



STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
ELLEN E. WEAVER
STATE SUPERINTENDENT OF EDUCATION

List of key officials attending the House Ways and Means Budget Hearing

Ellen E. Weaver

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South Carolina Department of Education

Organizational Chart | January 2023



Ellen Weaver
State Superintendent

Larry Huff
Chief of Staff

John Tyler
Deputy Supt. & General Counsel

Office of the
General Counsel

Government
Relations

Matthew Ferguson
Deputy Supt. & Chief Academic Officer

Early Learning &
Literacy

Career & Technical
Education

Assessment &
Standards

Adult Education

Special Education

Educator Effectiveness &
Leadership Development

Federal & State
Accountability

Educator Services

Personalized
Learning

Virtual Education

School
Transformation

**Superintendent's
Division**

Nancy Williams
Chief Financial Officer

Human Resources

Auditing Services

Grants

Emergency
Programs (ESSER)

Research & Data
Analysis

Chief Information
Officer

Information
Security

Communications

Procurement

Virgie Chambers
Interim Deputy Supt. for Operations,
Safety, & Wellness

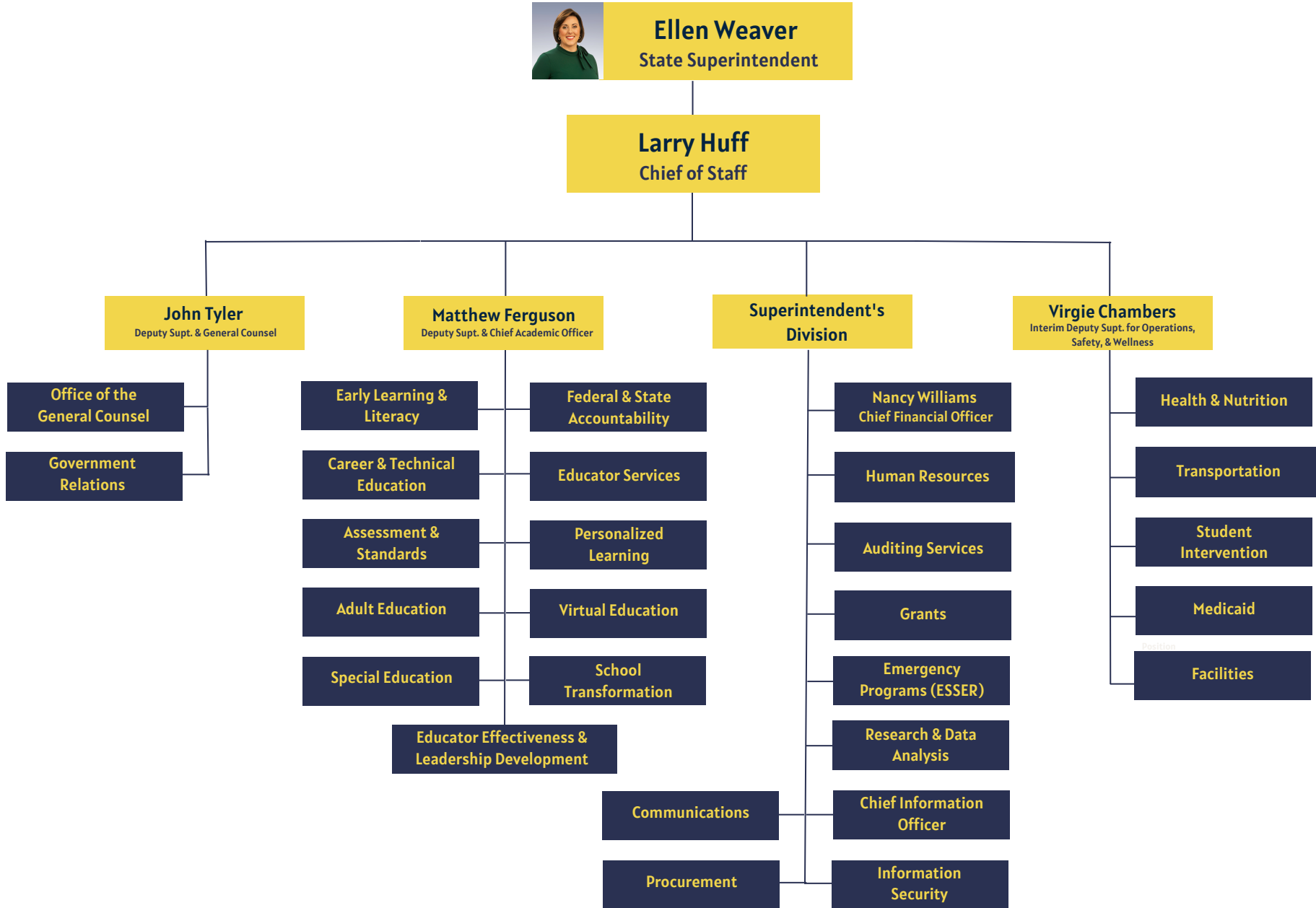
Health & Nutrition

Transportation

Student
Intervention

Medicaid

Facilities



Category	Budget Requests			Funding					FTEs
	Priority	Type	Title	State	Federal	Earmarked	Restricted	Total	Number
School Personnel Support	1	Recurring	State Aid to Classrooms: Teacher Salaries	\$ 254,006,961				\$ 254,006,961	0
	2	Non-Recurring	Teacher Retention Supplement (\$2,500)	\$ 132,500,000				\$ 132,500,000	0
	3	Recurring	Other State Agencies: Teacher Salaries				\$ 995,349	\$ 995,349	0
	4	Non-Recurring	Bus Driver Retention Supplement (\$2,000)	\$ 12,000,000				\$ 12,000,000	0
Agency Efficiency & Transparency	5	Non-Recurring	SCDE Agency Systems & Performance Reviews	\$ 5,000,000				\$ 5,000,000	0
	6	Non-Recurring	Data Dashboards Development	\$ 17,500,000				\$ 17,500,000	0
Leadership & Innovation	7	Non-Recurring	Public School Innovation Fund	\$ 100,000,000				\$ 100,000,000	0
Instructional Support	8	Recurring	Instructional Support for District (LMS, LOR, & AMS)	\$ 10,240,000				\$ 10,240,000	0
	9	Recurring	Instructional Materials				\$ 30,000,000	\$ 30,000,000	0
	10	Recurring	CTE Equipment + Computer Science Initiatives	\$ 15,000,000				\$ 15,000,000	0
Parent Engagement	11	Recurring	Parent Engagement Initiative				\$ 8,000,000	\$ 8,000,000	0
Teacher Support	12	Recurring	Teacher Supplies Increase				\$ 3,033,850	\$ 3,033,850	0
Early Childhood	13	Recurring	CERDEP Reimbursement Increase				\$ 15,068,833	\$ 15,068,833	0
Agency Personnel & Operations	14	Recurring	Agency Salary Shortfall				\$ 1,631,525	\$ 1,631,525	0
	15	Recurring	Agency Salary Realignment	\$ 2,131,701				\$ 2,131,701	0
	16	Non-Recurring	Agency Technology Upgrades	\$ 3,150,000				\$ 3,150,000	0
Facilities Support	17	Non-Recurring	Capital Funding: Rural Schools	\$ 150,000,000				\$ 150,000,000	0
Student Transportation	18	Recurring	Bus Lease/Purchase	\$ 29,000,000				\$ 29,000,000	0
Rural Grants	19	Recurring	SCDE Rural Grants Support Fund	\$ -			\$ 14,000,000	\$ 14,000,000	0
				\$ 730,528,662	\$ -	\$ -	\$ 72,729,557	\$ 803,258,219	0

Notes
Aligns w/ Gov's budget, adjust to align with new WPU #
Aligns w/ Gov's budget
Aligns w/ Gov's budget
External-facing data dashboards development & school report card redesign
Aligns w/ Gov's request, except his is non-recurring
Continue & expand parent engagement programs
Aligns w/ Gov's budget
Make sure to mention \$50M (not included in the line) for Charter School Revolving Loan Fund in narrative
To fund and maintain the 15-year replacment cycle

AGENCY NAME:	Department of Education		
AGENCY CODE:	H630	SECTION:	001

FORM B1 – RECURRING OPERATING REQUEST

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

TITLE	X. A. Aid to School Districts- State Aid to Classrooms
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Provide a brief, descriptive title for this request.

AMOUNT	General: \$254,006,961 Federal: Other: Total: \$254,006,961
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What is the net change in requested appropriations for FY 2023-24? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	0
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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 checked="" type="checkbox"/> Change in cost of providing current services to existing program audience
	<input 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	

AGENCY NAME:	Department of Education		
AGENCY CODE:	H630	SECTION:	001

ACCOUNTABILITY OF FUNDS	<p>Strategy 3: Enhance public educational systems to include infrastructures, opportunities, resources, data, and technology.</p> <p>These funds directly impact instruction and the ability for students to meet the Profile of the graduate. While these funds are not subjected to a formal evaluation, accountability for these funds is measured through the published budget and audit compliance related to the expenditure of funds.</p>
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What specific strategy, as outlined in the FY 2023-24 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	<p>South Carolina public school districts and charter districts will receive the funding. Funding is allocated using the formula outlined in Proviso 1.3 in the 2022 State Appropriations Act.</p>
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

JUSTIFICATION OF REQUEST	<p>This funding request is to increase the state aid to classrooms appropriation by \$254,006,961 using the methodology adopted in Proviso 1.3. Using the projected ADM of 760,434 for traditional districts and charter schools as estimated by Revenue and Fiscal Affairs (RFA), the increased funding would provide a student teacher ratio of 11.20 and increase statewide minimum teacher salary schedule by \$2,500 per cell.</p> <p>In the state aid to classrooms funding, school districts are required to match funds according to the calculation of their local share using their Index of Tax Paying Ability; no other state or federal funds are used for matching. Current funding will not be adequate to maintain the current state aid to classroom student teacher ratio given the increase in employer contribution rates.</p>
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Please thoroughly explain the request to include the justification for funds, potential offsets, matching funds, and method of calculation. Please include any explanation of impact if funds are not received. If new positions have been requested, explain why existing vacancies are not sufficient.

AGENCY NAME:	SC Department of Education		
AGENCY CODE:	H630	SECTION:	001

FORM B2 – NON-RECURRING OPERATING REQUEST

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

TITLE	Teacher retention supplement
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Provide a brief, descriptive title for this request.

AMOUNT	\$132,500,000
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What is the net change in requested appropriations for FY 2022-23? This amount should correspond to the total for all funding sources on the Executive Summary.

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 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 checked="" type="checkbox"/> Request for Non-Recurring Appropriations
<input type="checkbox"/> Request for Federal/Other Authorization to spend existing funding	
<input type="checkbox"/> Related to a 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	Strategy 3: Enhance public educational systems to include infrastructures, opportunities, resources, data, and technology.
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What specific strategy, as outlined in the FY 2021-22 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?

AGENCY NAME:	SC Department of Education		
AGENCY CODE:	H630	SECTION:	001

RECIPIENTS OF FUNDS	K-12 public education teachers will receive this funding through their local school district
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

JUSTIFICATION OF REQUEST	The agency will allocate \$2,500 retention supplements for certified teachers who are continuously employed throughout the 2023-2024 school year.
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Please thoroughly explain the request to include the justification for funds, potential offsets, matching funds, and method of calculation. Please include any explanation of impact if funds are not received. Does this non-recurring appropriation request create an annualization or need for recurring funds?

AGENCY NAME:	Department of Education		
AGENCY CODE:	H630	SECTION:	001

FORM B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	3
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	VIII.F. Partnerships- Other State Agency Teacher Salaries
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Provide a brief, descriptive title for this request.

AMOUNT	General: Federal: Other: \$995,349 Total: \$995,349
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What is the net change in requested appropriations for FY 2021-22? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	0
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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 checked="" type="checkbox"/> Change in cost of providing current services to existing program audience
	<input 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	

AGENCY NAME:	Department of Education		
AGENCY CODE:	H630	SECTION:	001

ACCOUNTABILITY OF FUNDS	<p>Strategy 3: Enhance public educational systems to include infrastructures, opportunities, resources, data, and technology.</p>
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What specific strategy, as outlined in the FY 2020-21 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	<p>Teachers in state agencies. Funding is allocated using Proviso 1A.4 in the 2022 State Appropriations Act.</p>
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

JUSTIFICATION OF REQUEST	<p>Using the formula in proviso 1A.4, this requested amount corresponds to the amount needed to ensure state agencies are able to increase the salaries in accordance with the salary schedules of the school districts in which the agencies are located. The specific increases by agency are listed below:</p> <ul style="list-style-type: none"> • Governor's School for Arts and Humanities-\$140,307 • Wil Lou Gray Opportunity School- \$52,400 • SC School for the Deaf & Blind-\$344,264 • Disabilities and Special Needs- \$0 • Governor's School for Agriculture at John de la Howe-\$79,476 • Clemson Agriculture Teachers- \$204,056 • Governor's School for Science and Mathematics- \$174,847
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Please thoroughly explain the request to include the justification for funds, potential offsets, matching funds, and method of calculation. Please include any explanation of impact if funds are not received. If new positions have been requested, explain why existing vacancies are not sufficient.

AGENCY NAME:	SC Department of Education		
AGENCY CODE:	H630	SECTION:	001

FORM B2 – NON-RECURRING OPERATING REQUEST

AGENCY PRIORITY	4
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	Bus Driver Retention Supplement
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Provide a brief, descriptive title for this request.

AMOUNT	\$12,000,000
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What is the net change in requested appropriations for FY 2022-23? This amount should correspond to the total for all funding sources on the Executive Summary.

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 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 checked="" type="checkbox"/> Request for Non-Recurring Appropriations
	<input type="checkbox"/> Request for Federal/Other Authorization to spend existing funding
<input type="checkbox"/> Related to a 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	Goal 1: Support the social-emotional learning, health, and safety needs through a whole-child approach.
	S.1.2 Enhance school safety

What specific strategy, as outlined in the FY 2021-22 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?

AGENCY NAME:	SC Department of Education		
AGENCY CODE:	H630	SECTION:	001

RECIPIENTS OF FUNDS	K-12 public education bus drivers will receive this funding through their local school district
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

JUSTIFICATION OF REQUEST	The agency will allocate \$2,000 retention supplements for bus drivers who are continuously employed throughout the 2023-2024 school year.
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Please thoroughly explain the request to include the justification for funds, potential offsets, matching funds, and method of calculation. Please include any explanation of impact if funds are not received. Does this non-recurring appropriation request create an annualization or need for recurring funds?

AGENCY NAME:	SC Department of Education		
AGENCY CODE:	H630	SECTION:	001

FORM B2 – NON-RECURRING OPERATING REQUEST

AGENCY PRIORITY	5
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	SCDE Agency System & Performance Reviews
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Provide a brief, descriptive title for this request.

AMOUNT	\$5,000,000
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What is the net change in requested appropriations for FY 2022-23? This amount should correspond to the total for all funding sources on the Executive Summary.

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 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 checked="" type="checkbox"/>	Request for Non-Recurring Appropriations
	<input type="checkbox"/>	Request for Federal/Other Authorization to spend existing funding
<input type="checkbox"/>	Related to a 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	This request supports the agency's entire Strategic Plan.
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What specific strategy, as outlined in the FY 2021-22 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?

AGENCY NAME:	SC Department of Education		
AGENCY CODE:	H630	SECTION:	001

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

JUSTIFICATION OF REQUEST	The students, educators, lawmakers, and taxpayers of South Carolina would benefit from robust, external audits of the South Carolina Department of Education (SCDE), including ESSER, financial, personnel, organizational structure/processes, and data systems reviews.
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Please thoroughly explain the request to include the justification for funds, potential offsets, matching funds, and method of calculation. Please include any explanation of impact if funds are not received. Does this non-recurring appropriation request create an annualization or need for recurring funds?

AGENCY NAME:	SC Department of Education		
AGENCY CODE:	H630	SECTION:	001

FORM B2 – NON-RECURRING OPERATING REQUEST

AGENCY PRIORITY	6
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	SCDE Agency System & Performance Reviews
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Provide a brief, descriptive title for this request.

AMOUNT	\$17,500,000
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What is the net change in requested appropriations for FY 2022-23? This amount should correspond to the total for all funding sources on the Executive Summary.

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 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 checked="" type="checkbox"/>	Request for Non-Recurring Appropriations
	<input type="checkbox"/>	Request for Federal/Other Authorization to spend existing funding
<input type="checkbox"/>	Related to a 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	This request supports the agency's entire Strategic Plan.
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What specific strategy, as outlined in the FY 2021-22 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?

AGENCY NAME:	SC Department of Education		
AGENCY CODE:	H630	SECTION:	001

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

JUSTIFICATION OF REQUEST	<p>Data visualization through the use of interactive, user-friendly data dashboards will promote increased transparency for taxpayer resources and provide actionable information to inform and mobilize parents, employers, policymakers, and other community stakeholders with the shared goal of supporting student learning, teacher preparation/recruitment/retention, and community engagement in our education system. Example include but are not limited to continuous improvement in the appearance and usability of South Carolina’s required online K-12 school report cards, as well as the creation of teacher prep program report cards which have been requested and previously authorized by the General Assembly. These dashboards will be used to display system, district, and school level information only and will never identify individual students or in any way compromise student privacy.</p>
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Please thoroughly explain the request to include the justification for funds, potential offsets, matching funds, and method of calculation. Please include any explanation of impact if funds are not received. Does this non-recurring appropriation request create an annualization or need for recurring funds?

AGENCY NAME:	SC Department of Education		
AGENCY CODE:	H630	SECTION:	001

FORM B2 – NON-RECURRING OPERATING REQUEST

AGENCY PRIORITY	7
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	Public School Innovation Fund
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Provide a brief, descriptive title for this request.

AMOUNT	\$100,000,000
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What is the net change in requested appropriations for FY 2022-23? This amount should correspond to the total for all funding sources on the Executive Summary.

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 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 checked="" type="checkbox"/> Request for Non-Recurring Appropriations
	<input type="checkbox"/> Request for Federal/Other Authorization to spend existing funding
<input type="checkbox"/> Related to a 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	Strategy 3: Enhance public educational systems to include infrastructures, opportunities, resources, data, and technology.
	These funds directly impact instruction and the ability for students to meet the Profile of the graduate. While these funds are not subjected to a formal evaluation, accountability for these funds is measured through the published budget and audit compliance related to the expenditure of funds.

What specific strategy, as outlined in the FY 2021-22 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?

AGENCY NAME:	SC Department of Education		
AGENCY CODE:	H630	SECTION:	001

RECIPIENTS OF FUNDS	South Carolina public school districts and charter districts will receive the funding.
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

JUSTIFICATION OF REQUEST	<p>A grant program, managed by the SCDE, that funds key initiatives, founded in best practices, that will dramatically improve student achievement. The goal of this innovation fund is to launch several specific grants programs, such as the following:</p> <ol style="list-style-type: none"> 1. STRATEGIC COMPENSATION FOR EDUCATORS <ul style="list-style-type: none"> ○ Teacher quality is the most important in-school factor for student success, yet strategically compensating the very best educators to teach in the highest need schools infrequently happens. Under this initiative, highly-effective educators who are willing to teach in the highest needs schools in their districts will receive bonus compensation. The SCDE will provide grants to a select number of districts in year one to ensure success before working to expand the program statewide. ○ A pilot program that would serve between 100-125 schools. ○ Key statistics: Approximately 200,000 elementary school students attending a high-need school spread across 13,100 classrooms – about 400 high-need schools. ○ For each participating school: approximately \$200,000 per school per year. Half of all primary and secondary educators-of-record in elementary schools impact reading & math student achievement results, the projections are based upon that faculty eligibility. 2. IMPROVING LITERACY INSTRUCTION <ul style="list-style-type: none"> ○ Decades of research has shown that effective literacy instruction is far too often not being taught in schools. In South Carolina, only one-third of elementary age children are on-track in reading. Under this initiative, school districts would be provided grants to implement the science of reading, a proven method of delivering literacy instruction that serves all students. ○ A pilot program that would provide grant dollars to participating K-12 school districts. ○ Each district would receive dollars, according to the number of schools and students served, that funds the purchase of high-quality instructional materials, training and professional development for educators, and other implementation supports. ○ The department, working with technical assistance providers, would monitor progress in each district and ensure faithful implementation. 3. IMPROVING TEACHER PREPARATION <ul style="list-style-type: none"> ○ Provide grant dollars to education preparation programs that are faithfully teaching the science of reading to future elementary school teachers. ○ A one-time grant to assist higher education institutions in making the
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	<p>switch away from disproven methodologies to a science of reading-based literacy training, such as LETRS.</p> <ul style="list-style-type: none"> ○ The department, working with a technical assistance provider, would monitor implementation to ensure fidelity. <p>4. MENTORING & TUTORING CORPS</p> <ul style="list-style-type: none"> ○ Create a mentoring and tutoring program to begin in the 2023-2024 school year, awarding grants of up to \$50,000 to qualified organizations to be used to provide tutoring and mentoring services to communities across South Carolina, with particular focus on low-income communities. ○ Provide tutoring coaches in math, literacy, science, history, and other subjects to train volunteer mentors and tutors to assist in the academic success of students with a specific focus on improving ELA scores of K-5 students in South Carolina. <p>5. SUPPORTING SCHOOLS OF INNOVATION Establish a fund to provide grants to support and encourage districts to create schools of innovation throughout South Carolina.</p> <p>6. PRINCIPAL LEADERSHIP DEVELOPMENT Solving South Carolina’s teacher recruitment and retention challenges starts with cultivating great principals. This program would support a partnership with districts to expand a robust principal development pipeline, with a special focus on high needs areas, by supporting high-quality professional development and the development of a peer mentor program.</p>
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Please thoroughly explain the request to include the justification for funds, potential offsets, matching funds, and method of calculation. Please include any explanation of impact if funds are not received. Does this non-recurring appropriation request create an annualization or need for recurring funds?

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FORM B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	8
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	Instructional Support for Districts (LMS, LOR, and AMS)
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Provide a brief, descriptive title for this request.

AMOUNT	General: \$10,240,000 Federal: Other: Total: \$10,240,000
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What is the net change in requested appropriations for FY 2021-22? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	0
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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 checked="" type="checkbox"/>	Change in cost of providing current services to existing program audience
	<input type="checkbox"/>	Change in case load/enrollment under existing program guidelines
	<input type="checkbox"/>	Non-mandated change in eligibility/enrollment for existing program
	<input checked="" type="checkbox"/>	Non-mandated program changes in service levels or areas
	<input type="checkbox"/>	Proposed establishment of a new program or initiative
	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	Maintaining Safety, Integrity, and Security
	<input type="checkbox"/>	Public Infrastructure and Economic Development
<input checked="" type="checkbox"/>	Government and Citizens	

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ACCOUNTABILITY OF FUNDS	<p>The SCDE would collaborate with the school districts to support their use of an LMS, LOR, and AMS for inside and outside the classroom.</p>
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What specific strategy, as outlined in the FY 2020-21 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?

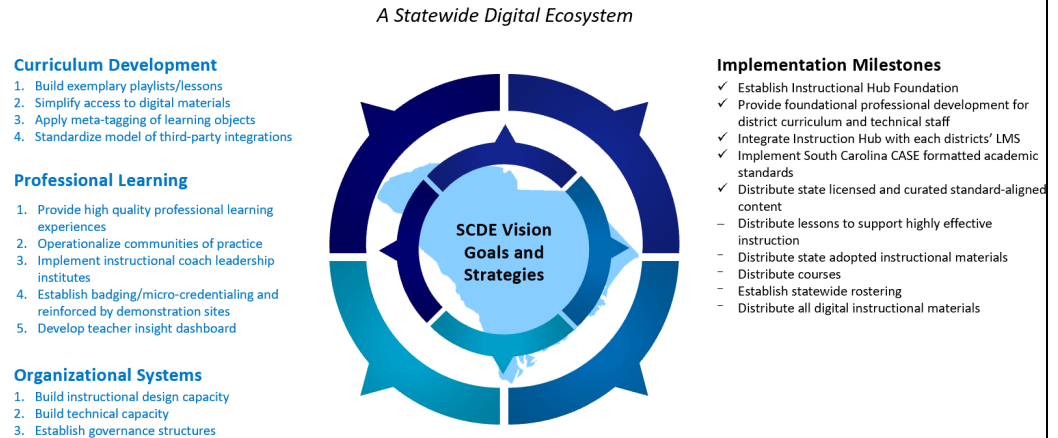
RECIPIENTS OF FUNDS	<p>Vendors able to provide the below services for school districts across the state. By procuring on a statewide contract, the State can gain better pricing than individual school districts.</p>
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

JUSTIFICATION OF REQUEST	<p>Learning Management System (LMS), Learning Object Repository (LOR), and Assessment Management System (ASM)</p> <p><u>LMS - \$3,040,000</u> For the last three years the SCDE has used Federal ESSER funding to supply LMS licenses to school districts. Those currently being used include Canvas, Schoology, Blackboard, Google Classroom and Microsoft TEAMS. These LMS products are used with the State's LOR to develop courses and track student progress. Funding for these products ends on June 30, 2023.</p> <p>An LMS serves as a platform for delivering content to students.</p> <p>The SCDE will pay up to \$4.00 per student for a school district's LMS licensing. (760,000 x \$4.00 = \$3,040,000).</p> <p>By implementing statewide, the State can gain better pricing from the vendors than each school district dealing with the vendors separately.</p> <p><u>LOR - \$4,900,000</u> Additionally, for the last three years the SCDE has used Federal ESSER funding to supply districts with access to a LOR, also known as an "instruction hub". Funding for the LOR runs through December 2023. The LOR consists of thousands of resources, such as books, images, documents, videos, interactive activities, sample lessons, exemplar units of instruction, etc.</p> <p>The SCDE has made tremendous progress during this initial phase by bringing together stakeholders to ensure wide adoption of the Instruction Hub as an integral, embedded asset for enhancing key instructional components aligned to state expectations and fostering the</p>
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essential conditions for student success. The LOR in South Carolina has gained recognition from two nationally recognized and esteemed organizations, the State Educational Technology Director’s Association (SETDA) and 1EdTech (formerly IMS Global).

The cost for continuing to provide unlimited access to materials within the LOR and offer support services to school districts across the state is estimated to cost \$4,900,000 in recurring funds. This includes curriculum development, professional learning, and organizational systems.



AMS - \$2,300,000

The SCDE would like to procure a full-scope formative and benchmark assessment solution aligned to South Carolina Standards. The AMS would help teachers identify students’ level of understanding by providing an effortless way to track proficiency in standards. The system would provide users with the ability to target student learning by identifying specific interventions and skills needed to show growth. This also would allow teachers to self-evaluate the teaching and learning happening in the classroom and the progress students are making.

The estimated cost for procuring an AMS is \$2,300,000.

How do these products work together?

The LMS is needed to get the full use of the LOR and to continue uninterrupted access to the lessons and instruction being delivered.

The LOR acts as an expanded school library with materials and resources that align to the South Carolina Standards. The LMS serves as the old “planning book”, the desk and shelves in the classroom where resources are stored, *and* the students’ desk where the learning takes place. For example, a teacher can go into the LOR and decide which resources and activities align with the standards for that lesson and then utilize the LMS to send the resource or activity to specific students on their Chromebook, iPad, etc.

The AMS serves as the final piece to ensure a cohesive system exists to identify learning gaps and measure the growth of students. Districts will be able to use the AMS to deliver interim and formative assessments and gather real time information to inform instruction.

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Why is this needed?

Digital environments have become the way of work and learning in 2022 and beyond. When a teacher can use both the LOR and LMS with proficiency, planning takes less time and teaching can be more differentiated to the student's level and more personal to engage student's interests.

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 B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	9
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	VIII A.3 Instructional Materials
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Provide a brief, descriptive title for this request.

AMOUNT	General: Federal: Other: \$30,000,000 Total: \$30,000,000
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What is the net change in requested appropriations for FY 2021-22? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	None
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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 checked="" type="checkbox"/>	Change in cost of providing current services to existing program audience
	<input 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	

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ACCOUNTABILITY OF FUNDS	<ul style="list-style-type: none"> • Complete high school in SC ready for college and careers • Have the opportunity to learn content aligned to College-and Career-Ready Standards • Have the opportunity to learn content aligned to the appropriate career and technology education course standards to meet industry certification requirements
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What specific strategy, as outlined in the FY 2020-21 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	<p>SCDE Finance Office receives these funds and works with Local Education Agencies (LEAs) to identify schools' needs of the state-adopted materials. SCDE also works with publishers and the central depository to purchase the instructional materials using these funds and distributes the materials to K-12 public schools according to state statute.</p>
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

JUSTIFICATION OF REQUEST	<p>SCDE requests \$30,000,000 in recurring funds for instructional materials. Licenses for digital materials have become increasingly expensive. The digital media is no longer a PDF of the textbook; therefore, it requires the student ID, which makes the materials more costly because that student can only use it. For some courses, licenses are required per semester and new licenses are required the next semester for the new students. The funding will allow the agency to honor the state's statutory obligation to provide each student with the instructional materials that support the state standards and local curricula. The funding request will allow districts to select materials aligned to the SC College-and-Career-Ready standards per any changes through the cyclical review process. It will also allow the State to replace materials with recently renewed contracts.</p> <p>Each year SCDE purchases consumable student editions for elementary mathematics, cursive writing, and K-5 science.</p>
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Please thoroughly explain the request to include the justification for funds, potential offsets, matching funds, and method of calculation. Please include any explanation of impact if funds are not received. If new positions have been requested, explain why existing vacancies are not sufficient.

AGENCY NAME:	Department of Education		
AGENCY CODE:	063	SECTION:	001

FORM B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	10
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	CTE Equipment and Computer Science Initiatives
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Provide a brief, descriptive title for this request.

AMOUNT	General: \$15,000,000 Federal: Other: Total: \$15,000,000
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What is the net change in requested appropriations for FY 2021-22? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	0
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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 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 checked="" 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

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ACCOUNTABILITY OF FUNDS	2.2.3	Number of students completing a Career and Technology Education (CTE) Program of Study
	3.3.1	Percent of CTE completers who earn a silver or higher on the National Career Readiness Certificate

What specific strategy, as outlined in the FY 2020-21 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	Career and Technology Centers located in high need areas in South Carolina, as determined by the SCDE; School Districts for varying computer science initiatives
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

JUSTIFICATION OF REQUEST	<p>Career and Technical Education (CTE) prepares students for college readiness and careers. In South Carolina, approximately 6% of the student population in grades 9-12 are enrolled as concentrators taking two or more CTE courses in a specific career program. Approximately 95% of those students identified as CTE completers graduate on time. The direct correlation between on time graduation, career readiness, and CTE participation suggest that the number of students participating in CTE programs and courses should be significantly higher. However, the opportunity for access to various careers is significantly lower in rural communities.</p> <p>In order to ensure students in South Carolina possess the qualities of the Profile of the South Carolina Graduate and meet the needs of the workforce, it is imperative for all students, no matter their location in the state, be afforded the ability to participate in career and technical courses.</p> <p>Research demonstrates that investment in CTE does the following:</p> <ul style="list-style-type: none"> • Increases overall employment outcomes and earnings of participants. • Mitigate dropout and absentee rates by providing an alternative to the traditional four year baccalaureate degree. • Become an avenue for working adults in transition between jobs to return to school and get retrained for a new career. • Increase overall employment outcomes and earnings of participants. <p>Funding requested will be used to expand and operate high quality programs in the areas of the state that present the highest need, as determined by the SCDE. Funds will be distributed through an application process established by the SCDE.</p> <p>By offering innovative career and technology programming in disadvantaged areas of the state, this allows students in those areas to have greater flexibility to pursue career</p>
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	<p>options after high school.</p> <p>Additionally, careers that require computer science knowledge and skills continue to grow in South Carolina and across our nation. In 2021, South Carolina has emerged as a national leader in computer science, with the highest rate (21%) of students enrolled in foundational computer science courses and 92% of high schools offering computer science coursework.</p> <p>In 2017, South Carolina became one of just six states to adopt computer science standards with the passage of the South Carolina Computer Science and Digital Literacy Standards for grades K-8. In 2018, South Carolina adopted high school computer science standards making the standards span the full K-12 spectrum. During the previous legislative session, the SC Computer Science Education Initiative Act (H. 3612) was heavily debated and while it was passed by the House of Representatives and reported favorably by the Senate Education Committee, the bill did not pass the full Senate in time. Although this bill was not passed, the conversation surrounding computer science was elevated and continued.</p> <p>To remain as a leader in computer science for the nation, the SCDE is requesting a portion of the funding requested here to fund computer science initiatives in South Carolina.</p>
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Please thoroughly explain the request to include the justification for funds, potential offsets, matching funds, and method of calculation. Please include any explanation of impact if funds are not received. If new positions have been requested, explain why existing vacancies are not sufficient.

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FORM B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	11
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	Parental Engagement Initiative
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Provide a brief, descriptive title for this request.

AMOUNT	General: Federal: Other: \$8,000,000 Total: \$8,000,000
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What is the net change in requested appropriations for FY 2023-24? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	0
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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 checked="" 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	

AGENCY NAME:	Department of Education		
AGENCY CODE:	H630	SECTION:	001

ACCOUNTABILITY OF FUNDS	<p>Strategy 3: Enhance public educational systems to include infrastructures, opportunities, resources, data, and technology.</p>
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What specific strategy, as outlined in the FY 2023-24 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	<p>Parents of South Carolina’s public K-12 students</p>
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

JUSTIFICATION OF REQUEST	<p>This request will continue ongoing parental engagement programs at the cost of \$5,000,000 annually. With \$3,000,000 in additional funds, the Department will develop a Transparency Portal which allows parents to easily review curriculum, instructional materials, and library resources being used in their child’s education, while harnessing the power of technology to minimize the “lift” required of districts, schools, and teachers.</p>
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Please thoroughly explain the request to include the justification for funds, potential offsets, matching funds, and method of calculation. Please include any explanation of impact if funds are not received. If new positions have been requested, explain why existing vacancies are not sufficient.

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FORM B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	12
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	VIII. C. Aid to Districts-Teacher Supplies-\$3,033,850
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Provide a brief, descriptive title for this request.

AMOUNT	General: Federal: Other: \$3,033,850 Total: \$3,033,850
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What is the net change in requested appropriations for FY 2023-24? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	0
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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 checked="" type="checkbox"/>	Change in cost of providing current services to existing program audience
	<input 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	

AGENCY NAME:	Department of Education		
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ACCOUNTABILITY OF FUNDS	<p>Strategy 3: Enhance public educational systems to include infrastructures, opportunities, resources, data, and technology.</p> <p>These funds directly impact instruction as the funds will be used to purchase necessary supplies for classrooms across the state.</p>
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What specific strategy, as outlined in the FY 2023-24 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	<p>South Carolina public school districts will receive the funds and disburse those funds to teachers. Funding is allocated using the formula outlined in Proviso 1A.9 in the 2022 State Appropriations Act.</p>
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

JUSTIFICATION OF REQUEST	<p>This funding request is to increase the state aid to classrooms appropriation by \$3,033,850. Due to the rising costs of materials, the SCDE requests a \$50 teacher supply increase from \$300 to \$350. This increase will reduce the out-of-pocket costs teachers often incur to adequately equip their classrooms. This request applies a \$50 increase to the 58,901 eligible educators in fiscal year 2022.</p>
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Please thoroughly explain the request to include the justification for funds, potential offsets, matching funds, and method of calculation. Please include any explanation of impact if funds are not received. If new positions have been requested, explain why existing vacancies are not sufficient.

AGENCY NAME:	Department of Education		
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FORM B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	13
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	VIII.B. EARLY CHILDHOOD EDUCATION. CERDEP-SCDE
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Provide a brief, descriptive title for this request.

AMOUNT	General: Federal: Other: \$15,068,833 Total: \$15,068,833
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What is the net change in requested appropriations for FY 2023-24? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	0
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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 checked="" 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 checked="" 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

AGENCY NAME:	Department of Education		
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ACCOUNTABILITY OF FUNDS	<p>Strategy 3: Enhance public educational systems to include infrastructures, opportunities, resources, data, and technology.</p> <p>These funds would enable the continued expansion of the public 4K program to children across the state.</p>
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What specific strategy, as outlined in the FY 2023-24 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	<p>Eligible South Carolina public school districts will receive the funds to support their full day 4K programs. Funding is allocated using the mechanism outlined in Proviso 1A.29 in the 2022 State Appropriations Act.</p>
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

JUSTIFICATION OF REQUEST	<p>In FY 23, the SCDE increased the CERDEP per pupil allocation to \$5,100 as allowed by proviso 1A.29 to provide additional support to districts in the midst of record inflation. This increase exhausted all prior year carryforward. In order to sustain this increased per pupil amount, the SCDE will need an increase in recurring CERDEP funding of \$12,480,833. Additionally, the agency desires to increase the FY 24 per pupil amount to \$5,300, which requires \$2,588,000 above the request to sustain the program. annually. The total request for increased funding is \$15,068,833.</p>
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Please thoroughly explain the request to include the justification for funds, potential offsets, matching funds, and method of calculation. Please include any explanation of impact if funds are not received. If new positions have been requested, explain why existing vacancies are not sufficient.

AGENCY NAME:	SC Department of Education		
AGENCY CODE:	H630	SECTION:	001

FORM B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	14
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	Agency Salary Shortfall – EIA
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Provide a brief, descriptive title for this request.

AMOUNT	General: Federal: Other: \$1,631,525 Total: \$1,631,525
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What is the net change in requested appropriations for FY 2021-22? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	None
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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 checked="" 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 checked="" 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	

AGENCY NAME:	SC Department of Education		
AGENCY CODE:	H630	SECTION:	001

ACCOUNTABILITY OF FUNDS	<p>This request supports the agency’s entire Strategic Plan.</p>
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What specific strategy, as outlined in the FY 2020-21 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	<p>S.C. Department of Education</p>
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

JUSTIFICATION OF REQUEST	<p>The agency is requesting \$1,631,525 to cover the shortfall in EIA resulting from increases given to state employees over the past 4 years by the General Assembly. Specifically, in FY 20 there was a general increase of 2%, in FY 22 there was a general increase of 2.5%, and in FY 23, there was a general increase of 3%. With each of these increases, the SCDE has had to cover the cost of increasing the salaries of agency employees funded through EIA to match the general increase given to employees funded through general funds. This also includes the increase in retirement and health insurance. The amount to cover the agency shortfall consists of \$1,012,476 for salaries and \$619,049 for fringe.</p>
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Please thoroughly explain the request to include the justification for funds, potential offsets, matching funds, and method of calculation. Please include any explanation of impact if funds are not received. If new positions have been requested, explain why existing vacancies are not sufficient.

AGENCY NAME:	SC Department of Education		
AGENCY CODE:	H630	SECTION:	001

FORM B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	15
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	Realignment of Agency Salary – General Fund
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Provide a brief, descriptive title for this request.

AMOUNT	General: \$2,131,701 (I. Superintendent of Education) Federal: Other: \$ Total: \$ 2,131,701
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What is the net change in requested appropriations for FY 2021-22? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	None
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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 checked="" 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 checked="" 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

AGENCY NAME:	SC Department of Education		
AGENCY CODE:	H630	SECTION:	001

ACCOUNTABILITY OF FUNDS	<p>This request supports the agency’s entire Strategic Plan.</p>
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What specific strategy, as outlined in the FY 2020-21 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	<p>S.C. Department of Education</p>
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

JUSTIFICATION OF REQUEST	<p>The SCDE has increasingly had difficulty hiring and retaining staff at the salaries available. The current labor market is very competitive, and salaries are a major factor with addressing the challenges.</p> <p>Difficulties have included:</p> <ul style="list-style-type: none"> • Despite posting of positions, qualified candidates either do not apply or will not accept positions at the available salary level. The ongoing vacancies directly impact remaining staff due to increased workloads. • The current vacancy rate for the SCDE is approximately 15%. Many of these vacant positions have insufficient budgeted salary to fund a competitive salary. • Salary has been an indicator for recruitment and retention issues. In Fiscal Years 2021 and 2022, the agency experienced an average turnover of 14%. This turnover continues to occur in highly skilled positions due to higher salaries at other agencies, in school districts, and in the private sector. <p>The retention of employees helps provide a continuity of effective services to stakeholders. Additionally, training for the SCDE employees can range from 6-12 months. Once these employees are fully trained, they become appealing to other state agencies, school districts, and the private sector, which leads to turnover and impacts the time, effort, and cost of current employees.</p> <p>Over the last 5 years, the agency has made a concerted effort to adjust budgets and salaries for positions to the extent existing resources authorized for that use would allow. However, it is still experiencing issues with recruitment and retention. The agency requests an increase in recurring funds to better staff the agency with high quality personnel.</p> <p>When calculating this increase, the SCDE is establishing a compensation philosophy of paying the staff at least to the state average of the respective classification band. Utilizing</p>
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AGENCY NAME:	SC Department of Education		
AGENCY CODE:	H630	SECTION:	001

this approach will positively impact the recruitment and retention efforts of the SCDE and allow the agency to be more competitive with state government, school districts, and private industries.

BAND	Number of Employee	Sum of Variance to State Average
BAND 03	1	-9,458
BAND 04	195	-390,546
BAND 05	55	-181,564
BAND 06	42	-222,462
BAND 07	93	-505,811
BAND 08	17	-214,465
BAND 09	3	-11,059
BAND 10	5	-58,221
Unclassified	1	-15,731
	412	-1,609,317
Salary + Fringe (32.46%)		2,131,701

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:	Department of Education		
AGENCY CODE:	063	SECTION:	001

FORM B2 – NON-RECURRING OPERATING REQUEST

AGENCY PRIORITY	16
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	Agency Technology Request
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Provide a brief, descriptive title for this request.

AMOUNT	\$3,150,000
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What is the net change in requested appropriations for FY 2021-22? This amount should correspond to the total for all funding sources on the Executive Summary.

FACTORS ASSOCIATED WITH THE REQUEST	Mark "X" for all that apply:	
	<input checked="" type="checkbox"/>	Change in cost of providing current services to existing program audience
	<input 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 changes 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 checked="" type="checkbox"/>	IT Technology/Security related
	<input type="checkbox"/>	Consulted DTO during development
	<input checked="" type="checkbox"/>	Request for Non-Recurring Appropriations
<input type="checkbox"/>	Request for Federal/Other Authorization to spend existing funding	
<input type="checkbox"/>	Related to a Recurring request – If so, Priority #	

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

ACCOUNTABILITY OF FUNDS	To provide replacement/upgrade of the agency’s server and storage environment. Solution supports over 300 servers and associated application data that supports the entire agency and provides similar services at a second data center.
	To provide replacement/upgrade of the agency’s data backup environment. Solution supports thousands of agency files and the data of fifteen school districts. Data backup provides reliable files in case of file corruption or destruction. Data is also replicated to a second data center.
	To provide replacement PC/Laptops/Notebooks to SCDE personnel. Much of the equipment is currently four years old as of July 2022. It is running out of extended warranty and becoming harder to maintain. Newer copies of the Microsoft operating

AGENCY NAME:	Department of Education		
AGENCY CODE:	063	SECTION:	001

	<p>system are not compatible with some of the older devices.</p>
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What specific strategy, as outlined in the FY 2020-21 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	<p>The CIO will use the funds for a new server/storage solution, a new data backup solution, and replacement of PC/Laptops/Notebooks for the agency.</p>
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

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JUSTIFICATION OF REQUEST	<p>VXRail Replacement/Upgrade (\$1,200,000) The current VXRail virtual environment will be six years old in June 2023. Annual hardware/software costs are becoming more expensive to the point that it makes economical sense to replace/upgrade the current solution. The new hardware/software would come with a three-year warranty. The agency will however evaluate the current needs and determine the best solution for the agency. Whether that be new equipment, a cloud-based solution, use of resources at the DTO, or a combination of these.</p> <p>Data Domain Replacement/Upgrade (\$750,000) The current data backup solution will be five years old in December 2022. Annual hardware/software costs are becoming more expensive to the point that it makes economical sense to replace/upgrade the current solution. The new hardware/software would come with a three-year warranty. The agency will however evaluate the current needs and determine the best solution for the agency. Whether that be new equipment, a cloud-based solution, use of resources at the DTO, or a combination of these.</p> <p>SCCDE PC/Laptop/Notebook Refresh (\$1,200,000) Much of the equipment is currently four years old as of July 2022. It is running out or has run out of extended warranty and becoming harder to maintain. Newer copies of the Microsoft operating system are not compatible with some of the older devices. Batteries are also failing more often on the older devices. Computer devices are a requirement of nearly all SCDE personnel to perform their jobs.</p>
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Please thoroughly explain the request to include the justification for funds, potential offsets, matching funds, and method of calculation. Please include any explanation of impact if funds are not received. Does this non-recurring appropriation request create an annualization or need for recurring funds?

AGENCY NAME:	SC Department of Education		
AGENCY CODE:	H630	SECTION:	001

FORM B2 – NON-RECURRING OPERATING REQUEST

AGENCY PRIORITY	17
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	Capital Funding for Disadvantaged Schools
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Provide a brief, descriptive title for this request.

AMOUNT	\$150,000,000
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What is the net change in requested appropriations for FY 2022-23? This amount should correspond to the total for all funding sources on the Executive Summary.

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 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 checked="" type="checkbox"/> Request for Non-Recurring Appropriations
	<input type="checkbox"/> Request for Federal/Other Authorization to spend existing funding
<input type="checkbox"/> Related to a 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	3.2.2 - Number of districts under 1500 students who have submitted a preliminary plan for consolidation which result in actual consolidation.
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What specific strategy, as outlined in the FY 2021-22 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?

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AGENCY CODE:	H630	SECTION:	001

RECIPIENTS OF FUNDS	Consolidating districts and disadvantaged schools that meet the criteria set forth by the department.
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

JUSTIFICATION OF REQUEST	<p>The agency requests additional funding to support proviso 1.92 (SDE: Capital Funding for Disadvantaged Schools).</p> <p>This proviso prioritizes up to \$25,000,000 first be made available to a local school district which chooses to consolidate with another school district located in the same county, or to a school district that is under state takeover and is consolidating school buildings as directed by the State Superintendent of Education.</p> <p>The proviso provides the remaining funds be set aside by the department to create a source of state funding for local school district infrastructure based on need. As directed by proviso, the department drafted recommended guidelines on how funds should be awarded, which consisted of conditions for the awards and any matching requirements. Criteria shall include, but not be limited to, consideration of a district's index of taxpaying ability, consideration of a district or county 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.</p> <p>This recommendation was presented to Senate Finance Committee and House Ways and Means Committee in December 2021. A link to the full report and recommendations may be found here: https://www.scstatehouse.gov/reports/DeptofEducation/Proviso%201.104(B)%20%E2%80%93%20Capital%20Funding%20for%20Disadvantaged%20School%20Recommendations.pdf</p>
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Please thoroughly explain the request to include the justification for funds, potential offsets, matching funds, and method of calculation. Please include any explanation of impact if funds are not received. Does this non-recurring appropriation request create an annualization or need for recurring funds?

AGENCY NAME:	SC Department of Education		
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FORM B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	18
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	VII. C. Bus Lease/Purchase
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Provide a brief, descriptive title for this request.

AMOUNT	General: \$29,000,000 Federal: Other: Total: \$29,000,000
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What is the net change in requested appropriations for FY 2021-22? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	
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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 checked="" type="checkbox"/>	Change in cost of providing current services to existing program audience
	<input 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	

AGENCY NAME:	SC Department of Education		
AGENCY CODE:	H630	SECTION:	001

ACCOUNTABILITY OF FUNDS	
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What specific strategy, as outlined in the FY 2020-21 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	Funds are utilized by the Office of Transportation to Lease/Purchase buses that meet state specifications.
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

JUSTIFICATION OF REQUEST	<p>The SCDE requests the consolidation of the existing line items under VII.C Bus Lease and VII.C Bus Purchase into one line item entitled VII.C- Bus Lease/Purchase. The agency requests an increase of \$29,000,000 in new recurring funds. This requested amount contemplates the mandated 15-year replacement cycle and the need for additional route buses in high growth areas of the state. Currently the agency has \$8,015,506 in the existing recurring line items obligated for Bus Lease and Bus Purchase.</p> <p>The \$37,015,506 line item would allow the Agency to maintain the fleet within the fifteen-year replacement cycle. During the past three years the Agency has made great strides to upgrade the fleet of buses to include all Special Needs buses to have air condition. Once all buses have been delivered that were purchased in FY21 the Agency will have 208 buses older than fifteen years.</p> <p>Bus Purchases: FY19 – 408 Buses FY20 – 537 Buses (105 Lease) FY21 – 726 Buses (235 VW and 24 EPA Grant) FY22 – 404 Buses</p> <p>With the line item of \$37,015,506 for Bus Lease/Purchase, the Agency will be able to stay within the fifteen-year replacement. If funding is not received, the SCDE will not be able to maintain the fifteen-year replacement goal or add additional buses that are desperately needed for high growth locations.</p>
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AGENCY NAME:	SC Department of Education		
AGENCY CODE:	H630	SECTION:	001

FORM B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	19
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	SDE Grants
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Provide a brief, descriptive title for this request.

AMOUNT	General: Federal: Other: VIII.F – SDE Grants - \$14,000,000 Total: \$14,000,000
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What is the net change in requested appropriations for FY 2022-23? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	0
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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 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 checked="" 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	

AGENCY NAME:	SC Department of Education		
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ACCOUNTABILITY OF FUNDS	<p>The grants are awarded through an application process. Selected awardees will be required to provide reports on the use of funds, as well as have an external evaluation completed on the implementation of the program.</p>
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What specific strategy, as outlined in the FY 2021-22 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	<p>Applicants selected for grant funding</p>
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

JUSTIFICATION OF REQUEST	<p>Since the inception of the Grants Committee in 2018, requests for funding continue to increase each grant cycle. This past cycle, the committee received 20 applications with requests totaling around \$30,000,000. The current fiscal year funding for the Grants Committee is \$13,152,553, with only \$1,004,000 of that in recurring funds. To provide more stability in funding for programs benefiting from the Grants Committee, the department is requesting an additional \$14,000,000 in recurring funds to continue to support innovative programs at the same level as the current fiscal year. The additional funding will be used to support further grant opportunities in rural and underserved school districts with a specific focus in reading, mathematics, early learning, and afterschool programs which serve at risk students.</p>
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Please thoroughly explain the request to include the justification for funds, potential offsets, matching funds, and method of calculation. Please include any explanation of impact if funds are not received. If new positions have been requested, explain why existing vacancies are not sufficient.

Agency Name:	Department Of Education		
Agency Code:	H630	Section:	1

FORM D – PROVISIO REVISION REQUEST

NUMBER	1.20
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Cite the proviso according to the renumbered list (or mark "NEW").

TITLE	SDE: Proviso Allocations
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Provide the title from the renumbered list or suggest a short title for any new request.

BUDGET PROGRAM	VIII. H. Charter School District
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Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	None
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Is this request associated with a budget request you have submitted for FY 2023-2024? If so, cite it here.

REQUESTED ACTION	Amend
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Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	None
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Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	<p>Pursuant to Proviso 1.109, the department was to make recommendations in their annual budget request for any changes to Base Student Cost or EFA references in the annual appropriations act. This amendment reflects such recommendation for this proviso.</p> <p>Additionally, because funding to charter schools is now provided for in State Aid to Classrooms, the deletion of the reference to the South Carolina Public Charter School District may now be deleted.</p>
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Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

None

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

**PROPOSED
PROVISO TEXT**

1.20. (SDE: Proviso Allocations) In the event an official General Fund revenue shortfall is declared by the Board of Economic Advisors, the Department of Education may reduce any allocation in Section 1 specifically designated by proviso in accordance with the lower Board of Economic Advisors revenue estimate as directed by the Executive Budget Office. ~~7, except the additional EFA allocation to the South Carolina Public Charter School District. The reduction may not be greater than the total percentage of reduction of the Section 1 appropriation. Should the department hold back funds in excess of the total percentage reduction those funds must be allocated per the proviso. No allocation for teacher salaries shall be reduced as a result of this proviso.~~

Paste existing text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Agency Name:	Department Of Education		
Agency Code:	H630	Section:	1

FORM D – PROVISIO REVISION REQUEST

NUMBER

1.30

Cite the proviso according to the renumbered list (or mark "NEW").

TITLE

SDE: Education Finance Act Reserve Fund

Provide the title from the renumbered list or suggest a short title for any new request.

BUDGET PROGRAM

X. AID TO SCHOOL DISTRICTS-A. State Aid to Classrooms

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

RELATED BUDGET REQUEST

None

Is this request associated with a budget request you have submitted for FY 2023-2024? If so, cite it here.

REQUESTED ACTION

Amend

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

OTHER AGENCIES AFFECTED

None

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

SUMMARY & EXPLANATION

Pursuant to Proviso 1.109, the department was to make recommendations in their annual budget request for any changes to Base Student Cost or EFA references in the annual appropriations act. This amendment reflects such recommendation for this proviso.

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

FISCAL IMPACT

None

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

**PROPOSED
PROVISO TEXT**

1.30. (SDE: ~~Education Finance Act~~ **State Aid to Classrooms** Reserve Fund) There is created in the State Treasury a fund separate and distinct from the General Fund of the State and all other funds entitled the ~~Education Finance Act~~ **State Aid to Classrooms** Reserve Fund. All unexpended general funds appropriated to the Department of Education for the ~~Education Finance Act~~ **State Aid to Classrooms** in the current fiscal year shall be transferred to the ~~Education Finance Act~~ **State Aid to Classrooms** Reserve Fund. In the event that the amount appropriated for the ~~Education Finance Act~~ **State Aid to Classrooms** is insufficient to fully fund the **designated student-teacher ratio** base student cost as established by this act, revenues from the ~~Education Finance Act~~ **State Aid to Classrooms** Reserve Fund may be used to supplement the funds appropriated. ~~By June 30th of the current fiscal year, if the department determines that the funds are not needed to supplement the Education Finance Act, the department may utilize the funds for bus purchase.~~ The General Assembly may make direct appropriations to this fund. All unexpended funds in the ~~Education Finance Act~~ **State Aid to Classrooms** Reserve Fund and any interest accrued by the fund must remain in the fund and may be carried forward into the current fiscal year.

Paste existing text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Agency Name:	Department Of Education		
Agency Code:	H630	Section:	1

FORM D – PROVISIO REVISION REQUEST

NUMBER	1.39
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Cite the proviso according to the renumbered list (or mark "NEW").

TITLE	SDE: Impute Tax Value
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Provide the title from the renumbered list or suggest a short title for any new request.

BUDGET PROGRAM	X. AID TO SCHOOL DISTRICTS A. State aid to Classrooms
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Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	None
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Is this request associated with a budget request you have submitted for FY 2023-2024? If so, cite it here.

REQUESTED ACTION	Amend
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Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	None
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Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	<p>Pursuant to Proviso 1.109, the department was to make recommendations in their annual budget request for any changes to Base Student Cost or EFA references in the annual appropriations act. This amendment reflects such recommendation for this proviso.</p>
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Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

None

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

**PROPOSED
PROVISO TEXT**

1.39. (SDE: Impute Index Value) For the current fiscal year and for the purposes of calculating the index of taxpaying ability the Department of Revenue shall impute an index value for owner-occupied residential property qualifying for the special four percent assessment ratio by adding the second preceding taxable year total school district reimbursements for Tier 1, 2, and Tier 3(A) and not to include the supplement distribution. The Department of Revenue shall not include sales ratio data in its calculation of the index of taxpaying ability. The methodology for the calculations for the remaining classes of property shall remain as required pursuant to the **General Appropriations Bill** ~~EFA~~ and other applicable provisions of law.

Paste existing text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Agency Name:	Department Of Education		
Agency Code:	H630	Section:	1

FORM D – PROVISIO REVISION REQUEST

NUMBER

1.40

Cite the proviso according to the renumbered list (or mark "NEW").

TITLE

SDE: State Aid to Classrooms State Share

Provide the title from the renumbered list or suggest a short title for any new request.

BUDGET PROGRAM

X. AID TO SCHOOL DISTRICTS A. State Aid to Classrooms

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

RELATED BUDGET REQUEST

None

Is this request associated with a budget request you have submitted for FY 2023-2024? If so, cite it here.

REQUESTED ACTION

Amend

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

OTHER AGENCIES AFFECTED

None

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

SUMMARY & EXPLANATION

Pursuant to Proviso 1.109, the department was to make recommendations in their annual budget request for any changes to Base Student Cost or EFA references in the annual appropriations act. This amendment reflects such recommendation for this proviso.

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

FISCAL IMPACT

None

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

**PROPOSED
PROVISO TEXT**

1.40. (SDE: ~~EFA~~ **State Aid to Classrooms** State Share) A school district that does not recognize a State share of State Aid to Classrooms shall be supplemented with an amount equal to seventy percent of the school district with the least State financial requirement.

Paste existing text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Agency Name:	Department Of Education		
Agency Code:	H630	Section:	1

FORM D – PROVISIO REVISION REQUEST

NUMBER	1.48
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Cite the proviso according to the renumbered list (or mark "NEW").

TITLE	SDE: Full-Day 4K
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Provide the title from the renumbered list or suggest a short title for any new request.

BUDGET PROGRAM	X. AID TO SCHOOL DISTRICTS A. CERDEP-SCDE
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Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	None
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Is this request associated with a budget request you have submitted for FY 2023-2024? If so, cite it here.

REQUESTED ACTION	Amend
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Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	None
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Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	<p>The requested deletion would allow funds to be based on actual student count rather than past years numbers.</p>
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Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

None

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

1.48. (SDE: Full-Day 4K) Beginning with the current fiscal year, eligible students residing in any school district 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.

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.

Beginning with the current fiscal year, 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.

Public and private providers shall be funded for instructional costs at a minimum rate of \$4,800 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 \$587 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 up to \$1,000 per child in materials and equipment funding, with providers enrolling seven or more such children eligible for funding not to exceed \$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. Funding appropriated for CERDEP may be carried forward and expended for the same purpose.

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.

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 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 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. 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 private provider. 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 programs 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.

**PROPOSED
PROVISO TEXT**

~~For each school district that chooses not to participate in CERDEP, the district shall receive the same amount of EIA funds as allocated in the prior fiscal year for the provision of a half-day 4K program from the funds appropriated to the Department of Education for CERDEP or from any funds carried forward from the prior fiscal year to CERDEP. 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.~~

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 child care centers. 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 \$100,000 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; and (3) up to \$1,000,000 may be used to provide grants to public-private partnerships to address building renovations and designs necessary to get the building and classrooms into compliance with licensing regulations and other obstacles that prevent participation in CERDEP following guidelines developed by the Office of First Steps. Providers participating in this pilot 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.

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.

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.

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.

For Fiscal Year 2022-23, in response to the COVID-19 crisis, children who were eligible to participate in the Child Early Reading Development and Education Program in the prior fiscal year but did not participate, shall be eligible to participate in the program during Fiscal Year 2022-23, subject to classroom availability and funding. Funding appropriated for CERDEP may be carried forward and expended for the same purpose.

Paste existing text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Agency Name:	Department Of Education		
Agency Code:	H630	Section:	1

FORM D – PROVISIO REVISION REQUEST

NUMBER	1.63
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Cite the proviso according to the renumbered list (or mark "NEW").

TITLE	SDE: Special Education Minutes Requirements
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Provide the title from the renumbered list or suggest a short title for any new request.

BUDGET PROGRAM	X. AID TO SCHOOL DISTRICTS A. State Aid to Classrooms
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Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	None
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Is this request associated with a budget request you have submitted for FY 2023-2024? If so, cite it here.

REQUESTED ACTION	Amend
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Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	None
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Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	<p>Pursuant to Proviso 1.109, the department was to make recommendations in their annual budget request for any changes to Base Student Cost or EFA references in the annual appropriations act. This amendment reflects such recommendation for this proviso.</p>
----------------------------------	--

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

FISCAL IMPACT

None

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

**PROPOSED
PROVISO TEXT**

1.63 (SDE: Special Education Minutes Requirement) For the current fiscal year the required two-hundred fifty minutes of specialized instruction a student is required to receive in order to qualify for the special education weighting in **the State Aid to Classrooms** EFA is waived. A special education weighting may be applied for any public school child with an Individualized Education Program in effect, regardless of the number of minutes of instruction.

Paste existing text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Agency Name:	Department Of Education		
Agency Code:	H630	Section:	1

FORM D – PROVISIO REVISION REQUEST

NUMBER	1.69
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Cite the proviso according to the renumbered list (or mark "NEW").

TITLE	SDE: Consolidate Administrative Functions
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Provide the title from the renumbered list or suggest a short title for any new request.

BUDGET PROGRAM	X. AID TO SCHOOL DISTRICTS A. State Aid to Classrooms
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Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	None
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Is this request associated with a budget request you have submitted for FY 2023-2024? If so, cite it here.

REQUESTED ACTION	Amend
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Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	None
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Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	<p>Pursuant to Proviso 1.109, the department was to make recommendations in their annual budget request for any changes to Base Student Cost or EFA references in the annual appropriations act. This amendment reflects such recommendation for this proviso.</p>
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Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

None

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

**PROPOSED
PROVISO TEXT**

1.69. (SDE: Consolidate Administrative Functions) For the current fiscal, any school district that has an average daily membership of less than 1,500 students, has been designated in Fiscal Watch, Caution or Emergency status, has a risk assessment of medium or high, has a school or is a district with an accreditation status of probation or denied, or has a school or schools that have been in improvement status for three years may be directed by the State Superintendent of Education to consolidate administrative and professional services with one or more school districts. Administrative and professional services may include, but are not limited to: finance, human resources, procurement, administrative functions, transportation and collaboration on increasing instructional offerings. The Superintendent shall notify a district in writing that they meet one or more of the criteria. The district then has thirty business days from receipt of the notification to deliver a plan to the Superintendent for her approval. The Superintendent must either approve or amend the plan within fifteen days. Plans must be implemented within sixty days of approval. If a district fails to submit a plan, the Superintendent shall direct the consolidation of services with another school district and if the district fails to comply, the department shall withhold one percent of the districts **State Aid to Classrooms** EFA-allocation until the district does comply. At that time, the **State Aid to Classrooms** EFA payments shall resume and any **State Aid to Classrooms** EFA funds withheld shall be allocated to the district.

Paste existing text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Agency Name:	Department Of Education		
Agency Code:	H630	Section:	1

FORM D – PROVISO REVISION REQUEST

NUMBER	1A.26
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Cite the proviso according to the renumbered list (or mark "NEW").

TITLE	SDE-EIA: Full-Day 4K
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Provide the title from the renumbered list or suggest a short title for any new request.

BUDGET PROGRAM	VIII.B. CERDEP-SCDE
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Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	
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Is this request associated with a budget request you have submitted for FY 2023-2024? If so, cite it here.

REQUESTED ACTION	Amend
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Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	None
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Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	<p>The requested deletion would allow funds to be based on actual student count rather than past years numbers.</p>
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Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

None

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

1A.26. (SDE-EIA: Full-Day 4K) Beginning with the current fiscal year, eligible students residing in any school district 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.

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.

Beginning with the current fiscal year, 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.

Public and private providers shall be funded for instructional costs at a minimum rate of \$4,800 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 \$587 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 up to \$1,000 per child in materials and equipment funding, with providers enrolling seven or more such children eligible for funding not to exceed \$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

**PROPOSED
PROVISO TEXT**

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. Funding appropriated for CERDEP may be carried forward and expended for the same purpose.

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.

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 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 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. 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 private provider. 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 programs 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.

~~For each school district that chooses not to participate in CERDEP, the district shall receive the same amount of EIA funds as allocated in the prior fiscal year for the provision of a half-day 4K program from the funds appropriated to the Department of Education for CERDEP or from any funds carried forward from the prior fiscal year to CERDEP. 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.~~

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 child care centers. 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 \$100,000 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; and (3) up to \$1,000,000 may be used to provide grants to public-private partnerships to address building renovations and designs necessary to get the building and classrooms into compliance with licensing regulations and other obstacles that prevent participation in CERDEP following guidelines developed by the Office of First Steps. Providers participating in this pilot 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.

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.

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.

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.

For Fiscal Year 2022-23, in response to the COVID-19 crisis, children who were eligible to participate in the Child Early Reading Development and Education Program in the prior fiscal year but did not participate, shall be eligible to participate in the program during Fiscal Year 2022-23, subject to classroom availability and funding. Funding appropriated for CERDEP may be carried forward and expended for the same purpose.

Paste existing text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

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**2022
Accountability Report**

SUBMISSION FORM

I have reviewed and approved the data submitted by the agency in the following templates:

- Data Template
 - Reorganization and Compliance
 - FY2022 Strategic Plan Results
 - FY2023 Strategic Plan Development
 - Legal
 - Services
 - Partnerships
 - Report or Review
 - Budget
- Discussion Template
- Organizational Template

I have reviewed and approved the financial report summarizing the agency’s budget and actual expenditures, as entered by the agency into the South Carolina Enterprise Information System.

The information submitted is complete and accurate to the extent of my knowledge.

AGENCY DIRECTOR <i>(SIGN AND DATE):</i>	SIGNATURE ON FILE	Signature Received: 9/15/2022 9:42
<i>(TYPE/PRINT NAME):</i>	Molly M. Spearman	

BOARD/CMSN CHAIR <i>(SIGN AND DATE):</i>	SIGNATURE ON FILE	Signature Received: 9/15/2022 9:42
<i>(TYPE/PRINT NAME):</i>	Alan Walters	

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AGENCY'S DISCUSSION AND ANALYSIS

Performance Impacts

The South Carolina Department of Education (SCDE) continues to focus on providing resources and services that directly impact students and educators. Under the Superintendent's leadership, the agency has consistently focused on student academic achievement, professional development and supports for educators, health and safety in schools, and teacher and staff recruitment. Utilizing Elementary and Secondary School Emergency Relief (ESSER) funds, the SCDE has partnered with several agencies, educational institutions, and organizations over the past few years to address the academic needs of students and help schools recover post-pandemic.

Several initiatives have been implemented on the state and local level to address learning loss during the pandemic, including a Language Essentials for Teachers of Reading and Spelling (LETRS) professional learning program and a partnership with the South Carolina State Library to provide free online tutoring for South Carolina students through federal Elementary and Secondary School Emergency Relief (ESSER) funds. ESSER funds have also been used to create a new Instruction Hub, a digital library for all teachers to provide access to high-quality, effective resources aligned to the South Carolina College and Career-Ready standards. To fill workforce gaps and grow dual credit opportunities for students, the SCDE and South Carolina Technical College System (SCTCS) announced a three-year \$11.5 million partnership in February 2022 that will grow and expand career and technical education programs, adult education programs, and provide scholarships to high demand technical college programs in response to the COVID-19 pandemic.

Current Efforts and Results and Future Planning:

School Safety

Ensuring the health and safety for both students and educators remains top priorities for the agency, as it aligned the work of multiple offices to deliver effective guidance and support to districts. During her tenure the Superintendent ushered in new school safety policies and best practices which later gave way to a school safety goal that includes a school resource officer, nurse, and mental health counselor in every school.

Prompted by recent school tragedies nationwide, the State Board of Education updated the Model Safe School checklist, which public schools in the state are required to complete annually by Sept. 1. Districts also must work with local law enforcement, and when necessary, state law enforcement agencies in order to ensure that the district has an updated plan in place. The agency has also partnered with several organizations and agencies to support mental health, including a 2019 partnership with the South Carolina Youth Suicide Prevention Initiative to bring greater awareness to suicide prevention and expand school-based mental health. In 2020, the SCDE partnered with the South Carolina Department of Mental Health to provide educators free access to Signs Matter: Early Detection, a two-hour self-paced virtual course that shows how and when to express concern and refer students to counseling personnel. In 2021, the South Carolina Department of Mental Health and South Carolina Department of Alcohol and Other Drug Abuse Services teamed up to offer a virtual support group for educators to address challenges brought on by the COVID-19 pandemic, and in 2022 the SCDE partnered with the Children's Trust of South Carolina on a new initiative to help educators recognize and address the impacts of the pandemic on the mental health of children and their teachers.

Educator Recruitment, Retention, and Effectiveness

There continues to be a high need for high quality educators to join the profession and remain in the profession. The pandemic also impacted the number of support staff in schools to fill transportation and other key roles. On the teacher recruitment front, the Superintendent annually advocates for teacher salary increases as a means

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for attracting and retaining highly-qualified and talented teachers. During Superintendent Spearman’s tenure and under her leadership, starting pay for teachers have increased by more than 35 percent, from \$29,500 to \$40,000.

Educator retention and effectiveness were a top priority for districts as they reassessed their workforce. The agency continued to use face-to-face and virtual trainings, monthly officers, and tiered regional support to respond to district needs. Based on feedback from districts, school leaders, and teachers, the agency encouraged teacher leadership goals and hosted a recruitment and retention webinar series (4.2.2 and 4.2.3). 90% of districts went above and beyond state reporting requirements to use the evaluation data management system to personalize support, feedback, and coaching for principals and teachers. (4.2.1, 4.2.3).

Finally, the agency continues to implement instructional leadership cohorts for school and district leaders. Although targeted to specific job-alike needs, the 443 graduates of all cohorts focused on using data to increase equitable access to effective teachers for all students, personalizing support for teachers, and collective leadership. 178 educators earned leadership micro-credentials and SCDE facilitated a micro-credential academy focused on leadership and inclusive instruction (4.3.3).

Personalized Learning

The Office of Personalized Learning expanded offerings in our multi-layered system of supports for individual educators, schools, and district teams centered on advancing the Profile of the SC Graduate. The office directly served a total of 474 schools during 2021-2022 and aims to directly serve at least 525 schools during 2022-2023. The competencies for the Profile of a SC Graduate continue to be a valuable resource, and we have embedded them across multiple offices at SCDE through documents, technical supports and resources. This allows us to indirectly impact 100% of districts. The office released the South Carolina Flexibility Guide: Possibilities to Personalize Learning. The guide, which puts everything in one user-friendly document, makes existing flexibilities more transparent and accessible for districts. The release of the guide was followed by a three-month listening tour with district leaders to introduce the guide and consider what resources and supports may still be needed. As a result, we are currently developing a *South Carolina Playbook* to highlight specific examples of how schools and districts are or could leverage the existing flexibility available to them and implement innovative approaches and strategies for positive student outcomes. Our office podcast continues to have an average of over 2500 listeners per month and our #PersonalizeSC online community has approximately 1500 active users helping to elevate the stories and experiences of educators to further connect and share what is working as they implement personalized learning in SC. (4.3).

The work of the office has been highlighted in numerous publications, presentations, and webinars throughout the year, including CCSSO, ExcelinEd, the Aurora Institute, the Center for Assessment, the Campaign for Grade Level Reading, and Competency Works to name a few.

Food Service

The Office of Health and Nutrition (OHN) continued to be an integral part of the agency’s response to the COVID-19 pandemic. From August 2021 to May 2022, the state served over 126 million meals to children in South Carolina.

Transportation

Approximately 350,000 students ride the bus to school each day. Implementation of a safe and reliable transportation system remains a paramount focus for the agency and the General Assembly has provided consistent support to improve the system over the past six years.

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As of August 25th, 2022 the SCDE has 117 buses that are fifteen years or older, with the replacement cost being \$13,630,968.00. To allow the SCDE to continue to lease-purchase buses, as well as to allocate additional buses to districts with high student growth and helping to reduce ride times, the SCDE will request the General Assembly to increase the recurring funds for the upcoming fiscal year. The SCDE will need \$43,960,843 in new bus funding annually to maintain the 15 year replacement requirement.

Additionally in 2013, the SCDE made a commitment to provide air-conditioned equipped buses. Currently 80 percent of that commitment has been met. The cost to upgrade the remaining 20 percent with air-conditioning is \$104,853,600. Currently 100 percent of the state’s fleet of special needs buses are equipped with air-conditioning.

The existing fleet of buses includes 436 propane buses, with an additional 17 to be delivered before December 2022. Once delivered, the total number of propane buses in the state will be 453. In April 2021, the SCDE was notified by the S.C. Department of Insurance that it would be receiving \$23,635,830 from Volkswagen settlement funding. The funding was used to purchase 235 additional propane powered buses. Those additional 235 units are being distributed to the existing 10 districts already assigned propane buses, plus one additional district.

In addition to the aforementioned 235 propane buses, the SCDE leased or purchased an additional 726 buses in FY 2021 and 314 buses in FY 2022. This total includes \$1,333,920 in funding from the EPA to purchase 4 electric school buses. This marks the SCDE’s first ever purchase of fully electric school buses, and ushers the state into the era of electrifying the state’s school bus fleet. Total FY 2021 and FY 2022 new bus spending, including the EPA source, totaled \$97,935,225.60.

On August 19, 2022, the SCDE applied to the Environmental Protection Agency’s “Clean School Bus Program” for grant funding to replace 347 diesel powered school buses with fully electric school buses. If funding is granted, this will help South Carolina usher in the age of the electric school bus. This will continue with the SCDE’s ongoing commitment to provide the safest, most environmentally friendly, and most efficient school buses possible.

On March 17, 2020, the SCDE announced a five-year contract with Tyler Technologies, Inc. (Tyler) for GPS hardware and software. This contract marks the first ever statewide agreement for both routing software and telematics (GPS) for K-12 transportation. The agreement with Tyler includes transportation management software for all 78 K-12 school districts, GPS installed on all of the State’s school bus fleet, tablets for all special needs school buses, and business intelligence dashboard for the SCDE to analyze data from across the State. This full featured and compensative routing program provides South Carolina with the unique opportunity to advance our school transportation program at the State level, positively affecting bus drivers, administration, parents and students. The SCDE has completed implementation of phase one and phase two, which includes GPS units being installed on all State-owned buses and routing software implemented in 62 districts. These 22 districts started using the program at the beginning of the 2021-2022 school year, with the remaining 40 starting in 2022-2023. Phase three implementation will include the final 16 school districts. With training set to begin after Labor Day. The state also has begun to install tablets on the 865 regular buses assigned to the phase one districts.

Prior to widespread shutdowns due to COVID-19, the Office of Transportation began streamlining the School Bus Driver Classroom Instruction program, first by introducing an online end-of-course test in July 2019 and then by condensing instruction to reduce the amount of required seat time from 20 hours to 14 hours. Beginning the last week of April 2020, instruction went online utilizing the Microsoft Teams platform, enabling participants across

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the state to participate in the training without the need to travel to a physical classroom. SCDE training is completed in the first 3 days of scheduled classes, with a fourth day of instruction devoted to Entry Level Driver Training (ELDT) topics not covered in the SCDE curriculum. Offering the added ELDT material on the fourth day frees individuals who already have a Commercial Driver’s License (CDL) with the proper endorsements to more quickly begin their behind-the-wheel training for SCDE certification.

Since implementing the ELDT training program required by the Federal Motor Carrier Safety Administration (FMCSA) on February 7, 2022, over 840 driver candidates have had their theory training recorded into the national registry. In addition to ELDT being a requirement for anyone seeking a new or upgraded CDL, the theory training offered in conjunction with the SCDE classroom training has been a helpful study aid as trainees prepare for their commercial learner permit exams.

On average, each school bus driver classroom training session has at least 70 participants, with some having over 100. This level of attendance would not have been possible with face-to-face instruction. We continue to offer three sessions per month—two daytime and one evening. The evening sessions—which were implemented in November 2020—have been tremendously successful. By having SCDE trainers conduct the class, we can better control the content and pace of the training. Because we are able to offer instruction to anyone statewide without the need for Driver Training Coordinators to spend time on the road travelling to a classroom, we are making plans to revise the district classroom instructor program to certify individuals for in-service instruction only.

A majority of the SCDE required bus driver in-service for 2022-2023 was conducted face-to-face, although several districts requested virtual instruction using the Microsoft Teams platform. In addition to SCDE Driver Training Coordinators, Sgt. Matthew Southern, the law enforcement and safety coordinator assigned to SCDE by the S.C. Highway Patrol, travelled the state to bring the school bus safety message to districts and drivers.

The Office of Transportation is in the process of converting two decommissioned lift equipped buses to be used as mobile safety, recruiting, and training platforms. The buses will be available for use at schools, community events, and job fairs to promote school bus safety and to recruit drivers and technicians. Additionally, they will be used to train drivers and technicians in a variety of areas, including wheelchair loading/unloading/securement, proper use of child safety restraint systems, and bus inspections.

Virtual SC/CTE

The agency’s VirtualSC continued to serve 54,159 student enrollments statewide in the 2020-2021 school year and remains one of the fastest growing and most successful virtual programs in the nation. The program enrollment decreased by 6% over 2020-2021 enrollment numbers. Enrollment decreased slightly as a result of the spike in program enrollments during the pandemic. The numbers experienced this year are more closely aligned with traditional program growth, if the pandemic year was removed from the data. The cost per enrollment (approximately \$200 per student) is one of the lowest amongst similarly sized and neighboring states.

In an effort to support schools as they continue to deal with the effects of the COVID-19 pandemic, VirtualSC piloted a middle school program by offering core content courses for students in grades 6-8. Based on the success of the pilot, the program was awarded new full-time positions to continue to expand and continue the middle school program beyond the pilot phase. In addition, the program is currently reviewing options to expand the program to offer engaging exploratory courses that may be harder for most districts to offer in an effort to provide opportunities for middle school students to explore various subject that they may not otherwise be exposed to at their current school.

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Further, as part of the new accountability system, the state will need to ensure that students have access to advanced coursework such as AP/IB and Career and Technical Education courses that lead to an industry certification. VirtualSC will continue to serve as a conduit for such course work, especially for students who may have limited access. VirtualSC had 10,155 student enrollments complete CTE courses in the 2020-2021 school year with an 82 percent pass rate meaning that 8,358 enrollments earned a CTE credit through Virtua ISC in this school year. (3.3, 2.2).

Capital Improvement Funding for Disadvantaged School

Included in the Appropriations Act of 2021-22, Proviso 1.104(B) directs the South Carolina Department of Education (SCDE) to submit recommendations to the Senate Finance Committee and the House Ways and Means Committee establishing guidelines to disburse state funding for local school district infrastructure needs by December 31, 2021. The guidelines are to include “award criteria, conditions for the awards and any match requirements.”

The Proviso indicates the criteria shall include, but not be limited to:

- districts' index of taxpaying ability,
- consideration of a district’s or county’s per capita income,
- the age and condition of the district’s existing academic buildings, • the ability to commence construction in a timely matter, and
- the quality of the application.

The full report of the SCDE’s guidelines and recommendations may be found here: [Recommendations for Guidelines Pursuant to Proviso 1.104\(B\) of 2021 \(scstatehouse.gov\)](https://www.scstatehouse.gov/committees/finance/recommendations-for-guidelines-pursuant-to-proviso-1.104(b)-of-2021).

In April of 2022, the SCDE commissioned independent facility studies of schools in the state’s poorest counties to aid in decision making for capital funding appropriated by the General Assembly for disadvantaged schools. Utilizing ESSER funds and state funds, the agency has provided more than \$200 million in infrastructure funds to Hampton, Abbeville, Clarendon, Lee, Saluda and Dillon counties, with additional announcements forthcoming for other districts.

South Carolina Department of Education

Full- Time Equivalent (FTE) Positions

Position Group	Count of Position	Actual State	Actual Federal	Actual Other
CLASSIFIED FTE	944	639.579	125.141	179.28
UNCLASSIFIED FTE	53	53	0	0
Grand Total	997	692.579	125.141	179.28

Entry Doc#	-/+	Funds Center	Funded Program	Functional Area	Fund	Commitment	Grant	Amount TC	Budget Ty	Text
000001	-	H630JGB001	3500.070000.000	H630_0036	10010000	501058	NOT RELEVANT	6,341.04	CFSP	1.19 SDE: Buses,Parts, and/or Fuel
000002	-	H630JGB002	3500.070000.000	H630_0036	10010000	501058	NOT RELEVANT	5,374.66	CFSP	1.19 SDE: Buses,Parts, and/or Fuel
000003	-	H630JGB006	3500.070000.000	H630_0036	10010000	501058	NOT RELEVANT	6,066.34	CFSP	1.19 SDE: Buses,Parts, and/or Fuel
000004	-	H630JGB012	3500.070000.000	H630_0036	10010000	501058	NOT RELEVANT	7,755.29	CFSP	1.19 SDE: Buses,Parts, and/or Fuel
000005	-	H630JGB016	3500.070000.000	H630_0036	10010000	501058	NOT RELEVANT	2,443.89	CFSP	1.19 SDE: Buses,Parts, and/or Fuel
000006	-	H630JGB018	3500.070000.000	H630_0036	10010000	501058	NOT RELEVANT	17,708.41	CFSP	1.19 SDE: Buses,Parts, and/or Fuel
000007	-	H630JGB020	3500.070000.000	H630_0036	10010000	501058	NOT RELEVANT	4,681.76	CFSP	1.19 SDE: Buses,Parts, and/or Fuel
000008	-	H630JGB022	3500.070000.000	H630_0036	10010000	501058	NOT RELEVANT	3,281.53	CFSP	1.19 SDE: Buses,Parts, and/or Fuel
000009	-	H630JGB027	3500.070000.000	H630_0036	10010000	501058	NOT RELEVANT	1,235.83	CFSP	1.19 SDE: Buses,Parts, and/or Fuel
000010	-	H630JGB030	3500.070000.000	H630_0036	10010000	501058	NOT RELEVANT	2,151.08	CFSP	1.19 SDE: Buses,Parts, and/or Fuel
000011	-	H630JGB032	3500.070000.000	H630_0036	10010000	501058	NOT RELEVANT	6,746.06	CFSP	1.19 SDE: Buses,Parts, and/or Fuel
000012	-	H630JGB036	3500.070000.000	H630_0036	10010000	501058	NOT RELEVANT	1,695.62	CFSP	1.19 SDE: Buses,Parts, and/or Fuel
000013	-	H630JGB038	3500.070000.000	H630_0036	10010000	501058	NOT RELEVANT	2,755.71	CFSP	1.19 SDE: Buses,Parts, and/or Fuel
000014	-	H630JGB041	3500.070000.000	H630_0036	10010000	501058	NOT RELEVANT	1,995.71	CFSP	1.19 SDE: Buses,Parts, and/or Fuel
000015	-	H630JGB086	3500.090700X000	H630X0043	10010000	561000	NOT RELEVANT	4,174,562.18	CFSP	1.19 SDE: Buses,Parts, and/or Fuel
000016	-	H630JGB050	3500.070000.000	H630_0036	10010000	501058	NOT RELEVANT	1,737.54	CFSP	1.19 SDE: Buses,Parts, and/or Fuel
000017	+	H630JGB086	3500.090700X000	H630X0043	10010000	561000	NOT RELEVANT	4,174,562.18	CFSP	1.19 SDE: Buses,Parts, and/or Fuel
000018	-	H630JGB085	3500.090900X000	H630X0372	10010000	561000	NOT RELEVANT	1,252,452.66	CFSP	1.19 SDE: Buses,Parts, and/or Fuel
000019	+	H630JGB085	3500.090900X000	H630X0372	10010000	561000	NOT RELEVANT	1,252,452.66	CFSP	1.19 SDE: Buses,Parts, and/or Fuel
000020	-	H630JGB001	3500.070000.000	H630_0036	10010000	512001	NOT RELEVANT	29,021,762.41	CFSP	1.19 SDE: Buses,Parts, and/or Fuel
000021	-	H630JGB001	3500.070000.000	H630_0036	10010000	518058	NOT RELEVANT	765,265.68	CFSP	1.19 SDE: Buses,Parts, and/or Fuel
000022	+	H630JGB001	3500.070000.000	H630_0036	10010000	512001	NOT RELEVANT	29,859,750.08	CFSP	1.19 SDE: Buses,Parts, and/or Fuel
000023	-	H630JGB001	3500.091100X000	H630X0037	10010000	561000	NOT RELEVANT	1,154,814.41	CFSP	1.19 SDE: Buses,Parts, and/or Fuel
000024	+	H630JGB001	3500.091100X000	H630X0037	10010000	561000	NOT RELEVANT	1,154,814.41	CFSP	1.19 SDE: Buses,Parts, and/or Fuel
000025	-	H630JGB001	3500.091500X000	H630X1938	10010000	561000	NOT RELEVANT	2,935,601.34	CFSP	1.19 SDE: Buses,Parts, and/or Fuel
000026	+	H630JGB001	3500.091500X000	H630X1938	10010000	561000	NOT RELEVANT	2,935,601.34	CFSP	1.19 SDE: Buses,Parts, and/or Fuel
000027	-	H630LA0010	6002.010100X000	H630X2034	10010000	561000	NOT RELEVANT	30,925,676.14	CFSP	1.36 SDE: Education Finance Act
000028	+	H630LA0010	6002.010100X000	H630X2034	10010000	561000	NOT RELEVANT	30,925,676.14	CFSP	1.36 SDE: Education Finance Act
000029	-	H630LA0010	9805.440000X000	H630X0012	10010000	561000	NOT RELEVANT	1,157,169.57	CFSP	FY 15 118.16 SR: NR Revenue
000030	+	H630LA0010	9805.440000X000	H630X0012	10010000	561000	NOT RELEVANT	1,157,169.57	CFSP	FY 15 118.16 SR: NR Revenue
000031	-	H630JGB001	3500.070000.000	H630_0036	10010000	508002	NOT RELEVANT	751.52	CFSP	1.19 SDE: Buses,Parts, and/or Fuel
000032	-	H630E00010	9800.090100X000	H630XSDCI	10010000	561000	NOT RELEVANT	73,406,250.00	CFSP	1.92 SDE: Capital Funding for Disadvantaged School
000033	+	H630E00010	9800.090100X000	H630XSDCI	10010000	561000	NOT RELEVANT	73,406,250.00	CFSP	1.92 SDE: Capital Funding for Disadvantaged School
000034	-	H630JGB001	9804.360000X000	H630XNR01	10010000	561000	NOT RELEVANT	3,539.10	CFSP	1.19 SDE: Buses,Parts, and/or Fuel
000035	+	H630JGB001	9804.360000X000	H630XNR01	10010000	561000	NOT RELEVANT	3,539.10	CFSP	1.19 SDE: Buses,Parts, and/or Fuel
000001	-	H630N00010	5001.000000.000	H630_N030	10010000	501058	NOT RELEVANT	0.39	CFSP	10.1 GSSM: CARRY FOWARD
000002	-	H630N00010	5001.000000.000	H630_N044	10010000	501060	NOT RELEVANT	0.49	CFSP	10.1 GSSM: CARRY FOWARD
000003	-	H630N00010	5001.000000.000	H630_N044	10010000	501070	NOT RELEVANT	0.45	CFSP	10.1 GSSM: CARRY FOWARD
000004	-	H630N00010	5001.000000.000	H630_N020	10010000	512001	NOT RELEVANT	1,237,548.90	CFSP	10.1 GSSM: CARRY FOWARD
000005	-	H630N00010	5001.000000.000	H630_N050	10010000	513000	NOT RELEVANT	267,930.47	CFSP	10.1 GSSM: CARRY FOWARD
000006	-	H6300000	5001.000000.000	0000000000000000	10010000	513000	NOT RELEVANT	70,407.00	CFSP	10.1 GSSM: CARRY FOWARD
000007	+	H630N00010	5001.000000.000	H630_N020	10010000	512001	NOT RELEVANT	1,575,887.70	CFSP	10.1 GSSM: CARRY FOWARD
000006	-	H6300000	7001.000000.000	0000000000000000	10010000	501059	NOT RELEVANT	80.00	CFSP	9.2 GSAH: Carry Forward
000007	+	H630P00010	7001.000000.000	H630_0098	10010000	512001	NOT RELEVANT	586,715.38	CFSP	9.2 GSAH: Carry Forward
000008	-	H630P00010	9800.060100X000	H630XS19C	10010000	561000	NOT RELEVANT	1,213.39	CFSP	9.2 GSAH: Carry Forward
000009	+	H630P00010	9800.060100X000	H630XS19C	10010000	561000	NOT RELEVANT	1,213.39	CFSP	9.2 GSAH: Carry Forward

000010	-	H630P00010	9800.180100X000	H630X1801	10010000	561000	NOT RELEVANT	90,000.00	CFSP	9.2 GSAH: Carry Forward
000011	+	H630P00010	9800.180100X000	H630X1801	10010000	561000	NOT RELEVANT	90,000.00	CFSP	9.2 GSAH: Carry Forward
000012	-	H630P00010	9800.190100X000	H630X1991	10010000	561000	NOT RELEVANT	66,300.00	CFSP	9.2 GSAH: Carry Forward
000013	+	H630P00010	9800.190100X000	H630X1991	10010000	561000	NOT RELEVANT	66,300.00	CFSP	9.2 GSAH: Carry Forward
000014	-	H630P00010	9800.200100X000	H630X2001	10010000	561000	NOT RELEVANT	86,000.00	CFSP	9.2 GSAH: Carry Forward
000015	+	H630P00010	9803.770000X000	H630X0S02	10010000	561000	NOT RELEVANT	171.13	CFSP	9.2 GSAH: Carry Forward
000016	-	H630P00010	9803.770000X000	H630X0S02	10010000	561000	NOT RELEVANT	171.13	CFSP	9.2 GSAH: Carry Forward
000017	+	H630P00010	9803.630000X000	H630X0S08	10010000	561000	NOT RELEVANT	276.32	CFSP	9.2 GSAH: Carry Forward
000018	-	H630P00010	9803.630000X000	H630X0S08	10010000	561000	NOT RELEVANT	276.32	CFSP	9.2 GSAH: Carry Forward
000019	+	H630P00010	9800.200100X000	H630X2001	10010000	561000	NOT RELEVANT	86,000.00	CFSP	9.2 GSAH: Carry Forward
000001	-	H630Q00010	8200.010000.000	H630_FS40	10010000	501058	NOT RELEVANT	63,591.65	CFSP	FY23 Carry Forward Statute 59-152-140
000002	-	H630Q00030	8200.010000.000	H630_FS56	10010000	501058	NOT RELEVANT	17,922.39	CFSP	FY23 Carry Forward Statute 59-152-140
000003	-	H630Q00040	8200.010000.000	H630_FS39	10010000	501058	NOT RELEVANT	12,839.24	CFSP	FY23 Carry Forward Statute 59-152-140
000004	+	H630Q00010	8200.010000.000	H630_FS40	10010000	512001	NOT RELEVANT	94,353.28	CFSP	FY23 Carry Forward Statute 59-152-140
000005	-	H630Q00010	8200.010000.000	H630_FS40	10010000	512001	NOT RELEVANT	52,748.00	CFSP	FY23 Carry Forward Statute 59-152-140
000006	-	H630Q00010	8200.010000.000	H630_FS40	10010000	513000	NOT RELEVANT	22,720.98	CFSP	FY23 Carry Forward Statute 59-152-140
000007	-	H630Q00040	8200.010000.000	H630_FS39	10010000	513000	NOT RELEVANT	7,155.13	CFSP	FY23 Carry Forward Statute 59-152-140
000008	-	H630Q00030	8200.010000.000	0000000000000000(	10010000	513000	NOT RELEVANT	14,409.61	CFSP	FY23 Carry Forward Statute 59-152-140
000009	+	H630Q00010	8200.010000.000	H630_FS40	10010000	512001	NOT RELEVANT	97,033.72	CFSP	FY23 Carry Forward Statute 59-152-140
000010	-	H6300000	3500.100100.000	0000000000000000(	10010000	513000	NOT RELEVANT	1,066.00	CFSP	FY23 Carry Forward Statute 59-152-140
000011	+	H630Q00010	3500.100100.000	0000000000000000(	10010000	512001	NOT RELEVANT	1,066.00	CFSP	FY23 Carry Forward Statute 59-152-140

Doc. Date	Doc Year	Entry Docu	Line	Version	Doc. Type	Process	Created on	Year	Budget Type	Fund	Funds Ctr	Cmmt Item	Functional Area	Grant	Funded Program	Amount LC	Curr
08/17/2022	2023	1000858653	000078	0	CFGF	Carry For. Recv	08/17/2022	2023	Carryforward Gen Fund	10010000	H6300000	561000	0000000000000000	NOT RELEVANT	8900.000000X000	7,418,605.30	USD

South Carolina Department of Education

FY 23 General Fund Carryforward

Program	Amount	Authorizing Proviso/Statue	Comment
9.2.: Governor's School for the Arts and Humanities	830,676.22	9.2	To be used in FY 23 by Governor School for Arts and Humanities
10.1.: Governor's School for Science & Math	1,575,887.70	10.1	To be used in FY 23 by Governor School for Science and Mathematics
Office of First Steps	192,453.00	59-152-140	To be used in FY 23 by the Office of First Steps
1.19.SDE: Buses, Parts, and/or Fuel	39,380,719.77	1.19	Majority will be used to pay for buses already encumbered and the remainder will be used for fuel, parts, and bus shop operations
1.36 SDE: Education Finance Act Reserve Fund	30,925,676.14	1.36	In FY 22, 135 day student counts had not returned to pre-pandemic levels resulting. This caused a balance in the EFA at year end. This amount has been rolled into the existing EFA reserve.
1.92 SDE: School Districts Capital Improvement	73,406,250.00	1.92	The funds have been obligated for school district capital improvements and the funds will be incrementally disbursed to districts as they progress through the various construction phases.
FY 15 Proviso 118.16	1,157,169.57	118.16	Will expend in FY 23 for the Educator Preparation Provider system
Agency 10% carryforward	7,418,605.30	117.23	Agency 10% carryforward to use primarily for non-recurring IT, for other agency non-recurring operating needs, and for cost associated with the agency's move.

154,887,437.70