

Legislative Oversight Committee Response
February 16, 2018

In response to the Subcommittee's request in a letter dated February 9, 2018, the following information is provided:

1. Information about the outcomes of the Florida program on which the Commission for Minority Affairs (CMA) African American Affairs tutoring program is modeled.
2. The following information related to the NxLevel microenterprise training funded by the USDA Rural Business Enterprise Grant: a. NxLevel training syllabus; b. Breakdown of the expenditures funded by the \$52,000 grant received in FY 2016-17; c. The number of graduates of CMA-sponsored NxLevel training in FY 2016-17 and FY 2017-18 to date; and d. The number of businesses that have been started by graduates of CMA-sponsored NxLevel training subsequent to completion of the training.
3. A list of CMA's current partnerships with federal, state, and non-profit organizations as outlined in Objective 4.3.4.
4. A description of the performance metrics that will be included in the Working Together Works state plan for reducing poverty outlined in Strategy 4.4.
5. A list of trainings that were completed by CMA staff in calendar year 2017.
6. A brief summary of the response the agency has provided to Mr. Ronnie D. Williams of the Beaver Creek Tribe, who testified at the February 8 Subcommittee meeting regarding assistance he is seeking with a tool that he patented.

1. Information about the outcomes of the Florida program on which the Commission for Minority Affairs (CMA) African American Affairs tutoring program is modeled.



“Investing in the Future, for the Future”

Presented by

**Shawn M. Davis, Director
Black Male College Explorers Program**

**Kareem J. Coney, Special Assistant to the President &
External Relations**

**Florida Memorial University
Roslyn Clark Artis, JD, EdD, President**

Black Male College Explorers Program Mission Statement

- ◆ **The primary mission of the Black Male College Explorers Program at Florida Memorial University is to develop programs and services that augment academic opportunities for students in middle and high schools and facilitate their efforts to complete high school, earn a college degree, find meaningful employment or pursue graduate studies.**

FACT SHEET

- ◆ Florida Memorial University's "**Black Male College Explorers Program**" is an at risk intervention program designed specifically for **Black Males**. High schools and middle schools are asked to identify "At-Risk" **Black Males** in grades 6 through 12. A team of school and community leaders provides supportive services for the students during the regular school year. Florida Memorial University provides five weeks of highly concentrated developmental experiences during the summer while students live on campus. An appropriate number of high school and college professors are hired to teach S.T.E.M. subjects that include Science, Technology, Engineering and Mathematics. Personal growth and developmental activities are provided through weekly seminars and workshops.

Purpose

The goals of the program are:

- **To increase the amount of Black Males graduating from high school**
- **Facilitate their admission to college and**
- **Significantly increase their chances of earning a college degree.**



Eligibility

- ◆ A middle school or high school **Black Male** in grades 6 through 12.
- ◆ A depressed grade point average that does not adequately represent the potential of the student.
- ◆ A history of disciplinary problems or the propensity to display irregular behavior.
- ◆ An expressed interest in the program.
- ◆ A willingness to consider post-secondary education after high school.
- ◆ Any unique situation/problem that makes a student potentially at-risk.

Program Objectives

- ◆ To decrease the disproportionate number of illiterate **Black Males**.
- ◆ To decrease the number of **Black Males** dropouts from high school.
- ◆ To decrease the number of **Black Males** suspended or expelled from school for disciplinary reasons.
- ◆ To decrease the number of **Black Males** unemployed and/or under-employed.
- ◆ To decrease the steady decline in the rate of **Black Males** who enter and complete college, as a viable alternative for improving their quality of life.

Services

The following component of services will be provided to students:

Phase One

- ◆ Academic support activities.
- ◆ Personal developmental seminars
- ◆ Mentoring
- ◆ Career exploration and planning seminars
- ◆ College orientation and motivational activities
- ◆ Jail Tours
- ◆ Cultural Field Trips

Phase Two

- ◆ Five (5) weeks of academic experimental instruction.
- ◆ Five(5) weeks of college residential life.
- ◆ Lodging, food, books, and classroom materials
- ◆ Transportation to and from Florida Memorial University.
- ◆ Summer matriculation for 6 through 12 grade students.

Program Goals-Outcomes

The successful attainment of the following program is projected:

- ◆ Seventy-five percent (75%) of the participants will have a .5 percent increase in their grade point average (GPA).
- ◆ Ninety percent (90%) of the participants will meet the minimum requirements for college prior to high school graduation.
- ◆ Ninety percent (90%) of the participants will graduate from high school.
- ◆ Eighty percent (80%) of the graduates will enroll in either technical school or college.
- ◆ Ten percent (10%) of the participants will enter the work force.
- ◆ Eighty percent (80%) of the participants will demonstrate favorable changes in attitude and behavior.

A collaborative partnership will be formed by teachers, guidance counselors, the business community, social service organizations, and parents to promote the attainment of the program's goals. Goals will be measured by observation, student academic performance and achievement, standardized test scores, pre/post assessment test, and pre/post attitude surveys.

Community Needs

The need for such a project is manifested by the high percentage of Black males currently represented in negative categories that include:

- ◆ A disproportionate number of Black males illiterate;
- ◆ A disproportionate number of Black male drop outs;
- ◆ A disproportionate number of Black number of males are unemployed and/or underemployed;
- ◆ A disproportionate number of Black males involved with the criminal justice system;
- ◆ A disproportionate number of Black males who are becoming a disruptive force in the home , school, and community;
- ◆ A disproportionate number of Black males are becoming teen fathers and are at-risk for exposure to a variety of sexually transmitted diseases (STD'S), including AIDS
- ◆ The declining rate of Black males who enter and complete college as a viable alternative for improving their quality of life. (Resource: Dept. of Justice-Office of Juvenile Justice and Delinquency Prevention), Research Summary 2003)

BMCEP Enrollment History 2006-2013

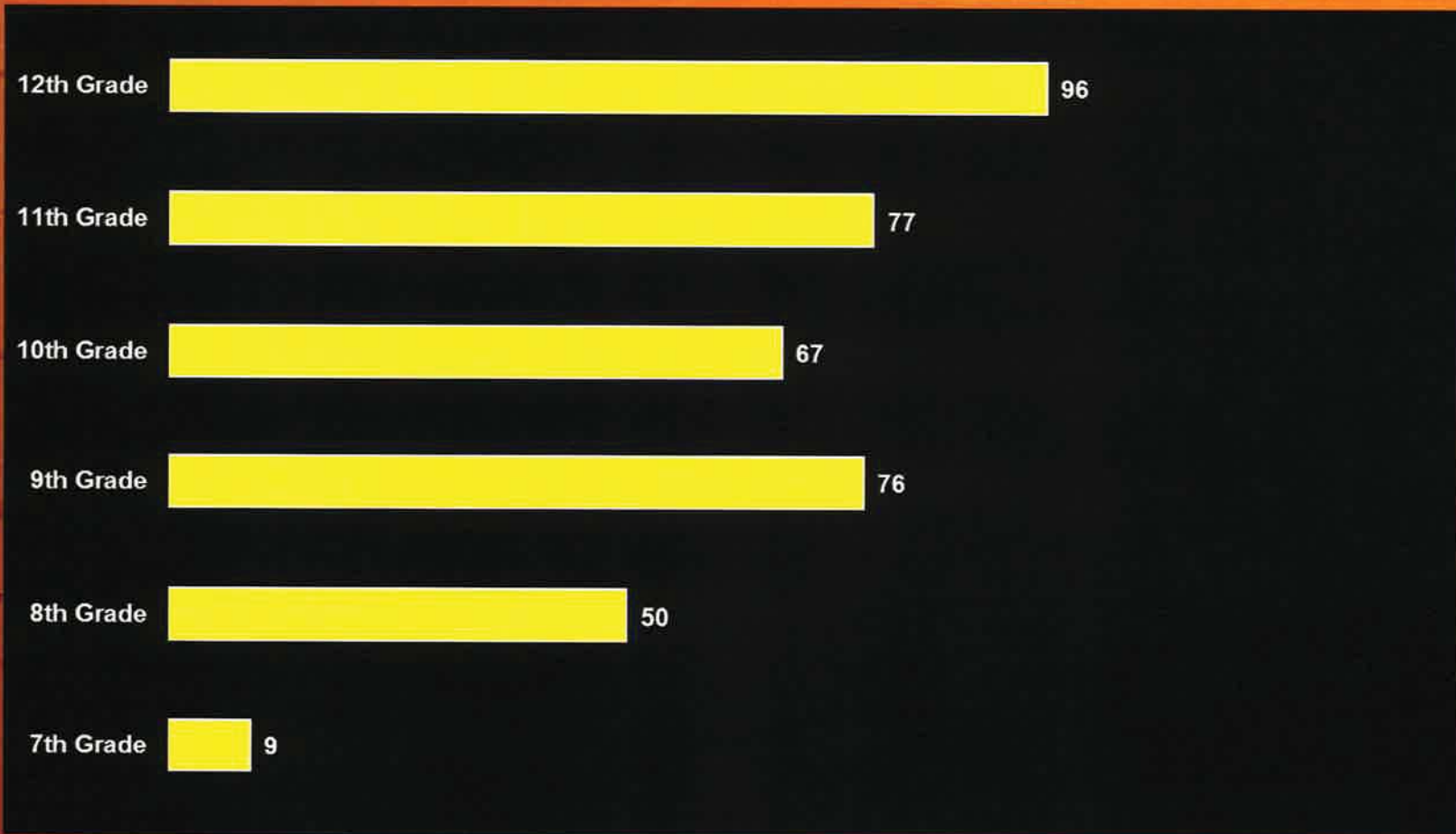
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Totals
6 th	0	0	0	0	0	0	1	1
7 th	2	2	3	0	0	0	2	9
8 th	15	8	14	3	3	2	5	50
9 th	23	14	15	13	2	2	7	76
10 th	15	17	13	10	4	5	6	67
11 th	10	9	12	14	19	8	5	77
12 th	17	15	16	15	9	14	10	96
Totals	82	65	73	55	37	31	36	379

BMCEP Enrollment History 2006-2013

- ◆ For over a decade, the Black Male College Explorers Program's enrollment history has been moderately progressive. This is not accidental as the program's greater intentions were to systematically increase the enrollment of the program by a continual infusion of productive and positive initiatives. Also, as the enrollment increased for the BMCEP, useful resources within the community, as well as the corporate sector, became more available.



BMCEP Enrollment History 2006 - 2013



BMCEP Retention Rates 2006-2013

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Totals
Total Enrolled	82	65	73	55	37	31	36	397
Total No. Returned	65	48	56	22	22	7	13	319
Total Graduated	17	17	17	23	9	14	10	145
Total Withdrew	0	0	0	0	9	15	0	53
Total Retention	100%	100%	100%	100%	41%	21%	100%	80%

BMCEP Retention Narrative 2006-2010

- ◆ As a result of integrating staunch parental support with meaningful educational programs that address students' well being, retention within the BMCEP has continued progress. Program data indicates that the BMCEP has retained an average of 80% of its participants since 2006. With the continued support and cooperation from the Miami-Dade County School Board, Parents, external and internal institutions of higher education, the program expects to continue its growth and expansion.

BMCEP Graduation Rates 2006-2013

Academic Years	Total # of Seniors	Total # Graduated	Percent (%) Graduated	Total Attended College	Percent Attended College	Armed Forces	Employment
06-07	17	17	100%	16	94%	1	0
07-08	17	17	100%	17	100%	0	0
08-09	17	17	100%	15	88%	0	2
09-10	23	23	100%	22	96%	0	1
10-11	9	9	100%	9	100%	0	0
11-12	14	14	100%	14	100%	0	0
11-13	10	10	100%	10	100%	0	0

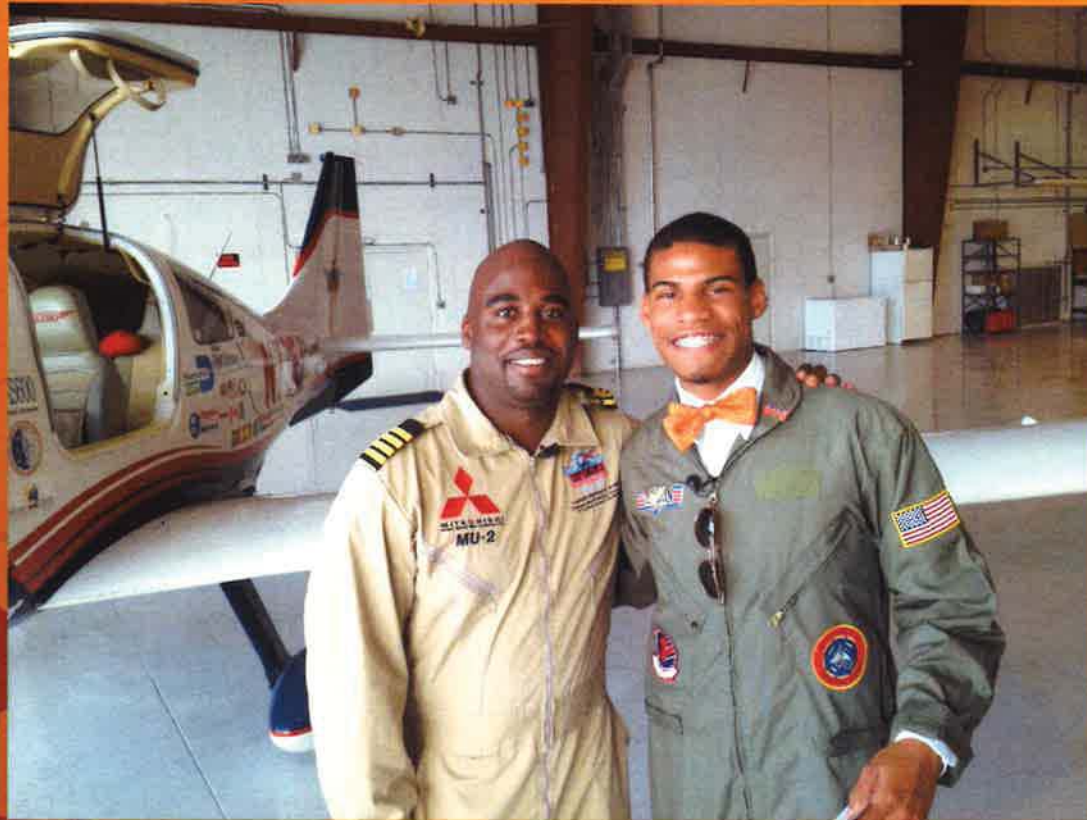
BMCEP Graduation Rate Narrative 2006-2013

- ◆ **Clearly, Black Male College Explorers Program graduation rate speaks for itself. Since inception, 100% of seniors have graduated from high school and subsequently attended post-secondary education, joined the armed forces, or obtained employment.**



History of the Black Male College Explorers Program

- ✦ *The concept of the Black Male College Explorers Program was initiated in 1992 at Florida A & M University campus in Tallahassee, Florida. Florida Memorial University, 1995 along with Bethune Cookman University in Daytona Beach, Florida, and Edward Waters College in Jacksonville, Florida, began to host the program at their campus as well. The purpose in initiating the Black Male College Explorers Program at the four historically Black Colleges and Universities in Florida, was to establish an academic consortium for this five-year program to impact and uplift the quality of life for at-risk black males.*
- ✦ *Since the adoption of the Black Male College Explorers Program (BMCEP), on Florida Memorial University campus, Florida Memorial University's Black Male College Explorers Program has received a great deal of interest and attention by the South Florida community and has made a significant impact on the lives of At-risk males and their families. Florida Memorial University's Black Male College Explorers Program is a year round program with operates on two (2) phases which are specifically designed to help youth "Realize that Success is a Journey, Not a Destination".*
- ✦ *High schools and middle schools are asked to identify "At-Risk Black Males in grades 6 through 12. A team of school and community leaders provides supportive services for the students during the regular school year. Florida Memorial University provides six weeks of highly concentrated developmental experiences during the summer while students live on campus. An appropriate number of high school and college professors are hired to teach S.T.E.M. subjects that include Science, Technology, Engineering and Mathematics. Personal growth and developmental activities are provided through weekly seminars and workshops.. Also provided are pre-standardized tests i.e., ACT, SAT, FCAT to help achieve programs goals which are, To increase the amount of black males graduating from high school, facilitate their admission to college, and significantly increase their chances of earning a college degree. Personal growth and developmental activities are provided through bi-weekly seminars and workshops.*
- ✦ *The Black Male College Explorers Program clearly is a program where it's graduation rates speaks for itself. Since inception, 100% of seniors have graduated from high school, attending post-secondary education, joined the armed forces, or obtained employment.*



Michael Williams and Mr. Barrington Irving

Michael Williams CBS SuperKid of the Week!

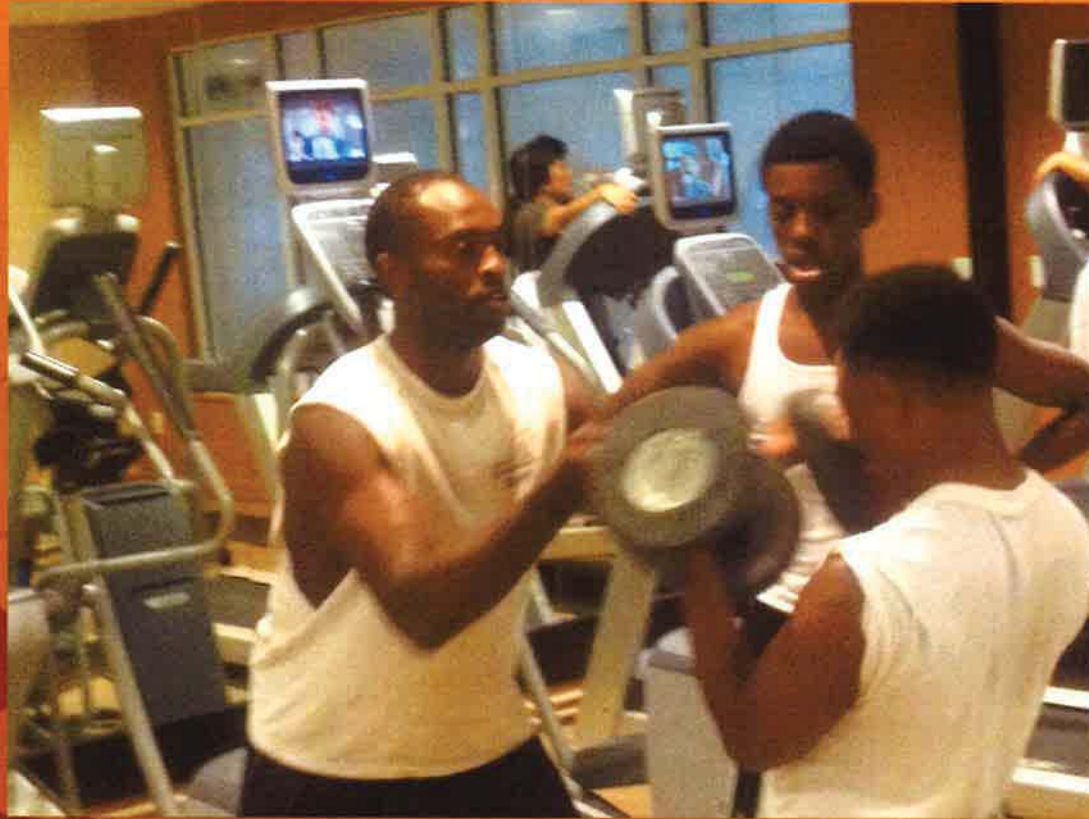


BMCEP in Atlanta, GA

Dr. Martin Luther King, Jr Church



Spelling Bee Champs



Staying fit



BMCEP at the Golf Course



Etiquette Class



Community Service

Highlights 2013

- ◆ One Hundred (100%) high school graduation rate.
- ◆ One Hundred (100%) high school graduates attending college.
- ◆ Fifty (50%) high school graduates attended a Historically Black College/University.
- ◆ Fifty (50%) high school graduates attended Florida Memorial University.
- ◆ Retention rate 80%.
- ◆ Average SAT score – 1050.
- ◆ Average high school GPA – 2.90.
- ◆ Partnered with Gates Millennium Scholars Program
- ◆ UNCF-Empower Me College Tour
- ◆ Received \$50,000 from AT & T as corporate donation
- ◆ Preserved the BMCEP “Adopt A Highway” Road
- ◆ Received \$10,000 from TD Bank
- ◆ Met monthly with Parents of program participants
- ◆ Coordinated with the National Action Network (NAN)

Black Male Statistics

- ◆ Only 16.3% of black males have obtained undergraduate and/or graduate degrees (2000 US Census Bureau Information)
- ◆ Black males make up only 11% of the total college population. (1999 Digest of Educational Statistics)
- ◆ Black males attend college at a rate of 10.2%, while black women attend college at a 13.7% rate. (2000 National Center for Educational Statistics)
- ◆ It is estimated that 30% of black males between the ages of 20 to 29 are under correctional supervision. (2001 Bureau of Justice Statistics)
- ◆ By the time they reach high school, Census statistics show that 42 percent of all African-American boys have failed an entire grade at least once.
- ◆ Just 18 % Black men ages 20-21 are enrolled in college, according to the 2000 Census.
- ◆ Only 34% of the Black students who earn bachelor's degrees are male. U.S. Department of Education (2004).
- ◆ There were 791,600 black men in correctional facilities in 2000 and 603,032 enrolled in higher education. "This means there were 188,500 more African-American men incarcerated than in higher education," (Justice Policy Institute)
- ◆ Iain Murray, Director of Research at the Statistical Assessment Services of JPI said U.S. Census Bureau figures show that there were 469,000 African-American males ages 18 to 24 enrolled in college in 2000, compared with 180,000 in prison or jail.
- ◆ Black men and other male racial minorities earned 9% of bachelor's degrees awarded in 2003-04, up from 5% in 1976-77 and lags behind that of women of color, who tripled the number of bachelor's degrees they earned during the same period, from 5% to 15%.
- ◆ A clear female majority has emerged among Whites, Hispanics and blacks. Only Asian women have parity with Asian men
- ◆ Among traditional-age students (age 24 or younger), males have dropped from 48% of total enrollment in 1995-96 to 45% in 2003-04.

Contact Information

Kareem J. Coney, Director
Special Assistant to the President & External Relations/
Director, Black Male College Explorers Program
Florida Memorial University
15800 N.W. 42nd Ave.
Miami Gardens, FL 33054
(305) 626-3108
(305) 623-4223-fax
Kareem.coney@fmuniv.edu



Shawn M. Davis, Director
Black Male College Explorers Program
Florida Memorial University
15800 NW 42nd Ave
Miami Gardens, FL 33056
(305) 626-3163
(305) 626-623-4223-fax
Shawn.Davis@fmuniv.edu



FLORIDA MEMORIAL UNIVERSITY

Black  **MALE**

COLLEGE EXPLORERS

SINCE 1990

2. Information related to the NxLevel microenterprise training funded by the USDA Rural Business Enterprise Grant:

- a. NxLevel training syllabus;
- b. Breakdown of the expenditures funded by the \$52,000 grant received in FY 2016-17;
- c. The number of graduates of CMA-sponsored NxLevel training in FY 2016-17 and FY 2017-18 to date; (*thirty three*);
- d. The number of businesses that have been started by graduates of CMA-sponsored NxLevel training subsequent to completion of the training (*four*).

NxLevel® for Micro Entrepreneurs

Course Outline

Micro Entrepreneur Training Program Outline

Instructor(s):	Certified NxLevel Instructor
Required Text/Material:	NxLevel © Micro Entrepreneur workbooks, Wi-Fi to access the comput training aspect of each program module [electronic tablet requirement: PC flash play streaming capability]
Course Description	The Micro Entrepreneurs module focuses on teaching “self-sufficiency through self employment.” Participants will learn how to choose a business idea, develop a marketing plan, explore financing options, and develop a customer service philosophy, as well as other relevant entrepreneurial skills.

Topic Outline:	Hours/Minutes
1. Introduction & Keys to Business Success	3hrs
2. Assessing Your Business Idea: Picking the Right Business	3hrs
3. Planning and Research: Entrepreneurial Essentials	3hrs
4. The Marketing Plan: The Basic	3hrs
5. Organizational Matters: Legal Structure, Government: Regulations and Taxes	3hrs
6. Organizational Matters: Management Structure	3hrs
7. Marketing: Analysis and Understanding	3hrs
8. Marketing: Product Strategies, and Pricing Tactics	3hrs
9. Marketing: Placement Strategies & Promotional Strategies	3hrs
10. Technology: E-Commerce	3hrs
11. Professionalism: Selling Success	3hrs
12. Financial Overview: Developing and Using Cash Flow Projections, & Understanding and Using Financial Statement	3hrs
13. Financial Overview: Books, Records and Control	3hrs
14. Financial Overview: Tips and Tools	3hrs

Total Sessions (Coverage Hours)**45hrs****Learning Outcomes****Upon completing of Nx Level, our veteran participants will:**

- Understand the characteristics of successful entrepreneurs.
- Understand the business planning process, the reason for feasibility studies, and the internal and external uses of a formal business plan.
- Understand why, how, where, and when to do market research.
- Learn how to select the right legal and management structures.
- Understand the impact of government regulations on businesses.
- Develop an understanding of marketing issues and their day-to-day impact on profitability.
- Understand the potential use of technology in business.
- Understand the principles of customer service.
- Understand basic financial statements and their uses.
- Understand budgeting and the roles of assumptions.
- Understand the concept of break even, and the value of cash flow.
- Have completed a draft business plan.

Total (estimate of coverage hours)**24 hrs**

COURSE OUTLINE

DATES AND ACTIVITIES	FOCUS	STUDENT LEARNING OUTCOME(S)
<p style="text-align: center;"><u>WEEK 1</u></p> <p>ACTIVITIES: Complete self-assessment exercises in communication skills, time management, and other business skills</p> <p>Experience networking with class participants</p> <p>Computer Class Assignment</p>	<p style="text-align: center;">Introduction & Keys to Business Success</p>	<p>L.O.1: Understanding the course curriculum and expectations L.O.2: Learn about professionalism in the business world L.O.3: Learn to create and follow an action plan</p>
<p style="text-align: center;"><u>WEEK 2</u></p> <p>ACTIVITIES: Computer Class Assignment</p>	<p style="text-align: center;">Assessing Your Business Idea: Picking the Right Business</p>	<p>L.O.1: Examine business types and choose a business idea L.O.2: Understand business niche L.O.3: Understand market segmentation, target markets, and niche markets L.O.4: Begin assessing who the customer is for the business L.O.5: Understand the research process and available resources L.O.6: Think about what contingency plans should be in place</p>
<p style="text-align: center;"><u>WEEK 3</u></p> <p>ACTIVITIES: Computer Class Assignment</p>	<p style="text-align: center;">Planning and Research: Entrepreneurial Essentials</p>	<p>L.O.1: Learn the reasons for planning, and basic planning concepts L.O.2: Start the planning process by setting business goals and objectives L.O.3: Become familiar with the components of the NxLevel Micro-Entrepreneur Business Plan</p>
<p style="text-align: center;"><u>WEEK 4</u></p> <p>ACTIVITIES: Computer Class Assignment</p>	<p style="text-align: center;">The Marketing Plan: The Basic</p>	<p>L.O.1: Become familiar with the components of the marketing plan L.O.2: Gain a basic understanding of market research L.O.3: Understand how to gather primary and secondary data L.O.4: Research your industry, and draw conclusions about your place within it</p>

<p><u>WEEK 5</u></p> <p>ACTIVITIES: Computer Class Assignment</p>	<p>Organizational Matters: Legal Structure</p> <p>Government: Regulations and Taxes</p>	<p>L.O.1: Identify and select a legal structure for their business L.O.2: Become aware of the types of government regulations facing small business and resources available for guidance in compliance L.O.3: Research regulations specific to their business, and determine the impact and cost to their business L.O.4: Identify contracts and leases that will be used in their business, and other contracts that may be important to the business later</p>
<p><u>WEEK 6</u></p> <p>ACTIVITIES: Computer Class Assignment</p>	<p>Organizational Matters: Management Structure</p>	<p>L.O.1: Understand why management is important to micro businesses, even if they're sole proprietorships with no employees L.O.2: Understand the challenges of managing a homebased business L.O.3: Identify internal and external management team members, and determine related expenses L.O.4: Determine current employee needs and related expenses, and identify employee management issues L.O.5: Understand insurance needs and associated expenses</p>
<p><u>WEEK 7</u></p> <p>ACTIVITIES: Computer Class Assignment</p>	<p>Marketing: Analysis and Understanding</p>	<p>L.O.1: Learn where to get the market research data you need L.O.2: Understand the features and benefits of your products L.O.3: How to find out who your customer is L.O.4: How to research your competitors L.O.5: How to estimate your market potential</p>
<p><u>WEEK 8</u></p>	<p>Marketing: Product Strategies, and Pricing Tactics</p>	<p>L.O.1: Discuss marketing strategies L.O.2: Understand how packaging affects business success L.O.3: Consider how the products will be positioned L.O.4: Consider branding issues L.O.5: Discuss pricing strategies, and begin making</p>
<p>ACTIVITIES: Computer Class Assignment</p>		<p>preliminary pricing decisions L.O.6: Understand the break-even point, and learn about the process of breakeven analysis</p>

<p>ACTIVITIES: Computer Class Assignment</p>	<p>Marketing: Placement Strategies & Promotional Strategies</p>	<p>L.O.1: Determine placement (distribution) strategies L.O.2: Understand how location and distribution affect price and profitability L.O.3: Examine promotional options L.O.4: Determine which advertising, public relations, and networking strategies might work best L.O.5: Developing a marketing budget by examining promotional costs</p>
<p><u>WEEK 10</u></p> <p>ACTIVITIES: Computer Class Assignment</p>	<p>Technology: E-Commerce</p>	<p>L.O.1: Understand the basics of connecting to the Internet L.O.2: Understand the issues involved in Website design L.O.3: Think about the pros and cons of building or buying a site, versus selling through an e-commerce host L.O.4: Think about how e-commerce and the Internet affect the business plan, and update it accordingly</p>
<p><u>WEEK 11</u></p> <p>ACTIVITIES: Computer Class Assignment</p>	<p>Professionalism: Selling Success</p>	<p>L.O.1: Understand the importance of first impressions, dress, personal hygiene, and appropriate business language L.O.2: Learn basic selling concepts, and understand the need for sales training L.O.3: Understand how your attitude affects customer service L.O.4: Identify what customers need and expect from your business L.O.5: Begin developing a customer service philosophy</p>
<p><u>WEEK 12</u></p> <p>ACTIVITIES: Computer Class Assignment</p>	<p>Financial Overview: Developing and Using Cash Flow Projections, & Understanding and Using Financial Statement</p>	<p>L.O.1: Gain an understanding of cash flow projections and budgeting L.O.2: Learn to develop sales and expense forecasts L.O.3: Assemble data and prepare a one-year monthly cash flow projection L.O.4: Learn about the Income Statement and Balance Sheet L.O.5: Determine how much capital is needed to start up the business</p>

<p><u>WEEK 13</u></p>	<p>Financial Overview: Books, Records and Control</p>	<p>L.O.1: Develop a mindset for business success and business ethics L.O.2: Understand why bookkeeping, recordkeeping, and financial systems are vital to business success L.O.3: Examine bookkeeping and recordkeeping functions</p>
<p>ACTIVITIES: Computer Class Assignment</p>		<p>L.O.4: Learn about business forms used or required in most businesses L.O.5: Learn where to get professional help with recordkeeping and accounting</p>
<p><u>WEEK 14</u></p> <p>ACTIVITIES: Computer Class Assignment</p>	<p>Financial Overview: Tips and Tools</p>	<p>L.O.1: Explore financing options for the business L.O.2: Understand the difference between debt and equity financing L.O.3: Understand what lenders expect and/or require to make a loan L.O.4: Learn how ratios measure the financial health of a business L.O.5: Learn the basics of credit and collection</p>
<p><u>WEEK 15</u></p> <p>ACTIVITIES: Computer Class Assignment Discuss implementation decisions Evaluate participants' NxLevel learning experience</p>	<p>Your Business Plan: Bringing It All Together</p>	<p>L.O.1: Discuss negotiating in the business world L.O.2: Recognize and prepare for the barriers and pitfalls of starting and growing a business</p>

- The NxLevel for Micro Entrepreneur is copyright by the NxLevel Education Foundation.

ASSESSMENT METHODS

1.	Pre – Assessment Test	
2.	Completion of Computer Assignments and Workbooks	
3.	Post – Assessment Test	

USDA RBEG Business Education & Technical Assistance Program Grant Expenditures	
Travel	
In State Travel - Mileage/Lodging/Consultants	3,545.38
	-
Supplies	
Marketing /advertising	2,761.00
	-
Contractual	
Direct Business Technical Assistance (consultants)	36,324.81
Other	
Business Education & Training	5,561.91
Office Meeting Space	
Other Administrative Expense/incl temp	3,806.90
Total Other	9,368.81
TOTAL EXPENSE	52,000.00

3. A list of CMA's current partnerships with federal, state, and non-profit organizations as outlined in Objective 4.3.4. 4.

List of Current Partnerships

- Department of Social Services (*Foster Care*) – State Government
- Lighthouse for Life – Nonprofit Organization
- South Carolina Attorney General’s Office – State Government
- South Carolina State Human Trafficking Task Force – State Government
- Richland County Anti-Human Trafficking Task Force – Law Enforcement
- Unashamed Ministry – Nonprofit Organization
- Polaris Project – Nonprofit Organization
- City of Columbia (*Mayor’s Office*) – Local Government
- Federal Bureau of Investigations (*FBI*) – Federal Agency
- Peekaboo Prettygirl foundation, Inc. – Nonprofit Organization
- Richland County Sheriff’s Department – Law Enforcement
- SASS Defense – Private Organization
- Sexual Trauma Services of the Midlands (*STSM*) – Private Organization
- South Carolina Coalition Against Domestic Violence and Sexual Abuse (*SCCADVASA*) – Private Organization
- The Hive Community Circle – Private Organization
- Children’s Trust of South Carolina – Non Government Organization
- Compliance Resource Center – Non Government Organization
- South Carolina Legal Services – Non Government Organization
- Allen University – Higher Education Institution
- Alpha Center, The – Nonprofit Organization
- La Isla Magazine - Private Business
- Latino Communications Community Development Corporation – Private Business
- PASOs - Nonprofit Organization
- SC Department of Health and Environmental Control – State Government
- SC Department of Motor Vehicles – State Government
- SC Emergency Management Division – State Government
- South Carolina Applesseed Legal Justice Center – Nonprofit Organization
- Community Relations Council, Private Organization
- United Way of the Midlands, Nonprofit
- Growing My Nonprofit - Nonprofit Organization
- End Child Hunger SC, Higher Education Institution
- Delta Kappa Lambda Chapter of Alpha Phi Alpha Fraternity, Inc., - Nonprofit Organization
- US Department of Agriculture – Federal Agency
- US Attorney Civil Rights Division for South Carolina – Federal Agency
- SC State University – Higher Education Institution
- Orangeburg Consolidated School District 5 – Secondary Education Institution
- City Year of Columbia – Non Government Organization
- SC African American Heritage Commission – State Agency

4. A description of the performance metrics that will be included in the Working Together Works state plan for reducing poverty outlined in Strategy 4.4.

Working Together Works Metrics Response

In the process of developing the “Forging New Pathways to Fight Poverty in South Carolina” Strategic Action Plan, that came out of the “Working Together Works Initiative, our methodology started with a conceptual design where we brought together a Working Together Works Ad Hoc Committee Planning Committee that identified what the vision and outcomes would be for the 2016 Working Together Works Poverty Summit. Following the Summit, through our Let’s Talk Community Meetings, we then evaluated the concepts and traveled statewide for feedback. Now from the original concept and the feedback gathered from Let’s Talk Community Meetings we are now forming a Steering Committee comprised of representatives from several public, private agencies and organizations as well as community leaders from the eight congressional districts to help create the detailed plan. One of the deliverables for the Steering Committee is to better define the performance metrics based on the respective focus area outcomes business case and feedback from the stakeholder (Let’s Talk) sessions. Currently the metrics are loosely defined in the First Draft of the Strategic Action Plan. We will use a scorecard methodology to determine if we are on track making adequate progress as well as check points to evaluate the progress every six months.

5. A list of trainings that were completed by CMA staff in calendar year 2017.

List of Trainings Completed in Calendar year 2017

Lee McElveen, Hispanic/Latino Program Coordinator

- Diversity Awareness Course 2017

Kaneshia Green, Human Trafficking Program Coordinator

- FBI Citizens Academy
- JuST Conference
- Program Management Certificate Program

Marcy Hayden, Native American Program Coordinator

- Indian Child Welfare Symposium-Southeastern Region 2018
- SC Rural Health Conference 2017
- “Small Business Funding Opportunities in Indian Country,” Native Learning Center 2017
- The Riley Institute 2017 Midlands Diversity Leaders Initiative 2017
- “Public Health Skills and Native American Food Systems,” Western Region Public Health Training Center (WRPHTC), Mel and Enid Zuckerman College of Public Health, University of Arizona 2017
- Incident Command Training for Tribal Communities 2017
- SC State Fleet Drivers Training Course 2017

Christina Hyppolite, Community Based Services Program Coordinator

- FBI Citizens Academy
- USC Project Management Certificate Program
- Sexual Trauma Services of the Midlands: SC Leadership Education and Prevention Foundation “*Working with At-Risk Youth: Foundations in Sexual Violence Prevention Training*”
- SC State Fleet Drivers Training Course (2017)
- Together SC Nonprofit Summit
- Women’s Conference by Fred Pryor Seminars
- SC Community Relations and Development Conference

6. A brief summary of the response the agency has provided to Mr. Ronnie D. Williams of the Beaver Creek Tribe, who testified at the February 8 Subcommittee meeting regarding assistance he is seeking with a tool that he patented.

Mr. Robert Williams contacted our office several years ago for technical assistance. Mr. Nelson provided Mr. Williams with our consultants; On Pointe Services. On Pointe Services provided Mr. Williams and his brother, Ronnie Williams, business management assistance, loan packaging assistance, and financial and business planning. This included preparing a loan package that was supposed to be submitted to local micro lender, Security Federal. According to the consultant assigned, they (the Consultant) did all they could do with assisting the Williams' with their loan package; the rest was up to them and Security Federal.

Ms. Hayden had assisted Mr. Robert Williams with technical assistance for many years on a variety of issues. Ms. Hayden was invited to attend a meeting in North, SC on November 12, 2015 with Mr. Williams and his brother Ronnie Williams along with several other interested parties to discuss plans to convert an old grocery store into a farmer's market and community kitchen. They also had a plan to create a grain storage facility in the town. Ms. Hayden attended, but explained to Mr. Robert Williams, in conversations on that date and following, that she did not feel like this was within her program area. She advised Mr. Robert Williams that this seemed to be a business project and that he should work with Mr. Nelson and the local county contacts he had already established to develop his business plans and feasibility study.

Shortly after this meeting, Mr. Robert Williams had a stroke and became very ill. Mr. Ronnie Williams began to communicate with Ms. Hayden about Robert's health and the project. Ms. Hayden gave Ronnie her personal cell number for updates on Robert's health. Mr. Ronnie called several times late in the evening and when Ms. Hayden return the calls, there was usually no voice mailbox to leave a message or the number would not connect. Ms. Hayden told Mr. Williams to call her at her office.

After Robert Williams passed away, Mr. Ronnie Williams contacted Ms. Hayden a few more times regarding projects and his brother's passing on her personal cell number. Mr. Williams was using his brother's cell number and Ms. Hayden was informed at the LOC meeting that the number is no longer in service. Ms. Hayden was able to get Mr. Williams new contact information on the day of the meeting. They had an additional conversation on February 15, 2018 via telephone.

Mr. Nelson had not heard from Robert Williams' brother, Ronnie Williams, until just recently at the LOC meeting. Ronnie explained that he has not heard from us in a while. Mr. Nelson explained to Mr. Ronnie Williams that we are more than happy to continue working with them on their invention, and to give him a call as soon as he can so we can see how we can help.