

Agency Name: Area Health Education Consortium
 Agency Code: H530 Section: 24



Fiscal Year FY 2022-2023

Agency Budget Plan

FORM A - BUDGET PLAN SUMMARY

**OPERATING
 REQUESTS**
 (FORM B1)

For FY 2022-2023, my agency is (mark "X"):	
<input checked="" type="checkbox"/>	Requesting General Fund Appropriations.
<input type="checkbox"/>	Requesting Federal/Other Authorization.
<input type="checkbox"/>	Not requesting any changes.

**NON-RECURRING
 REQUESTS**
 (FORM B2)

For FY 2022-2023, my agency is (mark "X"):	
<input type="checkbox"/>	Requesting Non-Recurring Appropriations.
<input type="checkbox"/>	Requesting Non-Recurring Federal/Other Authorization.
<input checked="" type="checkbox"/>	Not requesting any changes.

**CAPITAL
 REQUESTS**
 (FORM C)

For FY 2022-2023, my agency is (mark "X"):	
<input type="checkbox"/>	Requesting funding for Capital Projects.
<input checked="" type="checkbox"/>	Not requesting any changes.

PROVISOS
 (FORM D)

For FY 2022-2023, my agency is (mark "X"):	
<input type="checkbox"/>	Requesting a new proviso and/or substantive changes to existing provisos.
<input type="checkbox"/>	Only requesting technical proviso changes (such as date references).
<input checked="" type="checkbox"/>	Not requesting any proviso changes.

Please identify your agency's preferred contacts for this year's budget process.

	<u>Name</u>	<u>Phone</u>	<u>Email</u>
PRIMARY CONTACT:	Ann Lefebvre	(843) 792-3449	lefebvre@musc.edu
SECONDARY CONTACT:	Denise White	(843) 792-5418	whitede@musc.edu

I have reviewed and approved the enclosed FY 2022-2023 Agency Budget Plan, which is complete and accurate to the extent of my knowledge.

	<u>Agency Director</u>	<u>Board or Commission Chair</u>
SIGN/DATE:	<i>Ann Lefebvre</i> 9/21/21	
TYPE/PRINT NAME:	Ann Lefebvre	

This form must be signed by the agency head – not a delegate.

Agency Name:	Area Health Education Consortium
Agency Code:	H530
Section:	24

BUDGET REQUESTS			FUNDING					FTES				
Priority	Request Type	Request Title	State	Federal	Earmarked	Restricted	Total	State	Federal	Earmarked	Restricted	Total
1	B1 - Recurring	Health Careers Pipeline Program	670,000	0	0	0	670,000	0.00	0.00	0.00	0.00	0.00
2	B1 - Recurring	Rural Clinical Student Placement Support	320,000	0	0	0	320,000	0.00	0.00	0.00	0.00	0.00
TOTALS			990,000	0	0	0	990,000	0.00	0.00	0.00	0.00	0.00

Agency Name:	Area Health Education Consortium		
Agency Code:	H530	Section:	24

FORM B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	1
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	Health Careers Pipeline Program
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Provide a brief, descriptive title for this request.

AMOUNT	<p>General: \$670,000</p> <p>Federal: \$0</p> <p>Other: \$0</p> <p>Total: \$670,000</p>
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What is the net change in requested appropriations for FY 2022-2023? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	0.00
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Please provide the total number of new positions needed for this request.

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

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

ACCOUNTABILITY OF FUNDS	<p>South Carolina AHEC works to build and support the healthcare workforce South Carolina needs for every community to have access to diverse, high-quality, patient-focused care. This request supports the following measure from the Strategic Planning and Performance Measurement portion of the accountability report: <i>All AHEC centers meet requirements for continuing professional development, clinical student placements, and health career pipelines throughout the state.</i></p> <p>This funding request supports this strategy by expanding the regional AHEC centers' capacity to serve high school and early college students as they enter the health career pipeline by exposing them to the opportunities of a career in healthcare. We aim to further support students in their interest in a health profession by doubling outreach capacity, as well as providing additional test preparation, program materials, and supplies. These funds would be distributed to the regional AHEC centers, putting the resources directly into communities across the state.</p> <p>The use of these funds is evaluated using contractual objectives and goals developed from detailed work plans between the South Carolina AHEC Program Office and the contracted regional centers. Program-specific outcomes and deliverables for each program area, including the Health Careers Program, are outlined in the contracts and assessed on a quarterly and annual basis. Annual AHEC statewide evaluation activities use standardized measures across all four regions and include the use of evidence-based, validated measurement tools. Results of the annual evaluation cycle</p>
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are reported to funders and published in our annual report.

What specific strategy, as outlined in the most recent Strategic Planning and Performance Measurement template of agency's accountability report, does this funding request support? How would this request advance that strategy? How would the use of these funds be evaluated?

RECIPIENTS OF FUNDS

These funds will be used to expand existing Health Careers Programming to include more high schools and colleges/universities (including technical colleges and HBCUs) throughout the state via the four regional AHEC centers. Funds for the AHEC Health Careers Program will be distributed equally across the four regional AHEC centers to assure provision of programs to rural and underserved areas across the state. The regional AHEC Centers, which are contracted entities with the South Carolina AHEC Program Office, are located in Walterboro, Florence, Lancaster and Greenville and each covers an 11- or 12- county region, together serving all 46 counties in the state. Coordinators in the regional centers partner with high schools, technical colleges, universities and other community partners to deliver workshops, online programming, test preparation, job shadowing experiences and additional resources to students. This programming is designed to serve secondary school and undergraduate college students, particularly at the technical colleges and historically black colleges and universities (HBCUs) to expose them to local opportunities in healthcare and to support them in their pursuit of a career in healthcare.

What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

Research shows that students from rural and underserved areas are more likely to practice in a rural/underserved area as a working health professional. Supporting these students on their path to health careers can help address the maldistribution of health professionals in the state. As a state, South Carolina is challenged with a maldistribution of health professionals between urban and rural areas. In 2019, approximately 21% of our state's population lived in rural counties, only 12% of primary care physicians, 13% of nurse practitioners and 12% of physician assistants practice there (SC Office for Healthcare Workforce, 2021). Research shows that the individuals who are most likely to practice in rural/underserved areas are those who grew up and/or trained in those areas. However, educational resources and opportunities in rural and underserved areas of the state are stretched thin and students growing up in these areas are not always aware of the opportunities they have to pursue a career in healthcare. Furthermore, while approximately 36% of the state's population identifies as Black, Indigenous or People of Color (BIPOC), only 17% of the state's healthcare professionals are BIPOC (South Carolina Office of Healthcare Workforce, 2021). The SC AHEC Health Careers Program provides support to diverse high school and early college students on their paths to becoming healthcare professionals, building a future healthcare workforce that will reflect the diverse range of communities it serves in South Carolina. Research supports that a diverse and representative health workforce improves health outcomes, which improves the lives of South Carolinians and saves the state money.

This request would increase the capacity of our current Health Careers Programming to broaden the number of schools and students we reach in the state. The SC AHEC Health Careers Program provides resources for diverse high school and college students in rural and/or underserved areas to increase the number of students who are prepared for and competitive at entering the health professions pipeline. The Health Careers Program exposes students to a variety of health careers available in their local areas and across the state and teaches them about the training and education requirements needed to obtain those careers. The program offers opportunities to enhance professional and personal skills, increase academic performance and learn about the financial requirements and resources for applying to college and graduate health professions education programs. The Health Careers Program also provides students with experiential opportunities in their local communities such as internships, skills labs, community-based service opportunities and job shadowing in various areas of healthcare. Students then have the knowledge, experience, and exposure necessary to pursue a health career at the post- secondary level.

The SC AHEC Health Careers Program coordinators work with partner programs across the state to expand and align efforts, including:

- Local High Schools
- SC Department of Education
- SC Health Science Career Cluster Schools
- Health Occupations Students of America (HOSA)
- SC Technical College System
- Historically Black Colleges and Universities
- South Carolina Hospital Association

JUSTIFICATION OF REQUEST

- Regional Hospitals

South Carolina AHEC Health Careers Programs serve as a bridge between academic institutions, programs and communities across the state, connecting students to health careers through a variety of local program options.

South Carolina AHEC is requesting an increase in recurring funds in the amount of \$670,000 to support increased Health Careers Program capacity. Additional funding would support additional Health Careers Program coordinators at each regional center to increase capacity in the four regional AHEC centers to respond to requests to broaden the reach of their programming into more counties, more schools, and more community partners. An increase in funding will allow our AHEC centers to build from current programming in areas of identified need and to meet the requests for more programming and opportunities for students. SC AHEC has the experience of knowing what is needed; however, current efforts are limited by the amount of personnel and funding available to meet the needs. As regional AHEC centers have already demonstrated success in parts of their 11- or 12-county regions, an increase of funding would allow them to expand their reach and target more communities and counties that are most in need of health professionals.

We want to help rural and disadvantaged high school and college students to see the potential available to them in a variety of healthcare professions in their local communities. Many students in rural areas are the first generation in their family to graduate from high school and consider furthering their education. The Health Careers Program helps them to understand how to pursue careers in healthcare via the technical college system as well as the universities in our state. In 2018, more students were enrolled in the South Carolina technical college system (76,186) than collectively enrolled in the research institutions (62,690) or the comprehensive teaching institutions (52,880) (SC Commission for Higher Education, <https://info.che.sc.gov/bi/v1/...>). We need students to understand that rural communities have a great variety of opportunities available to them in health careers and they can approach their pursuit of higher education in a way that allows them to obtain certificates and associates degrees within the SC technical college system before they commit to the rigor and cost of bachelors, masters and/or doctorate degrees. This approach helps them to understand that it is attainable for them.

A portion of the additional funding (\$400,000) would be divided among the four AHEC centers (\$100,000 each) to support an additional Health Careers Program (HCP) coordinator (employees are hired by the regional centers, which are contracted entities and not state FTEs) at each center, which would double our capacity to serve every county in the state through their 11- or 12-county regions. In recent years, we have struggled to meet the demands of reaching every high school that requests programs due to limited capacity of having only one coordinator for large geographic areas. While we have substantially increased the amount of programming that we provide online, the students greatly benefit from job shadowing and skills labs that need to be provided on-site.

Supported activities would include:

- Establishing and maintaining partnerships with high schools to ensure access and use of AHEC programs and resources
- Maintaining community-based partnerships with other programs targeting students such as HOSA, local chambers of commerce, and health systems
- Establishing and maintaining partnerships with technical colleges and universities
- Creating and updating AHEC's program offerings for students in all four years of high school as well as post-secondary education while coordinating with the health sciences education curriculum in the state
- Coordinating and facilitating job shadowing, internship and other experiential opportunities for students
- Facilitating career and skill certifications (certified nursing assistant certifications, CPR certifications, mental health first aid training, etc.)
- Providing support and mentorship to students as well as guidance as the students pursue their optimal career paths
- Attending and/or hosting career fairs and other events in local communities to showcase opportunities available locally in healthcare professions

Another portion of the additional funding (\$100,000/\$25,000 each) would be disbursed evenly between the four centers to support program materials, supplies for skills labs, workshop costs and attendance at healthcare-related events. The remainder of the additional funds (\$170,000) would enable the centers to provide more educational resources including access to ACT/SAT, GRE and MCAT test preparation resources. South Carolina AHEC is able to leverage access to test preparation resources at discounted rates:

- \$50 per SAT/ACT preparation for entry into undergraduate programs
 - 50 students per center = \$10,000
- \$849 per MCAT preparation for entry into medical school
 - 100 students statewide = \$84,900

- \$250 per GRE preparation for entry into other graduate programs
 - 300 students statewide = \$75,000

Standardized test such as the SAT, ACT, MCAT and GRE are used as a measure to admit students into college and graduate health professions programs. Evidence shows that students from rural and underserved areas are disadvantaged in achieving competitive scores on these tests. Increasing awareness of and access to high-quality test preparation allows students from our most disadvantaged communities to be competitive in the admissions process. The first step is connecting students with the resources needed to promote their success in standardized testing, the second component is helping to defray costs, which are often prohibitively expensive to students from low income households. Addressing equity of access to test preparation for students in our rural and/or underserved areas prepares more students interested in pursuing health careers to successfully meet admissions requirements to matriculate into the state's health professions education programs, such as medical or nursing school.

In FY21, the four regional centers served more than 700 students from 95 middle and high schools. If funded to the full amount of our request, the centers could increase their programming by doubling the access for high schools and aim to coordinate or partner with high schools, technical colleges and community programs in every county in the state. Without additional funding, the ability for the South Carolina AHEC System to extend its reach more thoroughly throughout all counties of the state would be compromised.

**Staff positions are hired at the regional AHEC centers, which are contracted entities, and are not state FTEs.*

Please thoroughly explain the request to include the justification for funds, potential offsets, matching funds, and method of calculation. Please include any explanation of impact if funds are not received. If new positions have been requested, explain why existing vacancies are not sufficient.

Agency Name:	Area Health Education Consortium		
Agency Code:	H530	Section:	24

FORM B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	2
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	Rural Clinical Student Placement Support
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Provide a brief, descriptive title for this request.

AMOUNT	<p>General: \$320,000</p> <p>Federal: \$0</p> <p>Other: \$0</p> <p>Total: \$320,000</p>
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What is the net change in requested appropriations for FY 2022-2023? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	0.00
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Please provide the total number of new positions needed for this request.

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

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

ACCOUNTABILITY OF FUNDS	<p>South Carolina AHEC works to build and support the healthcare workforce South Carolina needs for every community to have access to diverse, high-quality, patient-focused care. This request supports the following measure from the Strategic Planning and Performance Measurement portion of the accountability report: <i>All AHEC centers meet requirements for continuing professional development, clinical student placements, and health career pipelines throughout the state.</i></p> <p>This funding request supports this strategy by expanding the regional AHEC centers' capacity to support clinical student placements in rural and underserved communities by enabling more student support resources for rural rotations. These funds would be distributed to the regional AHEC centers, putting the resources directly into communities across the state.</p> <p>The use of these funds is evaluated using contractual objectives and goals and detailed work plans between the South Carolina AHEC Program Office and the contracted regional centers. Program-specific outcomes and deliverables for each program area, including the Health Professions Student Program, are outlined in the contracts and assessed on a quarterly and annual basis. Annual AHEC statewide evaluation activities use standardized measures across all four regions and include the use of evidence-based, validated measurement tools. Results of the annual evaluation cycle are reported to funders and published in our annual report.</p>
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What specific strategy, as outlined in the most recent Strategic Planning and Performance Measurement template

RECIPIENTS OF FUNDS

These funds will be used to expand existing Health Professions Student Programs to support more clinical placements and resources for health professions students on rotation in rural and underserved areas of the state. Funds for the AHEC Health Professions Student Program will be distributed to the four regional AHEC Centers, which are contracted entities with the South Carolina AHEC Program Office, located in Walterboro, Florence, Lancaster and Greenville and each covers an 11- or 12- county region, together serving all 46 counties in the state.

All regional centers collaborate with health professions programs at colleges and universities in our state to provide community-based education for undergraduate and graduate students. SC AHEC's regional HPS coordinators are a major resource for facilitating student training placements, orienting students to communities, handling administrative details to support the placements on behalf of training sites and organizing student projects. One resource that regional AHEC centers offer health professions programs in the state is access to a network of student housing that provides students with a place to live while on 4-5 week long rotations in rural and underserved communities. Training placements and resources are provided based upon requests for student placements from in-state health professions programs, with priority given to colleges and universities that receive state funding.

What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

Research shows that students who train in rural and/or underserved areas are more likely to practice in a rural and/or underserved community after graduating. The more opportunities a student has to experience the full extent of living and working in a rural community, the better the opportunity for students to develop ties to the community and an appreciation for rural health. AHEC Health Professions Student Programs offer a variety of services including:

- Recruit preceptors and clinical rotation sites
- Assist students with housing
- Orient students to communities
- Link students to community-based projects
- Conduct clinical site visits
- Facilitate interprofessional/interdisciplinary education activities
- Provide technology support

Regional AHEC coordinators serve as a critical link between students, their health professions education programs and the community teaching sites. Growth in the number and size of health professions education programs at various universities in the state has resulted in a marked increase in need for student training placements statewide. Busy healthcare practices are less likely to become a teaching site if the administrative burden related to securing and scheduling student rotations takes away from the needs of patient care. AHEC coordinators are able to offer the logistical support, serving as a liaison between educational programs and practices, to alleviate that burden of coordinating placements from the practices. SC AHEC HPS coordinators have established a network of preceptor sites willing to serve as training sites for health professions students. These sites include private clinical practices, community health centers, migrant health centers, rural health clinics, hospitals, pharmacies, and health departments. The regional AHEC centers also offer additional support to these practices in the form of training and education resources for providers and staff.

Last fiscal year, the regional AHEC centers facilitated 930 clinical student training placements (58.6% in rural settings and 51.5% in primary care settings) at 214 training sites across the state. AHEC support to students on rural rotations supplies a critical link between students and these communities. This link can include housing for students on rural rotations and interprofessional training experience during their stay with students from other disciplines and academic institutions. Last fiscal year, the regional centers provided 968 weeks of housing to students to support them during their training rotations in rural and underserved communities.

JUSTIFICATION OF REQUEST

To support the increasing demand for rural clinical placement support for students in the state, South Carolina AHEC is requesting an increase in recurring funds in the amount of \$320,000. Increased funding (\$280,000) would be distributed equally (\$70,000) per regional AHEC center in order to increase staffing capacity for student training placements (employees are hired by the regional centers, which are contracted entities and not state FTEs). There is a large amount of administrative work in placing students for their rotations and training experiences and AHEC's ability to reduce this burden on placements sites encourages more practices to be

able to serve as teaching sites.

Increased staffing capacity also enables the regional AHEC centers to continue offering the additional specialized training and programmatic opportunities that support students' entry into primary care and rural practice such as SC AHEC Scholars, Institute for Primary Care, Interprofessional Team Case Conferences, regional simulation training experiences and more, while also not compromising the ability to meet the logistical demands of placing students. These additional specialized training opportunities offer preparation for practice in primary care and/or rural/underserved settings that the students are often not otherwise exposed to in their educational programs, helping prepare a future workforce ready to care for the areas of the state that need it most.

Student rotations generally last 4-5 weeks (but vary by discipline) and securing housing in their rotation community for that period of time is often not available or is prohibitively expensive to a student who is already paying rent or room/board at their place of residence near their academic institution. Regional AHEC centers lease housing locations in their regional communities and make it available to health professions programs in the state for their students to utilize (free of charge for in-state students) during their rotations in the area. A small portion of the increased funding amount (\$40,000) would be used to provide more student resources for rural rotation support, including housing, in the Mid-Carolina and Pee Dee AHEC regions of the state.

Without increased funding, the AHEC Coordinators would continue devoting significant amounts of effort toward the administrative work of student placements and would not be able to spend as much effort on providing the specialized programming that encourages students to be interested in and prepared for practicing in rural and underserved areas of the state. The requested recurring funds would enable the South Carolina AHEC System to continue serving health professions education programs in South Carolina and ensuring that our students have exposure to and training for serving underserved and rural populations, including increased student resources for rural rotations, additional housing capacity and additional staff positions* to support student placements.

**Staff positions are hired at the regional AHEC centers, which are contracted entities, and are not state FTEs.*

Please thoroughly explain the request to include the justification for funds, potential offsets, matching funds, and method of calculation. Please include any explanation of impact if funds are not received. If new positions have been requested, explain why existing vacancies are not sufficient.

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FORM E – AGENCY COST SAVINGS AND GENERAL FUND REDUCTION CONTINGENCY PLAN

TITLE	SC AHEC’s contingency plan for 3% cost reduction
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AMOUNT	\$334,578
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What is the General Fund 3% reduction amount? This amount should correspond to the reduction spreadsheet prepared by EBO.

ASSOCIATED FTE REDUCTIONS	0
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How many FTEs would be reduced in association with this General Fund reduction?

PROGRAM / ACTIVITY IMPACT	<p>SC AHEC would need to reduce programming to students, health professionals and residents across the state.</p>
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What programs or activities are supported by the General Funds identified?

SUMMARY	<p>The cut would be distributed evenly across the program office and the regional subcontractors of the SC AHEC program including: the regional AHEC centers and the healthcare systems affiliated with family medicine residency programs. This would result in a \$25,737 reduction per contractor. This reduction in programming would impact students from disadvantaged communities (health career pipeline programs), students seeking rural placements for clinical training, health professionals seeking educational programs and supplemental teaching payments to local healthcare systems.</p>
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Please provide a detailed summary of service delivery impact caused by a reduction in General Fund Appropriations and provide the method of calculation for anticipated reductions. Agencies should prioritize reduction in expenditures that have the least significant impact on service delivery.

**AGENCY COST
SAVINGS PLANS**

SC AHEC anticipates a reduction in the travel expenses incurred while serving all counties in the state. Due to COVID-19, travel expenses will be less than anticipated. Funds that are saved in travel can be repurposed to support more students in test preparation courses and/or staff professional development.

What measures does the agency plan to implement to reduce its costs and operating expenses by more than \$50,000? Provide a summary of the measures taken and the estimated amount of savings. How does the agency plan to repurpose the savings?

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FORM F – REDUCING COST AND BURDEN TO BUSINESSES AND CITIZENS

TITLE	SC AHEC’s plan to reduce burden to businesses and citizens
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Provide a brief, descriptive title for this request.

EXPECTED SAVINGS TO BUSINESSES AND CITIZENS	SC AHEC does not charge fines or fees. Any savings will be found in efficiencies in our current programming.
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What is the expected savings to South Carolina’s businesses and citizens that is generated by this proposal? The savings could be related to time or money.

FACTORS ASSOCIATED WITH THE REQUEST	Mark “X” for all that apply:	
	<input type="checkbox"/>	Repeal or revision of regulations.
	<input type="checkbox"/>	Reduction of agency fees or fines to businesses or citizens.
	<input checked="" type="checkbox"/>	Greater efficiency in agency services or reduction in compliance burden.
	<input type="checkbox"/>	Other

METHOD OF CALCULATION	Savings will be determined by monitoring spending throughout the year and repurposing any savings to student programming as much as possible.
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Describe the method of calculation for determining the expected cost or time savings to businesses or citizens.

REDUCTION OF FEES OR FINES	SC AHEC does not collect fees or fines.
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Which fees or fines does the agency intend to reduce? What was the fine or fee revenue for the previous fiscal year? What was the associated program expenditure for the previous fiscal year? What is the enabling authority for the issuance of the fee or fine?

REDUCTION OF REGULATION	SC AHEC does not impose any regulations.
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Which regulations does the agency intend to amend or delete? What is the enabling authority for the regulation?

SUMMARY	SC AHEC works hard to ensure that we are as effective and efficient as possible. We monitor our outcomes quarterly and assess our spending on a quarterly basis. When appropriate and without impacting effectiveness, we will move programs to a virtual environment to reduce travel and other expenses.
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Provide an explanation of the proposal and its positive results on businesses or citizens. How will the request affect agency operations?