BCSD February Character Education STOM
To:
Sent: March 21, 2024 10:30 AM (UTC-04:00)

We are happy to announce our Character Education Student(s) of the month for February below! The Character Trait for February was honesty/integrity. The students were selected based on nominations from each of our schools. Each nominee's information was vetted by a panel and the finalists are named below. With the assistance of the municipalities, we are able to recognize two additional students based on where their school is clustered!

For Northern BCSD Board Meeting recognition and from Broad River Elementary School – Kindergarten student [redacted]
For Southern BCSD Board Meeting recognition and from Bluffton Elementary School – [redacted]
For the City of Beaufort and from Lady's Island Middle School – [redacted]
For the Town of Bluffton and from Red Cedar Elementary School – [redacted]

We will recognize district winners ([redacted]) at our regularly scheduled BOE meeting. The students and their families will be attending the BOE meeting scheduled to include points of celebration (date to be provided by Cristin Casper). Principals, please assist us in getting this information to the families.

Mayors will announce the winners at their regularly scheduled town/council meetings.

We are excited about recognizing these students and look forward to having students across the district recognized each month again for exhibiting character traits that we all agree as being essential to success.

Thank you and please continue to nominate and submit your student names each month based on the character trait of the month.

Cristin Casper
Coordinator of Community Engagement
Beaufort County School District
cristin.casper@beaufort.k12.sc.us
O: 843-322-2306
beaufortschools.net
Engage with BCSD



From: Cristin.Casper@beaufort.k12.sc.us <Cristin.Casper@beaufort.k12.sc.us>
Subject: BCSD November Character Education STOM
To:
Sent: December 5, 2023 2:47 PM (UTC-05:00)

We are happy to announce our Character Education Student(s) of the month for November below! The Character Traits for November were respect and gratitude. The students were selected based on nominations from each of our schools. Each nominee's information was vetted by a panel and the finalists are named below. With the assistance of the municipalities, we are able to recognize two additional students based on where their school is clustered!

For Northern BCSD Board Meeting recognition and from Beaufort Middle School – [redacted]

For Southern BCSD Board Meeting recognition and from M.C. Riley Elementary School – 2nd [redacted]

For the City of Beaufort and from Broad River Elementary School – [redacted]

For the Town of Bluffton and from Bluffton Elementary School - [redacted]

We will recognize district winners [redacted] at our regularly scheduled BOE meeting. The students and their families will be attending the BOE meeting scheduled to include points of celebration (date to be provided by Cristin Casper). Principals, please assist us in getting this information to the families.

Mayors will announce the winners at their regularly scheduled town/council meetings.

We are excited about recognizing these students and look forward to having students across the district recognized each month again for exhibiting character traits that we all agree as being essential to success.

Thank you and please continue to nominate and submit your student names each month based on the character trait of the month.

Cristin Casper
Coordinator of Community Engagement
Beaufort County School District
cristin.casper@beaufort.k12.sc.us
O: 843-322-2306
beaufortschools.net
Engage with BCSD



From: Ruth.James@beaufort.k12.sc.us <Ruth.James@beaufort.k12.sc.us>
Subject: Re: Is your house in….
To: Carrie.Chappell@beaufort.k12.sc.us <Carrie.Chappell@beaufort.k12.sc.us>
Sent: May 17, 2024 9:00 AM (UTC-04:00)

You are too funny!!

Ruth N. James, CEOE
Coordinator of Community Initiatives & Afterschool
SCAEOP Immediate Past President 2024-2025
Phone: 843-322-2396 (O) 843-962-4997 (C)

From: Chappell, Carrie A <Carrie.Chappell@beaufort.k12.sc.us>
Sent: Thursday, May 16, 2024 4:28 PM
To: James, Ruth N <Ruth.James@beaufort.k12.sc.us>
Subject: Re: Is your house in….

I know that's rather cryptic, but I'll explain next time I see you.

Get Outlook for iOS

From: James, Ruth N <Ruth.James@beaufort.k12.sc.us>
Sent: Thursday, May 16, 2024 3:55:43 PM
To: Chappell, Carrie A <Carrie.Chappell@beaufort.k12.sc.us>
Subject: Re: Is your house in….

I don't think.

Ruth N. James, CEOE
Coordinator of Community Initiatives & Afterschool
SCAEOP Immediate Past President 2024-2025
Phone: 843-322-2396 (O) 843-962-4997 (C)

From: Chappell, Carrie A <Carrie.Chappell@beaufort.k12.sc.us>
Sent: Thursday, May 16, 2024 3:55 PM
To: James, Ruth N <Ruth.James@beaufort.k12.sc.us>
Subject: Is your house in….

…. the City of Beaufort?

Get Outlook for iOS

From: Deirdre.Appleby@beaufort.k12.sc.us <Deirdre.Appleby@beaufort.k12.sc.us>
Subject: MT7 meeting Handouts 05.14.24
To: Mary.Stratos@beaufort.k12.sc.us <Mary.Stratos@beaufort.k12.sc.us>; Jamie.Allen@beaufort.k12.sc.us <Jamie.Allen@beaufort.k12.sc.us>; Chavon.Browne@beaufort.k12.sc.us <Chavon.Browne@beaufort.k12.sc.us>; Davina.Coleman@beaufort.k12.sc.us <Davina.Coleman@beaufort.k12.sc.us>; Marva.Neal@beaufort.k12.sc.us <Marva.Neal@beaufort.k12.sc.us>; Wendy.Oels@beaufort.k12.sc.us <Wendy.Oels@beaufort.k12.sc.us>; Elandee.Thompson@beaufort.k12.sc.us <Elandee.Thompson@beaufort.k12.sc.us>; Ryan.Walsh@beaufort.k12.sc.us <Ryan.Walsh@beaufort.k12.sc.us>
Cc: MonaLise.Dickson@beaufort.k12.sc.us <MonaLise.Dickson@beaufort.k12.sc.us>; N'Kia.Campbell@beaufort.k12.sc.us <N'Kia.Campbell@beaufort.k12.sc.us>; Carrie.Chappell@beaufort.k12.sc.us <Carrie.Chappell@beaufort.k12.sc.us>; Kelsey.Pennington@beaufort.k12.sc.us <Kelsey.Pennington@beaufort.k12.sc.us>
Sent: May 14, 2024 3:55 PM (UTC-04:00)
Attached: MT7 Principal meeting 05.04.24.pptx, STEM Certification Intro and Camp Updates for Principals.pptx

The MedTech7 Team appreciates the attendance of all individuals in today's meeting. I greatly enjoyed learning about the various celebrations taking place at your schools. Your efforts in supporting students, teachers, and communities are commendable.
The zipped folder contains the breakdown of year 4 for each school. Additionally, there is an Ad Hoc Summary Sheet that enumerates each domain pertaining to your schools and delineates the areas upon which the grant's concentration is predicated. Pleases review it and send me any questions you may have or reach out and give me a call. I am happy to stop by and discuss anytime. We will review it more in detail at our next meeting on June 12th.

The upcoming meeting is scheduled for June 12th, commencing at 9 am and concluding at 1 pm. The meeting will take place at the Beaufort Digital Corridor. An invitation will be dispatched shortly. Additionally, please be vigilant for the release of the Google spreadsheet on Friday, which will contain information on the vendors and potential days for scheduling Professional Development activities in your calendar.

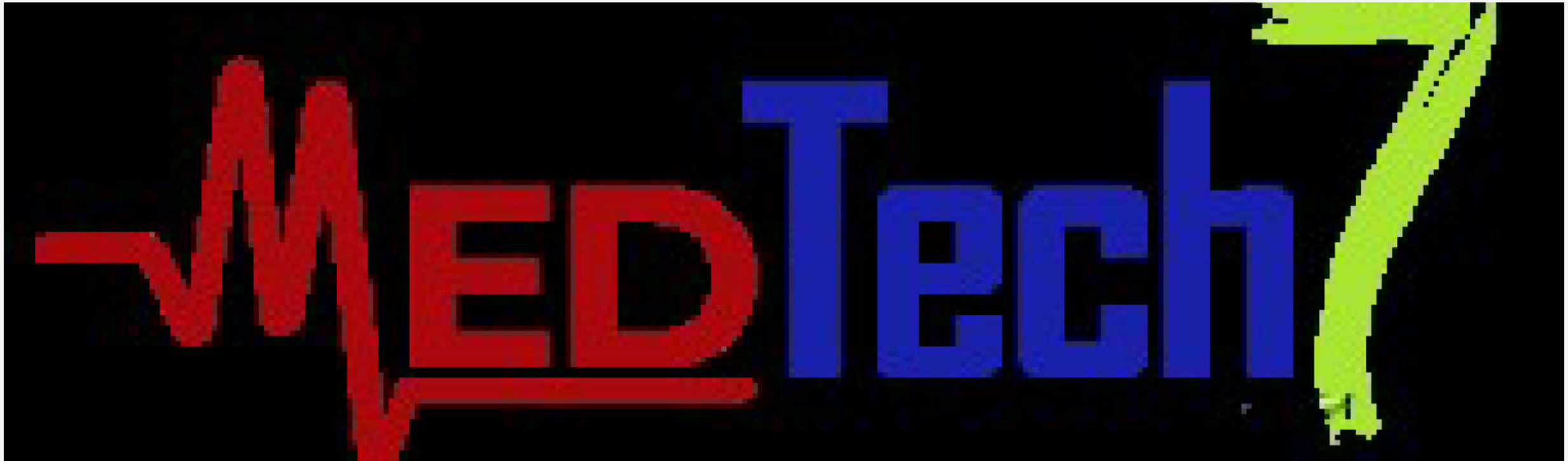
I look forward to seeing you soon.
My best,
Dee



Dee Appleby
MSAP Project Director- MedTech7
Beaufort County School District
deirdre.appleby@beaufort.k12.sc.us
8037600388
www.beaufortschools.org
2900 Mink Point Blvd, Beaufort, SC 20001

2023-2034 Year End Celebrations & Forecast for the 2024-25 School Year

Introduction to the upcoming school year's goals and initiatives.



Celebrations

Whale Branch Early College High School

- South Carolina Incubate Debate Coach of the Year - Willie White
- 14 Dual Enrollment Graduate - TCL
- 9/10 Students Completed TCL SC Certified Nursign Assistants
- Girls & Boys Track and Field team won Region 7 1A titles
- 2024 BCSD Induction Teacher of the Year, Ms. Isabel Smith
- Senior Scholars: Speaker - Quintilian Fields Jr., a 2022 Senior Scholar

Celebrations

Beaufort High School

- BHS Robotics Team, Hyper Resolution -Third Time State Champs
- National Merit Finalists! [redacted]
- Beaufort High School recognized for student success in the Advanced Placement program
- Senior Scholars
- Three students were selected as finalists in the Michelin J unior Design Challenge
- J ROTC earned the Distinguished Unit Award with Merit, totaling 1,630 community service hours
- Four students were awarded the Heritage Classic Foundation Scholarship
- Fine Arts department brought to life the beloved Broadway musical The Wiz
- 16 BHS Students were awarded 2024 Palmetto Fellows Scholarships
- Girl's Swimming Region Champions (1st Time in BHS History)
- Seniors with Diploma Pathways Seals of Distinction
  - Honors Endorsement - 58
  - College Ready Endorsement - 137
  - Career Ready Endorsement - 143
  - STEM Endorsement - 120
  - World Language Endorsement - 9
  - Military Endorsement - 7
  - Arts Endorsement - 22



Celebrations

Whale Branch Middle School

- PLTW Distinguished Program Recognition - 2 years
- Hosted Guest Speaker Frank Baker for presentation on the Holocaust
- Five sixth graders won 1st Place in their category at Charleston Regional Science Fair
- Integrated Makey-Maker in 8th grade classrooms
- Eight band students earned All-County Band recognition
- Two eighth grade students were members of WBEC women's track winning team
- Media specialist integrated Raspberry Pi coding in media center
- SMARTLab



Celebrations

Lady's Island Middle School

- 2 BCSD Recognitions & 2 City of Beaufort Proclamations received for several of our students
- LIMS Medical Core Students participated in the district hosted CTE Fair
- Media Center hosted a successful STEAM2 MakerSPACE career night for students and parents
- LIMS Students were inducted into the National Junior Art Honor Society
- Students participated in the Kids in Kayak program
- LIMS CTE Department held a successful CTE Showcase to display their MedTech classrooms
- 9 Junior Scholars
- 7th/8th grade Robotics team made the finals at Rumble Nest and 6th grade team received an award at RiverRidge Last Chance
- Hosted 2 Virtual Art Shows and an Advanced Art Portfolio Showcase
- 2023 Port Royal Sound Foundation Recycled Art Contest Award Winner - "Birds Under a Cloud of Plastic"
- 2nd Annual Cougar Tank – Student Entrepreneurship Business Fair
- 16 Students were enrolled in the Art Honor Society
- SMARTLab

Celebrations

Whale Branch Elementary School

- Girls on the Run for competing in the Publix Savannah Women's 5k
- Five students were represented during the annual "Notes" event, benefitting Boys & Girls Clubs of Northern Beaufort County.
- Career Week took place March 11th-15th
- 2024 Teacher of the Year, 2nd grade teacher, Ms. Cooper!!
- i-Ready Plory and Snargg jumped right out of the devices to join us for the day
- Heritage Community Farms for partnering with our STEAM teacher, Mr. Greene, and our students, to bring gardening to our school

Celebrations

Mossy Oaks Elementary School

- All classroom teachers are trained in PLTW Launch
- Lego Wall outside of Steam Lab grant awarded through the Foundation for Educational Excellence
- Received toy medical kits for our Prek and Kindergarten classrooms for dramatic play
- Small groups building robots using our Vex Go kits



Jennifer Thomas • 6d

Cognia-SC

Supporting Improvement and Accreditation

CANVAS

Continuous Improvement/ Accreditation Resources

Candidacy Review Resources

Accreditation Engagement Review (AER) Resources

Performance Standards

Cognia Accreditation Research Brief

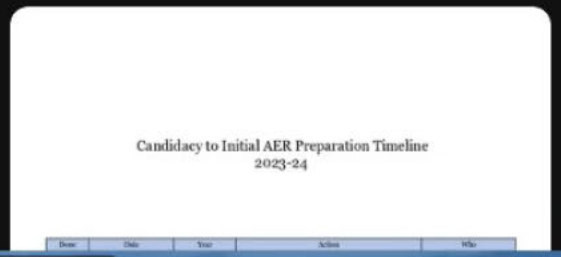

cognia

Research Brief:

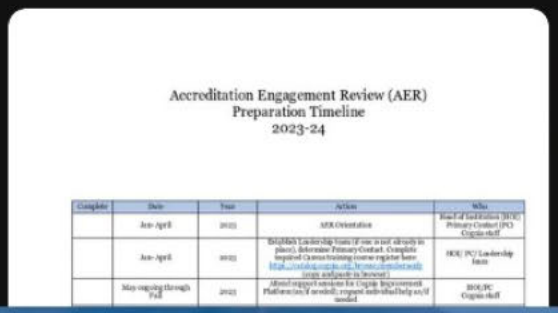
Cognia Accreditation

A Case for Accreditation

Suggested Timeline for Preparing for Candidacy to Initial AER


Candidacy to Initial AER Preparation Timeline
2023-24

Suggested Timeline for Preparing for the AER


Accreditation Engagement Review (AER)
Preparation Timeline
2023-24

Performance Standards Cards updated


Key Characteristic 1: Culture of Learning

STANDARD #1

Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion, and is free from bias.

Elements

Rubric

STEM Certification Process

Cognia Padlet: A collaborative virtual workspace for STEM certification

Goals/Objectives/Assessments

April 1, 2024 - March 31, 2025

MedTech7 Fidelity Study

Year 1: Planning year with professional development, magnet design, marketing and recruitment, purchase of instructional supplies, prepara activities to support school-level implementation •

Year 2: Arts-integrated school-level implementation for all target elementary and middle schools – STEAM/STEM Summer Camp •

Year 3: Arts-integrated school-level implementation for two target high schools; add medical theme in elementary/middle Beaufort cluster; a technology theme in elementary/middle Whale Branch cluster; Pre-Med and Biomedical Academies: Beaufort High (grade 9); three Technol Academies: Whale Branch High (grade 9); afterschool programming with STEM camps •

Year 4: Pre-Med and Biomedical Academies: Beaufort High (grade 10); three Technology Academies: Whale Branch High (grade 10) •

Year 5: Pre-Med and Biomedical Academies: Beaufort High (grade 11); three Technology Academies: Whale Branch High (grade 11); contin planning for grade 12 academies implementation for Year 6

“Education is the most powerful weapon which you can use to change the world.”

NELSON MANDELA

Professional Development

2024-25

Curriculum Updates	Arts- Integration	Academic Pathways	PBL Mathematics Science RTI	Collaborative Learning	Micro-Credentials Stacks
Sessions on new curriculum updates and instructional strategies to enhance learning outcomes for school sites.	Workshops on leveraging educational platforms to create engaging learning experiences.	Pre-Med and BioMedical Academies - BHS (10th grade) Technology Academies - WB (10th grade)	Professional development on adapting teaching methods to meet the diverse needs of students through PBL, Mathematics, Science, and RTI.	Opportunities for teachers to share best practices, engage in peer observations, and participate in professional learning communities.	Micro-credentials are natural extensions of educators' professional learning journeys. Educators engage in both formal and informal professional learning activities but are rarely recognized for their informal learning. STEM Leadership CarolinaCrEd- Courses

Technology Integration

zSpace®

Curriculum Integration



Active Learning

Resources

zSpace®

artsNOW

SREB
Southern Regional Education Board

OpenSciEd™

PROJECT LEAD THE WAY
PLTW

STEM²
THE POWER OF DISCOVERY

Teacher/Parent/Student Surveys

Teacher Survey

Parent Survey

Student Survey

Spring of 2023 Results

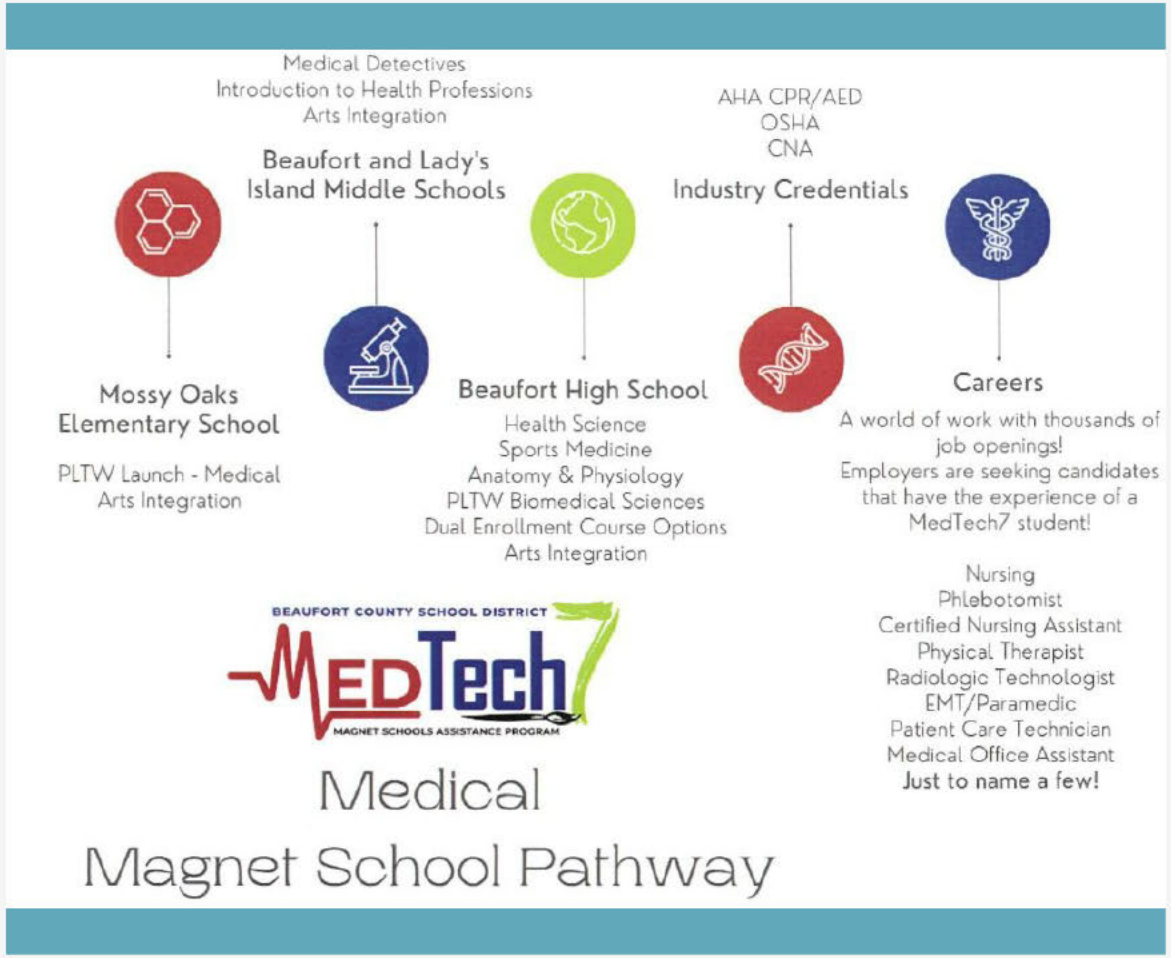


Fall 2023

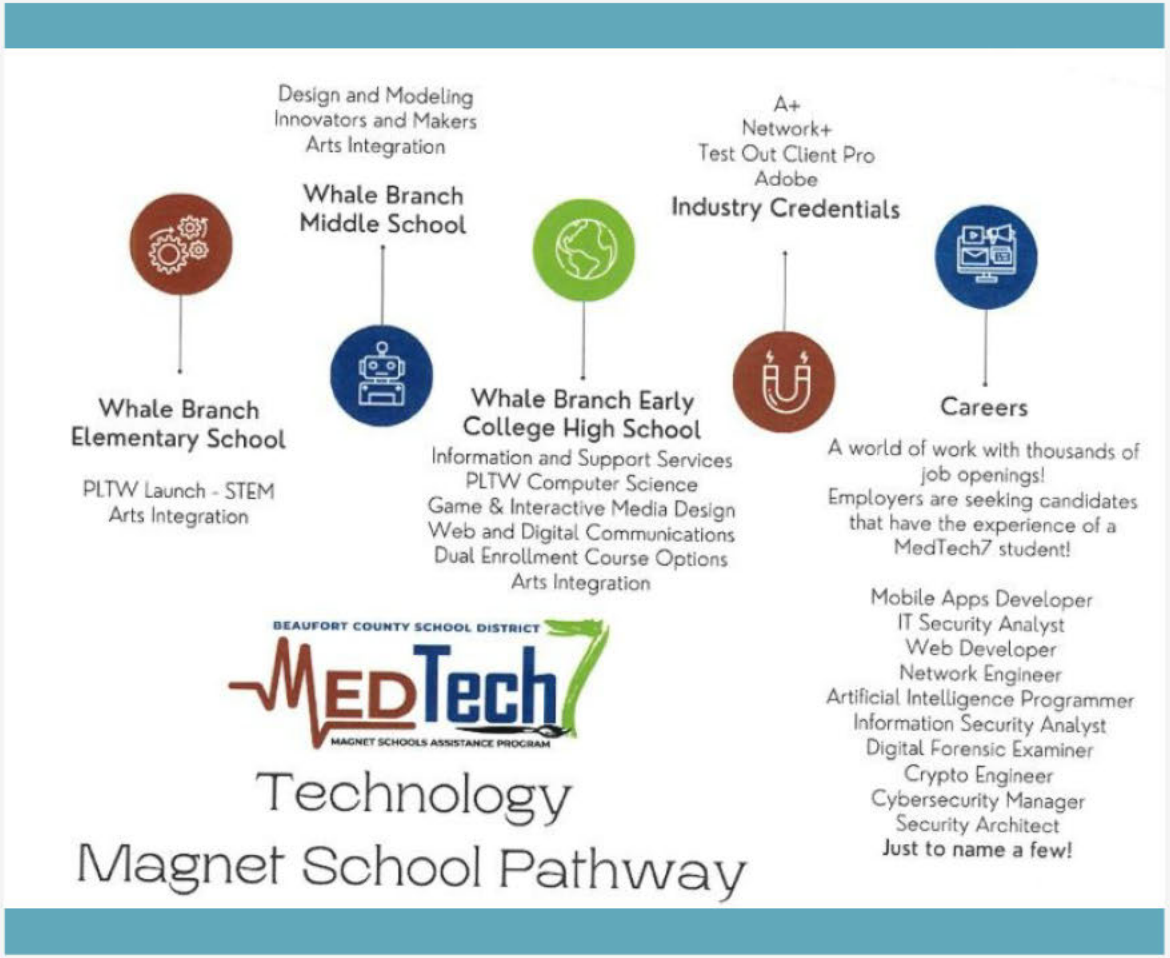


Spring 2024

Academic Pathways



Medical



Technology



Q&A

The upcoming 2024-25 school year promises to be a transformative experience for students, educators, and families alike. As we prepare for this exciting chapter, it's essential to address any lingering questions or concerns to ensure a smooth and productive transition.

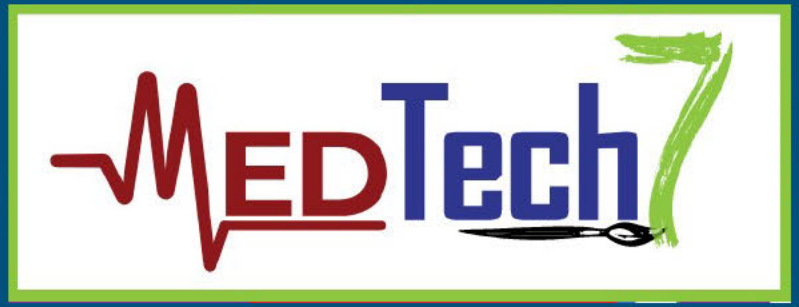
Celebrations

Beaufort Middle School

- First school in BCSD to bring back the AVID (Advancement Via Individual Determination) program
- 8th-grade students were recognized as a South Carolina Junior Scholar
- Three of our faculty members were selected to participate in the AWAKE-STEM initiative- Problem-based learning and career development.
- Several teachers received community grants this year to focus on school renewal and academic initiatives
- Two Gryphons represented Beaufort Middle School during the Regional Science Fair. [redacted] won 1st Place in the Junior 2 Division for Behavioral and Social Sciences. [redacted] was selected as a nominee for the Thermo Fischer Juniors Innovations Challenge to compete nationally for a grand prize of $25,000.
- Eight students published in the district's into the River of Words anthology
- BMS received an award of $1600 from the HHI Jr. Jazz Foundation Grant.
- Four students were accepted into summer programs at the SC Governor's School for Arts & Humanities!
- Fifteen students were accepted into All County Honor Band. Two students were accepted into the Region 4 Honor Band.




STEM
cognia
CERTIFIED


MEDTech7

Connections to the MSAP MedTech7 Grant

How many times is it mentioned in the grant?

Cognia 11	STEM Certification 14
STEAM 249	STEM 136

Connections to the MSAP MedTech7 Grant

"All seven target schools will pursue STEM certification to enhance project activities through Cognia." - p.88

"Grant funds will be used for target schools to obtain STEM certification" - p.25

"All seven target schools will pursue STEM certification to enhance project activities through Cognia which was previously AdvancED… The STEM certification process has six key steps (Cognia, 2020): STEM application, internal review in which a school-based team completes the STEM certification diagnostic, schedule review and develop presentation of evidence, two-day onsite review conducted by trained STEM reviewers, STEM certification recommendation with findings and recommendations form the team, and the STEM final report and certificate valid for five years. The STEM certification process incorporates 16 standards across four domains." - p.88-89

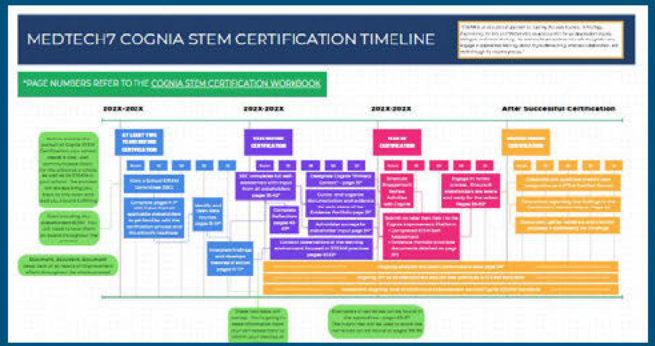
"All seven target schools will pursue STEM certification from Cognia, and as schools undergo this process, a tailored training plan will be developed based on identified needs. Training will be developed around the four key domains (Cognia, 2020): STEM community (inclusion and equity, community engagement, leadership); STEM learning culture (communication, self-directed learning, PBL and inquiry learning); STEM experiences (discipline integration, STEM extensions, performance assessment, curriculum organization); and STEM outcomes (content knowledge, skills and competencies, strategic management). To support certification and STEAM integration, teachers will engage in PD to build their capacity to implement seven essential project-based teaching practices." - p. 83-84

Through communities of practice, staff from all seven magnet schools will engage in PD and training that supports magnet themes at least 50 hours annually. PD will range from program-wide to individual trainings, based on grade-level and staff needs and will develop teacher qualifications in areas such as STEAM arts integration, STEM certification, PBL, and medical and technology magnet themes." - p.119

Essential STEM Certification Resources

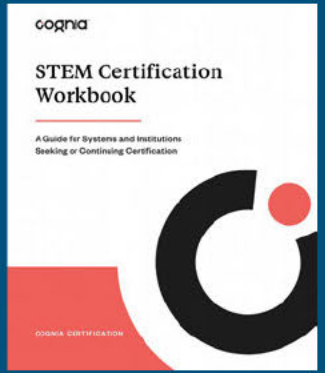
Shared with you in Canva

STEM Cert Timeline



STEM Cert Workbook

Shared with you in Google



Let’s get started with the timeline!

- Go to page 7 in your workbook - Readiness Self-Assessment
- Review and discuss with a partner or team

****Disclaimer - The Readiness Self-Assessment should be in conjunction with your STEAM Committee. Make sure you get their input before moving forward.

What are some steps you can take now / over the summer?

Where on the timeline will your school start the 24-25 school year?

Schedule and Initial STEM Certification Meeting for Your School

https://calendly.com/1231carriea

Schedule a Meeting

Let’s get together and come up with an action plan/timeline specific to your school.

These meetings can be just with you, or with your whole STEAM Committee

2024 STEAM Camp Update

LIMS June 10th-13th (Friday Take-home)
WBECHS June 17th-21st (Wednesday Take-home)

Enrollment and Scheduling

99 Students are currently enrolled in Camp

- Week 1: 70
- Week 2: 29

Camp will run from 8:30-3:30 each day. Transportation, breakfast and lunch are provided.

Students will rotate through four learning stations focusing on resistance watercolor, buoyancy and local waterway experiments, medical integration, and engineering challenges.

BJWSA and SC DNR have partnered with the camp to provide information and guest speakers for lunch-and-learns during camp.

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ArtsNow Feedback 23-24