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

Fiscal Year FY 2027-2028

Agency Budget Plan

FORM A - BUDGET PLAN SUMMARY

	For FY 2027-2028, my agency is (mark "X"):	
OPERATING REQUESTS *(FORM B1)*	X	Requesting General Fund Appropriations.
	X	Requesting Federal/Other Authorization.
		Not requesting any changes.

	For FY 2027-2028, my agency is (mark "X"):	
NON-RECURRING REQUESTS *(FORM B2)*	X	Requesting Non-Recurring Appropriations.
		Requesting Non-Recurring Federal/Other Authorization.
		Not requesting any changes.

	For FY 2027-2028, my agency is (mark "X"):	
CAPITAL REQUESTS *(FORM C)*		Requesting funding for Capital Projects.
	X	Not requesting any changes.

	For FY 2027-2028, my agency is (mark "X"):	
PROVISOS *(FORM D)*	X	Requesting a new proviso and/or substantive changes to existing provisos.
		Only requesting technical proviso changes (such as date references).
		Not requesting any proviso changes.

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

	Name	*Phone*	*Email*
PRIMARY CONTACT:	Ramee Jurdi	(803) 734-8147	Rsjurdi@ed.sc.gov
SECONDARY CONTACT:	Tyree Ragin	(803) 734-8393	Ttragin@ed.sc.gov

I have reviewed and approved the enclosed FY 2027-2028 Agency Budget Plan, which is complete and accurate to the extent of my knowledge.

	Agency Director	*Board or Commission Chair*
SIGN/DATE:	Ellen E. Weaver	
TYPE/PRINT NAME:	Ellen E. Weaver	

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

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

BUDGET REQUESTS			FUNDING					FTES				
Priority	Request Type	Request Title	State	Federal	Earmarked	Restricted	Total	State	Federal	Earmarked	Restricted	Total
1	B1 - Recurring	Teacher Compensation Modernization	0	0	0	10,000,000	10,000,000	0.00	0.00	0.00	0.00	0.00
2	B1 - Recurring	State Aid to Classrooms	176,904,970	0	0	0	176,904,970	0.00	0.00	0.00	0.00	0.00
3	B2 - Non-Recurring	Math High-Quality Professional Development (HQPL)	10,000,000	0	0	0	10,000,000	0.00	0.00	0.00	0.00	0.00
4	B2 - Non-Recurring	History and Civics High-Quality Instructional Materials (HQIM)	15,300,000	0	0	0	15,300,000	0.00	0.00	0.00	0.00	0.00
5	B1 - Recurring	High-Quality Instructional Materials (HQIM)	20,000,000	0	0	0	20,000,000	0.00	0.00	0.00	0.00	0.00
6	B1 - Recurring	Education Infrastructure Bank for Rural and Charter Schools	120,000,000	0	0	0	120,000,000	0.00	0.00	0.00	0.00	0.00
7	B2 - Non-Recurring	School Safety Personnel Pilot	347,500	0	0	0	347,500	0.00	0.00	0.00	0.00	0.00
8	B1 - Recurring	CERDEP Instructional Funding Adjustment for Existing Program Operations	6,829,920	0	0	0	6,829,920	0.00	0.00	0.00	0.00	0.00
9	B1 - Recurring	Educational Scholarship Trust Fund	80,459,500	0	0	0	80,459,500	0.00	0.00	0.00	0.00	0.00
10	B1 - Recurring	HOPE Resource Center Sustainment and Expansion	2,670,000	0	0	0	2,670,000	0.00	0.00	0.00	0.00	0.00
11	B1 - Recurring	Transportation Bus Shop Compensation Modernization	3,369,748	0	0	0	3,369,748	0.00	0.00	0.00	0.00	0.00
12	B2 - Non-Recurring	Transportation Bus Shop HR System Implementation	850,000	0	0	0	850,000	0.00	0.00	0.00	0.00	0.00
13	B1 - Recurring	Infrastructure Modernization, AI, Endpoint Refresh, and Student Information System	3,400,000	0	0	0	3,400,000	0.00	0.00	0.00	0.00	0.00

14	B2 - Non-Recurring	Infrastructure Modernization and Student Information System Rollout (Non-Recurring)	2,700,000	0	0	0	2,700,000	0.00	0.00	0.00	0.00	0.00
15	B1 - Recurring	Bus Lease/Purchase	40,000,000	0	0	0	40,000,000	0.00	0.00	0.00	0.00	0.00
TOTALS			482,831,638	0	0	10,000,000	492,831,638	0.00	0.00	0.00	0.00	0.00

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

FORM B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	**1**

Provide the Agency Priority Ranking from the Executive Summary.

TITLE	**Teacher Compensation Modernization**

Provide a brief, descriptive title for this request.

AMOUNT	**General: $0** **Federal: $0** **Other: $10,000,000** **Total: $10,000,000**

What is the net change in requested appropriations for FY 2027-2028? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	**0.00**

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

FACTORS ASSOCIATED WITH THE REQUEST

Mark "X" for all that apply:	
	Change in cost of providing current services to existing program audience
	Change in case load/enrollment under existing program guidelines
	Non-mandated change in eligibility/enrollment for existing program
X	Non-mandated program change in service levels or areas
X	Proposed establishment of a new program or initiative
	Loss of federal or other external financial support for existing program
	Exhaustion of fund balances previously used to support program
	IT Technology/Security related
X	HR/Personnel Related
	AI Related
	Related to a Non-Recurring request – If so, Priority #

STATEWIDE ENTERPRISE STRATEGIC OBJECTIVES

Mark "X" for primary applicable Statewide Enterprise Strategic Objective:	
X	Education, Training, and Human Development
	Healthy and Safe Families
	Maintaining Safety, Integrity, and Security
	Public Infrastructure and Economic Development
	Government and Citizens

ACCOUNTABILITY OF FUNDS

This request supports SCDE Strategy 3: Recruit and retain the highest quality teachers and administrators. Building on three years of the Teacher Strategic Compensation Pilot (Phases 1 through 3, FY 2024-25 through FY 2026-27), this appropriation transitions strategic compensation from a time-limited, non-recurring pilot into a recurring, sustained program. Recurring funding is essential to the program's purpose: teachers and district leaders make multi-year retention, assignment, and career decisions based on whether the compensation they have earned will continue.

Use of funds will be evaluated through participation counts by district and school; teacher retention rates in participating schools relative to comparison groups; student growth outcomes for participating teachers; district-level implementation reports; and continued research and evaluation coordinated with the Office of Accountability and Research.

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

RECIPIENTS OF FUNDS	SCDE will award funds to eligible school districts and charter schools under the sustained Teacher Strategic Compensation Program. Districts will use funds primarily for teacher awards under the program compensation framework; administrative and evaluation costs are limited under program guidelines.

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

Pilot Background

In winter 2024-25, SCDE launched the Teacher Strategic Compensation Pilot with 36 schools across 30 districts, building on a successful public-private partnership already operating in more than 20 high-needs schools. Participating schools selected from three approaches: the State Collaboration Model using SC READY and End-of-Course growth data; the Excellence in Teaching Model developed by Meeting Street Schools using interim MAP Growth or i-Ready results; and blended or school-designed models focused on student growth in mathematics and English language arts.

Across the models, teachers whose students demonstrate higher-than-average growth are eligible for awards ranging from $500 to $25,000 or more, based on the magnitude of growth and the number of students served. Initial district and charter demand in FY 2024-25 totaled 118 schools and approximately $21.7 million in requested award funding, well beyond available capacity. Phases 2 and 3 sustained and expanded participating schools through the planned three-year commitment, giving districts, teachers, and evaluators adequate time to study implementation and outcomes.

In the first full year of the program, the SCDE awarded over 400 teachers for student progress and achievement in Math and ELA, and will distribute the second round of awards in Fall 2026 to teachers in over 90 schools. At the original pilot schools, the percentage of students scoring below Meets Expectations decreased by 8.3 percentage points in ELA and 4.9 in Math.

Next-Phase Program Design

The General Assembly made a bold investment in professionalizing teacher pay, rewarding teachers who achieve strong student results by funding the initial Strategic Compensation Pilot, as well as the Career Ladders Pilot to establish compensated, statewide designations to recognize teacher leadership. A sustainable teacher compensation allocation will empower districts to offer meaningful differentiated compensation to boost both recruitment and retention. State funding will allow districts to select meaningful compensation models and to expand beyond high-needs schools and subject areas by matching state funding with philanthropic and local dollars.

The sustained program should professionalize teacher pay by recognizing measurable classroom impact, advanced roles, and service in schools and roles of greatest need. In the next phase, the SCDE anticipates braiding two core approaches of the state's teacher investment strategy: scaling individual strategic compensation for high-performing teachers, and differentiated pay for service in hard-to-staff schools and roles. Our vision: this comprehensive, modernized pay strategy allows schools to attract the best teachers to schools and roles that need them the most, and recognize teachers who are moving the needle on student achievement.

District "skin in the game" should be integrated as evidence of success grows. Local matching or cost-sharing can promote sustainability and ownership in districts with capacity, while the State continues to provide greater leverage for high-need communities with limited local resources.

The SCDE will offer tiered award funding to districts operating modernized compensation plans that include both performance pay based on objective summative and/or interim assessment data, and role or school-based bonuses.

Evidence and Accountability

The SCDE research plan will analyze and report trends in participant schools and similar non-participant schools across a variety of measures that support broader efforts in our state. These include recruitment and retention outcomes; student achievement and growth on interim and state summative assessments; the characteristics of teachers receiving awards; implementation differences across the different award designs; and the relationship between award design, teacher behavior, and student results. Early evidence from public-private partnership schools in Greenville, Charleston, Allendale, and Williamsburg shows promise. Final statewide findings will guide the sustained model.

Method of Calculation

Teacher Awards: $9,180,000. Districts will fund direct awards to teachers based on the selected, objective model.

Fringe Costs: $745,000. The SCDE previously covered associated fringe costs for districts participating in the initial pilot. Fringe costs are estimated at 7.5 percent of total award amounts.

Data and Evaluation Costs: $75,000. This cost will allow the SCDE to maintain the state-level summative assessment data model used to generate awards for lead teachers. The data model utilizes student growth and achievement metrics in Math and ELA for teachers statewide, allowing the SCDE to generate reliable and objective measures for calculating teacher awards.

Impact if Not Funded

If not funded, the three-year pilot will conclude without a durable statewide commitment. Districts and schools on waiting lists from the initial 2024-25 pilot demand will continue without a path to participate, and SCDE's ability to use compensation as a strategic lever for recruiting and retaining high-quality teachers in high-needs schools will be materially reduced. Districts will also lose access to the state-level compensation data model, which uses objective summative assessment data and enrollment information to determine clear impact payouts for educators.

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 B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	**2**

Provide the Agency Priority Ranking from the Executive Summary.

TITLE	**State Aid to Classrooms**

Provide a brief, descriptive title for this request.

AMOUNT	**General: $176,904,970** **Federal: $0** **Other: $0** **Total: $176,904,970**

What is the net change in requested appropriations for FY 2027-2028? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	**0.00**

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

FACTORS ASSOCIATED WITH THE REQUEST

Mark "X" for all that apply:	
X	Change in cost of providing current services to existing program audience
	Change in case load/enrollment under existing program guidelines
	Non-mandated change in eligibility/enrollment for existing program
	Non-mandated program change in service levels or areas
	Proposed establishment of a new program or initiative
	Loss of federal or other external financial support for existing program
	Exhaustion of fund balances previously used to support program
	IT Technology/Security related
	HR/Personnel Related
	AI Related
	Related to a Non-Recurring request – If so, Priority #

STATEWIDE ENTERPRISE STRATEGIC OBJECTIVES

Mark "X" for primary applicable Statewide Enterprise Strategic Objective:	
X	Education, Training, and Human Development
	Healthy and Safe Families
	Maintaining Safety, Integrity, and Security
	Public Infrastructure and Economic Development
	Government and Citizens

ACCOUNTABILITY OF FUNDS

This funding request supports the agency's strategic efforts to recruit and retain highly effective educators and strengthen the quality of instruction in South Carolina classrooms. Continued investment in teacher compensation is essential to attracting and retaining a skilled, high-quality educator workforce. The impact of these funds will be evaluated through measures such as teacher recruitment and retention rates, educator vacancies, and other relevant workforce indicators to assess progress toward maintaining a strong and effective teaching workforce statewide.

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

RECIPIENTS OF

Funds will be distributed to public school districts in accordance with applicable state statutes, provisos, and South Carolina Department of Education (SCDE) operating policies. Distribution rates are established in the applicable proviso, with allocations

FUNDS	determined based on student enrollment.

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	Effective classroom teaching is one of the most significant in-school factors influencing student success. South Carolina has made substantial progress in strengthening teacher compensation, increasing the minimum starting salary from $32,000 in FY 2018–19 to $48,500 in FY 2025–26 and $50,500 in FY 2026–27, bringing teacher pay in line with the Southeastern average. This funding request would increase the minimum starting salary for educators from $50,500 to $52,000 and provide a corresponding $1,500 increase across the teacher salary schedule to stay at or above the projected Southeastern average. The request also accounts for student enrollment growth, including growth in charter schools, and reflects that districts are currently funded at FY 2025–26 levels for hold-harmless purposes. Funding calculations are based on data provided by the Office of Revenue and Fiscal Affairs.

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 B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY

5

Provide the Agency Priority Ranking from the Executive Summary.

TITLE

High-Quality Instructional Materials (HQIM)

Provide a brief, descriptive title for this request.

AMOUNT

General: $20,000,000

Federal: $0

Other: $0

Total: $20,000,000

What is the net change in requested appropriations for FY 2027-2028? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS

0.00

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

FACTORS ASSOCIATED WITH THE REQUEST

Mark "X" for all that apply:	
X	Change in cost of providing current services to existing program audience
	Change in case load/enrollment under existing program guidelines
	Non-mandated change in eligibility/enrollment for existing program
	Non-mandated program change in service levels or areas
	Proposed establishment of a new program or initiative
	Loss of federal or other external financial support for existing program
	Exhaustion of fund balances previously used to support program
	IT Technology/Security related
	HR/Personnel Related
	AI Related
	Related to a Non-Recurring request – If so, Priority #

STATEWIDE ENTERPRISE STRATEGIC OBJECTIVES

Mark "X" for primary applicable Statewide Enterprise Strategic Objective:	
X	Education, Training, and Human Development
	Healthy and Safe Families
	Maintaining Safety, Integrity, and Security
	Public Infrastructure and Economic Development
	Government and Citizens

ACCOUNTABILITY OF FUNDS

High-quality instructional materials (HQIM) are essential to help students learn content at the same level of rigor of South Carolina's College and Career Readiness Standards.

These materials support students to meet or exceed annual assessments such as SC READY in elementary and middle school and End of Course and Career Readiness assessments in high school. They build the basis from which students go on to achieve industry certifications and prepare for post-secondary placements.

This request provides sustained support for the implementation of HQIM by funding required materials updates, replacements, and adoption materials for new traditional and charter schools.

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

RECIPIENTS OF FUNDS

The South Carolina Department of Education has shifted our strategy from funding the adoption of materials to truly supporting skillful implementation of the materials. SCDE receives the funds, works with school districts to identify schools' needs for state-adopted materials, solicits bids from publishers, purchases the materials from the qualifying publishers, tracks and compiles orders through the web-based ordering system, and distributes the materials to the school districts. The process is mandated and governed by both state law and regulations implemented by the State Board of Education. After materials arrive, districts have access to support from the Curriculum Based Professional Learning team as well as literacy, math, and transformation coaches who have been trained in skillful implementation of the materials.

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 Full HQIM Implementation Strategy

The Department is deliberately moving beyond a model that purchases materials and leaves implementation to chance. SCDE has strengthened the state review process, invested in intensive training for internal reviewers and support staff, created year-long curriculum-based professional learning for school and district teams, trained literacy, mathematics, and transformation coaches in skillful implementation, and realigned existing personnel to support classroom use. This is the implementation chain: strong standards, carefully reviewed materials, prepared teachers, sustained coaching, and student work that demonstrates mastery.

That implementation chain is the return on investment. Materials that sit on a literal or digital shelf do not improve achievement; materials used skillfully by well-prepared and well-supported teachers do. The request protects the General Assembly's investment in standards and materials by ensuring that teachers have both the tools and support needed to translate them into strong daily instruction.

Recurring funding is also essential to ensure that career readiness and workforce-focused instructional materials remain current and relevant. As industry standards, technologies, and workforce expectations evolve, instructional resources must be updated to reflect emerging career pathways and employer demands. Maintaining access to current career readiness curricula helps ensure that students are prepared with the knowledge and skills required for success in postsecondary education and the modern workforce.

Recurring Funding Timelines and Needs

Academic standards are required to be reviewed and possibly revised every seven years for core academic areas. After this process is completed for South Carolina K-12 subjects, the instructional materials need to be updated and repurchased statewide. Over the past decade, these adoptions have ranged in cost from $172M for ELA to $95M for math.

Over the last three years, South Carolina has seen steady growth both in the number of districts using HQIM as a key strategy and in the achievement of students in grades 3-8 on SC READY English and Math.

To provide sustained support for implementation of HQIM, the Office of Instructional Materials provides access to the current state-adopted materials in print and digital formats. Funding is requested by subject area on a staggered six-year cycle and includes purchasing materials up for adoption this year (Career Readiness and world languages), consumable math and cursive writing materials, science kit refurbishment, maintaining existing adopted materials, and allowing for orders from districts and charter schools experiencing increased enrollment.

Itemized Uses of the Request

Science-kit refurbishment: $3,000,000

Maintenance and replenishment of currently adopted print and digital materials (mathematics and cursive consumables, materials for new traditional schools, charter LEAs, state special schools, and schools experiencing enrollment growth): $16,500,000

Freight: $500,000

Total recurring request: $20,000,000.

Impact if Not Funded

Without recurring annual funding for instructional materials, the agency will be unable to provide necessary refurbishment and replacement of existing materials, support newly established traditional and charter schools with adopted instructional resources, or ensure that all schools have access to state-approved curriculum materials. As a result, local school districts and charter schools will assume increased financial responsibility for replacing materials and purchasing required resources, creating disparities in access based on local funding capacity.

Agency expenditure data collected over multiple years demonstrates that instructional materials costs are not one-time expenses, but rather ongoing obligations that continue to grow due to student enrollment changes, the addition of new schools, material replacement needs, and periodic curriculum updates. Absent annual funding, the state risks creating gaps in the availability of HQIM needed to support implementation of adopted curriculum programs with fidelity. When students and educators do not have access to complete, current, and standards-aligned materials, the effectiveness of instructional programs may be diminished, potentially impacting student outcomes.

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 B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY

6

Provide the Agency Priority Ranking from the Executive Summary.

TITLE

Education Infrastructure Bank for Rural and Charter Schools

Provide a brief, descriptive title for this request.

AMOUNT

General: $120,000,000

Federal: $0

Other: $0

Total: $120,000,000

What is the net change in requested appropriations for FY 2027-2028? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS

0.00

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

FACTORS ASSOCIATED WITH THE REQUEST

Mark "X" for all that apply:	
	Change in cost of providing current services to existing program audience
	Change in case load/enrollment under existing program guidelines
	Non-mandated change in eligibility/enrollment for existing program
	Non-mandated program change in service levels or areas
X	Proposed establishment of a new program or initiative
	Loss of federal or other external financial support for existing program
	Exhaustion of fund balances previously used to support program
	IT Technology/Security related
	HR/Personnel Related
	AI Related
	Related to a Non-Recurring request – If so, Priority #

STATEWIDE ENTERPRISE STRATEGIC OBJECTIVES

Mark "X" for primary applicable Statewide Enterprise Strategic Objective:	
X	Education, Training, and Human Development
	Healthy and Safe Families
	Maintaining Safety, Integrity, and Security
	Public Infrastructure and Economic Development
	Government and Citizens

ACCOUNTABILITY OF FUNDS

A permanent, sustainable source of funding for public school facility construction and renovation to be administered through a statutorily created Education Infrastructure Bank (EIB). Funds can be used for construction, renovation, modernization, loan refinancing, or repayment of school facilities to include schools and other instructional spaces that directly serve students. Eligible entities will also provide match funds to support their projects. Funds cannot be used for routine maintenance, unimproved real property, centralized district administration facilities, facilities normally identified with interscholastic sports activities, or other non-instructional facilities.

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

RECIPIENTS OF

School districts and charter schools with the greatest need for critical infrastructure improvements. Eligibility criteria may include, but are not limited to, enrollment size, capacity constraints, age and condition of existing academic buildings, life cycle of

FUNDS

existing facilities, local property tax wealth per student, per capita income, poverty, shared services or multi-county projects, or other relevant measures.

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

Since FY 2020, $466 million in non-recurring dollars were appropriated to address capital needs of consolidated, disadvantaged, or growth school districts with limited fiscal autonomy, bonding capacity, lower assessed property values, or significantly aged buildings. Additionally, $195 million was made available from the Savannah River Site Settlement and SCDE's ARP-ESSER state allocation funds to support school construction and renovation.

While approximately 25 eligible school districts have benefited from this unprecedented $661 million infusion of capital support, this support has been piecemeal insofar as it has addressed only a fraction of qualified districts' construction and renovation needs for buildings aged 30 years or greater. Additionally, other eligible districts with significantly aged buildings and/or student growth (as evidenced by SCDE-commissioned Facilities Assessments) have not received any capital funding support.

South Carolina's charter school sector also continues to grow, this year enrolling nearly 61,000 students according to RFA calculations. This equates to a rate of growth of over 75% since the 2019-20 school year. With no access to local bonding capacity or state facility funding, the funds for charter school facilities by necessity come out of state dollars intended to support students in the classroom.

Finally, for the last four budget cycles, Superintendent Weaver has requested and the General Assembly has funded a total of $80 million for school safety facilities upgrades. Demand for these annual one-time funds continues to far exceed available funding, as districts prioritize hardening school infrastructure and investing in cost-effective, cutting-edge, and potentially life-saving technologies.

An Education Infrastructure Bank (EIB) would establish a permanent, comprehensive solution to provide sustainable funding for rural public and public charter school facility construction, renovation, and modernization through a combination of loan and financial assistance programs, to include but not be limited to: direct, need-based funding for critical infrastructure projects; repayment of existing capital project debt; low-cost and no-interest revolving loan funds for new construction, renovation, and refinancing; assistance to districts and schools in accessing private market financing by guaranteeing debt; and school facility safety upgrades.

Financing and Assistance Tools

- Direct, need-based funding for critical infrastructure projects.
- Repayment of existing capital-project debt.
- Low-cost and no-interest revolving loan funds for new construction, renovation, and refinancing.
- Assistance to districts and schools in accessing private-market financing by guaranteeing debt.
- School-facility safety upgrades.

By combining direct assistance, revolving finance, credit enhancement, and local match, the EIB would allow the State to leverage each appropriated dollar, recycle loan repayments into future projects, and replace an episodic grant process with a transparent, sustainable statewide strategy.

Impact if Not Funded

South Carolina will remain dependent on irregular one-time appropriations that address only a fraction of documented need. Rural districts with limited bonding

	capacity will continue to defer essential work; public charter schools will continue diverting instructional dollars to facility costs; and critical safety, renovation, and modernization projects will compete annually for finite non-recurring funds.

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 B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	**8**

Provide the Agency Priority Ranking from the Executive Summary.

TITLE	**CERDEP Instructional Funding Adjustment for Existing Program Operations**

Provide a brief, descriptive title for this request.

AMOUNT	**General: $6,829,920** **Federal: $0** **Other: $0** **Total: $6,829,920**

What is the net change in requested appropriations for FY 2027-2028? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	**0.00**

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

FACTORS ASSOCIATED WITH THE REQUEST

Mark "X" for all that apply:	
X	Change in cost of providing current services to existing program audience
	Change in case load/enrollment under existing program guidelines
	Non-mandated change in eligibility/enrollment for existing program
	Non-mandated program change in service levels or areas
	Proposed establishment of a new program or initiative
	Loss of federal or other external financial support for existing program
	Exhaustion of fund balances previously used to support program
	IT Technology/Security related
	HR/Personnel Related
	AI Related
	Related to a Non-Recurring request – If so, Priority #

STATEWIDE ENTERPRISE STRATEGIC OBJECTIVES

Mark "X" for primary applicable Statewide Enterprise Strategic Objective:	
X	Education, Training, and Human Development
	Healthy and Safe Families
	Maintaining Safety, Integrity, and Security
	Public Infrastructure and Economic Development
	Government and Citizens

ACCOUNTABILITY OF FUNDS

The General Assembly has made significant investments in increasing teacher salaries statewide, strengthening South Carolina's educator workforce. As personnel costs have increased, the fixed Child Early Reading Development and Education Program (CERDEP) instructional allocation of $5,100 per student provides less capacity to support the operational costs associated with delivering high-quality four-year-old kindergarten services, creating additional financial pressure for districts and providers.

The requested recurring funds would increase the instructional allocation from $5,100 per student to $5,508 per student, representing an approximate 8 percent adjustment to better align funding with current personnel costs. This increase will help districts and providers recruit and retain qualified educators while continuing to deliver high-quality early learning services in accordance with statutory program requirements.

Funds will continue to be distributed in accordance with Title 59, Chapter 156 of the South Carolina Code of Laws and Proviso 1.46 (SDE: Full-Day 4K) of the Fiscal Year

2026-27 General Appropriations Act. Consistent with Proviso 1.46, the South Carolina Department of Education and South Carolina First Steps will administer program funds, ensure equitable distribution above the minimum allocation between public and private providers, and monitor implementation to ensure participating providers deliver high-quality educational programs in accordance with statutory and proviso requirements. Currently, First Steps has increased their insructional allocation above the per pupil minimum at $5,700.

Fiscal accountability for these funds will be maintained through the oversight and reporting requirements established in Proviso 1.46. Both agencies are required to submit reports detailing all funding distributed above the minimum allocation. These reporting requirements provide ongoing transparency and legislative oversight, ensuring that funds are allocated in accordance with state law and proviso requirements and are used to support the delivery of high-quality CERDEP services statewide.

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

RECIPIENTS OF FUNDS

Eligible recipients include public school districts participating in CERDEP through the South Carolina Department of Education and approved private providers participating in CERDEP through South Carolina First Steps. The requested increase would be allocated through the current per-pupil funding mechanism. Under existing proviso language, providers receive a minimum instructional allocation for each eligible student enrolled in the program. This request would increase the existing allocation from $5,100 per student to $5,508 per student while maintaining the current funding methodology and distribution process.

Allocations would be based on actual eligible student enrollment and prorated as required under existing statute and proviso provisions. The South Carolina Department of Education and South Carolina First Steps would continue to administer, monitor, and report the use of funds in accordance with established program requirements.

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 South Carolina Department of Education requests $6.8 million in recurring funds to increase the CERDEP instructional allocation from $5,100 per student to $5,508 per student, an increase of approximately 8 percent.

In recent years, the General Assembly has made a substantial investment in educator compensation by increasing the statewide minimum teacher salary. Between Fiscal Years 2024-25 and 2026-27, minimum teacher salaries increased by approximately 7.4 percent. While these increases have strengthened South Carolina's educator workforce, the CERDEP instructional allocation has not been adjusted to reflect corresponding increases in personnel costs.

As a result, school districts and providers are experiencing increased difficulty using the current allocation to support classroom staffing at levels necessary to meet state salary expectations. Because personnel costs represent the largest expenditure associated with operating a CERDEP classroom, the purchasing power of the current $5,100 allocation has diminished over time.

Based on the most recent CERDEP 135th day enrollment data of 16,740 students, the current allocation generates approximately $85.4 million in annual instructional funding. Increasing the allocation to $5,508 per student would increase total instructional funding to approximately $92.2 million, requiring $6.8 million in additional recurring appropriations.

Calculation:

- Current funding: 16,740 students × $5,100 = $85,374,000
- Proposed funding: 16,740 students × $5,508 = $92,203,920
- Additional recurring funds requested: $6,829,920

Without an adjustment to the per-pupil allocation, districts and providers may be required to redirect local resources to offset rising personnel costs, potentially affecting their ability to sustain current service levels. This request maintains the instructional funding necessary to operate high-quality CERDEP classrooms, sustain a qualified early childhood workforce, and preserve access to high-quality early learning opportunities that support kindergarten readiness and long-term academic success for South Carolina's eligible at-risk four-year-old children.

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 B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY

9

Provide the Agency Priority Ranking from the Executive Summary.

TITLE

Educational Scholarship Trust Fund

Provide a brief, descriptive title for this request.

AMOUNT

General: $80,459,500

Federal: $0

Other: $0

Total: $80,459,500

What is the net change in requested appropriations for FY 2027-2028? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS

0.00

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

FACTORS ASSOCIATED WITH THE REQUEST

Mark "X" for all that apply:	
X	Change in cost of providing current services to existing program audience
	Change in case load/enrollment under existing program guidelines
	Non-mandated change in eligibility/enrollment for existing program
	Non-mandated program change in service levels or areas
	Proposed establishment of a new program or initiative
	Loss of federal or other external financial support for existing program
	Exhaustion of fund balances previously used to support program
	IT Technology/Security related
	HR/Personnel Related
	AI Related
	Related to a Non-Recurring request – If so, Priority #

STATEWIDE ENTERPRISE STRATEGIC OBJECTIVES

Mark "X" for primary applicable Statewide Enterprise Strategic Objective:	
X	Education, Training, and Human Development
	Healthy and Safe Families
	Maintaining Safety, Integrity, and Security
	Public Infrastructure and Economic Development
	Government and Citizens

ACCOUNTABILITY OF FUNDS

Use of funds will be evaluated via reporting of student outcomes and other program benchmarks to the General Assembly as required by Act 11 of 2025.

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

RECIPIENTS OF

Funds will be distributed to the Trustee of the Educational Scholarship Trust Fund, for distribution into accounts controlled by parents for use on behalf of the educational needs of their scholarship recipient student children, according to the provisions of Act

FUNDS

11 of 2025.

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

In 2023, South Carolina joined a growing number of states across the country in enacting an Education Scholarship Account (ESA) program, known as the South Carolina Education Scholarship Trust Fund, to increase flexible education options for eligible K-12 students and their families. In 2025, the legislature updated the law to expand the program and address legal concerns raised by the South Carolina Supreme Court. Built on the long-standing precedent of South Carolina's First Steps (4K) and Tuition Grants (Higher Education) programs, Year 3 of the ESA program funded 15,000 accounts at $7,634 per eligible student. In addition to the 15,000 students participating in the program, the Department has maintained a waiting list of more than 24,000 additional students.

Currently, the family income eligibility cap for this scholarship is 500% of federal poverty guidelines. Under the law, priority is given to families where income does not exceed 300% of poverty level, students who attended public school the previous school year, and children of active duty military parents.

To date, the General Assembly has appropriated $83,235,500 in annually recurring funding for the ESTF program. In light of current program demand - as evidenced by the existing waiting list - the SCDE requests that the General Assembly fully fund a minimum of 20,000 students for School Year 2027-2028.

Option 1: 15,000 students × $7,795 + 5% administration fee = $39,535,750

Option 2: 20,000 students × $7,795 + 5% administration fee = $80,459,500

Option 3: 25,000 students × $7,795 + 5% administration fee = $121,383,250

Option 4: 30,000 students × $7,795 + 5% administration fee = $162,307,000

Funding Calculation

Existing recurring base - $83,235,500.

15,000 students at $7,795 plus 5 percent administration - gross cost $122,771,250; net increase over recurring base $39,535,750.

20,000 students at $7,795 plus 5 percent administration - gross cost $163,695,000; net increase over recurring base $80,459,500.

25,000 students at $7,795 plus 5 percent administration - gross cost $204,618,750; net increase over recurring base $121,383,250.

30,000 students at $7,795 plus 5 percent administration - gross cost $245,542,500; net increase over recurring base $162,307,000.

Current funding level listed above combined with past funding levels ($60M recurring

in FY 25, with an additional $35M in non-recurring funds from both general fund and lottery sources) was used to cover expenses for the current student population of 15,000 at the 2026-27 RFA-calculated amount of $7,634 per scholarship student per year. In addition, the Trustee's fiduciary investments produced an additional $1.48M for use in current and future years.

As a new appropriation, this removes no money from the traditional public education system. Rather, it represents a new educational investment that expands access to South Carolina's growing education ecosystem through this student-centered funding mechanism.

Demand, Priority, and Program Safeguards

Year 3 funded 15,000 accounts at $7,634 per eligible student, while more than 24,000 additional students remained on the waiting list. All 15,000 students admitted for the current year met at least one statutory priority criterion: household income not exceeding 300% of the federal poverty level, prior-year public-school attendance, or status as the child of an active-duty military parent.

The program uses a controlled marketplace administered through the Trustee. It does not issue debit cards or permit open-ended reimbursements. Eligible expenditures are limited by law and program rules, transactions are reviewable, annual assessment and reporting requirements apply, and suspected misuse can be referred for investigation.

Administrative costs represented 2.94% of appropriated dollars (or around $2.793M). $90.25M was sent to the Trust Fund, with $75M sent to student accounts. The remainder remains in the Trust Fund to help cover current and future costs.

Return on Investment and Impact if Not Funded

ESTF converts a defined state appropriation into parent-directed educational services for individual students while preserving testing, reporting, financial controls, and a controlled marketplace. If the request is not funded, thousands of eligible students will remain on the waiting list and the program will rely on a finite prior balance rather than a recurring base aligned with authorized participation.

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 B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY

10

Provide the Agency Priority Ranking from the Executive Summary.

TITLE

HOPE Resource Center Sustainment and Expansion

Provide a brief, descriptive title for this request.

AMOUNT

General: $2,670,000

Federal: $0

Other: $0

Total: $2,670,000

What is the net change in requested appropriations for FY 2027-2028? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS

0.00

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

FACTORS ASSOCIATED WITH THE REQUEST

Mark "X" for all that apply:	
	Change in cost of providing current services to existing program audience
	Change in case load/enrollment under existing program guidelines
X	Non-mandated change in eligibility/enrollment for existing program
	Non-mandated program change in service levels or areas
	Proposed establishment of a new program or initiative
	Loss of federal or other external financial support for existing program
	Exhaustion of fund balances previously used to support program
X	IT Technology/Security related
X	HR/Personnel Related
	AI Related
	Related to a Non-Recurring request – If so, Priority #

STATEWIDE ENTERPRISE STRATEGIC OBJECTIVES

Mark "X" for primary applicable Statewide Enterprise Strategic Objective:	
X	Education, Training, and Human Development
	Healthy and Safe Families
	Maintaining Safety, Integrity, and Security
	Public Infrastructure and Economic Development
	Government and Citizens

ACCOUNTABILITY OF FUNDS

This request supports SCDE's strategic goal of ensuring every district has the capacity, tools, and support needed for students to excel. The HOPE Resource Center (HRC) is SCDE's single, coordinated front door for district support, bridging expertise from every SCDE office into one district-facing experience across the five pillars of the HOPE framework: Instruction, Operations, Talent, School Board, and Culture.

The HRC advances this strategy by providing centralized intake and case management for district support requests, conducting district needs assessments, coordinating cross-office support plans, and delivering targeted technical assistance in leadership, academics, finance, operations, governance, workforce development, and strategic planning. It provides oversight and coordination for technology and SAFE K-12 program services, proactive monitoring and customized support for districts identified for additional assistance, facilitated professional learning and communities of practice, and direct connections to subject-matter experts, tools, and training across the agency.

Use of funds will be evaluated through measurable outcomes, including number of

districts served; completion and sustainment of the ConnectED (Salesforce) case management platform; case intake, routing, and resolution performance; Turnaround Plan outcomes for districts in Custom Services; adoption of Statewide Services; district satisfaction; and SAFE K-12/SC CIC operational cybersecurity and risk-intelligence metrics.

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

RECIPIENTS OF FUNDS

Funds will support SCDE personnel realignments and external vendors and contractors. Personnel funds cover salary realignments for existing FTEs being repurposed into centralized HRC coordination and specialist roles. No new positions are being added.

Operational funds will flow to vendors and contractors for technology and SAFE K-12 program services; contracted subject-matter experts such as interim CFO and virtual CIO placements; ConnectED (Salesforce) platform operations and continued build-out; regional district visits, professional learning events, workshops, and communities of practice; and district support tools, guidance documents, and stakeholder engagement resources. No grants or direct payments will be made to individual districts or beneficiaries. Funds will be distributed through the state's competitive procurement process.

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?

SCDE requests $2,670,000 in recurring funds to sustain and expand the HOPE Resource Center in FY 2027-28. The HRC is SCDE's coordinated front door for South Carolina school district support, activating existing agency-wide expertise rather than duplicating it.

Full Operating Model and Existing-Personnel Realignment

The HRC activates expertise that remains in its home offices - Finance, Technology, Human Resources, Federal Programs, Accountability, District Operations, Academics, and others - and coordinates that expertise into a coherent district-facing service. It provides case management, publishes shared service standards, coordinates cross-office plans, and holds the delivery system accountable. The model avoids creating a duplicate agency inside the agency.

In FY 2026-27, SCDE stood up the Executive Director and Administrative Operations Coordinator, began building ConnectED in Salesforce as the case-management system of record, launched the HRC page, initiated Statewide Services in Access and Coordination, Standards and Tools, Market Supports, and Training, opened Custom Services engagements with four districts under fiscal and academic intervention, and absorbed SAFE K-12 operational work into the HRC Operations pillar.

Personal Services - $1,320,000

Existing FTEs will be repurposed into expanded HRC roles; no new positions will be added. Salary allocations reflect advanced responsibilities in cross-office leadership, case-management design, ConnectED workflow architecture, statewide standards, vendor evaluation, and training design. Roles include one Director of Operations and Implementation; three Senior Regional District Directors; two District Intake and Case Coordination Managers; one Statewide Data, Technology, Analysis and Reporting Coordinator; one Statewide Finance, Procurement and Contracts Coordinator; one Service Delivery Manager; and two Senior Cybersecurity Managers. These roles complement the initial team of the Executive Director, six District Transformation Coaches, and Administrative Operations Coordinator.

JUSTIFICATION OF REQUEST	
	Operational Support - $1,350,000 **Technology and SAFE K-12 Services - $500,000**: statewide monitoring, data-governance and compliance support, risk intelligence, and coordinated district technical assistance. **Specialized Custom Services Expertise - $350,000**: interim CFO, virtual CIO, and other operational leadership in state-intervention or targeted-support districts. **ConnectED Case Management and CRM - $180,000**: system operations, workflow expansion, cross-office routing, and dashboards. **Regional Technical Assistance and Professional Learning - $220,000**: on-site visits, workshops, communities of practice, and training resources. **District Tools and Engagement Resources - $100,000**: guidance, resource libraries, communications platforms, and the HRC web presence. The Center will serve all 81 traditional districts, charter LEAs, and state special schools through statewide services and will use indicators such as fiscal designations, Inspector General findings, academic performance, governance concerns, and cybersecurity risk to prioritize customized support. Its return is preventive: helping districts correct problems earlier, before they require more disruptive and expensive intervention. **Impact if Not Funded** Without this investment, the ConnectED platform build-out will stall, Statewide Services will remain uneven across pillars, and the HRC will be unable to expand Custom Services beyond the four state-intervention districts to serve districts with fiscal designations, IG findings, and other targeted needs. Because district support must be continuously sustained, this request creates a recurring need.

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 B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY

11

Provide the Agency Priority Ranking from the Executive Summary.

TITLE

Transportation Bus Shop Compensation Modernization

Provide a brief, descriptive title for this request.

AMOUNT

General: $3,369,748

Federal: $0

Other: $0

Total: $3,369,748

What is the net change in requested appropriations for FY 2027-2028? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS

0.00

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

FACTORS ASSOCIATED WITH THE REQUEST

Mark "X" for all that apply:	
X	Change in cost of providing current services to existing program audience
	Change in case load/enrollment under existing program guidelines
	Non-mandated change in eligibility/enrollment for existing program
	Non-mandated program change in service levels or areas
	Proposed establishment of a new program or initiative
	Loss of federal or other external financial support for existing program
	Exhaustion of fund balances previously used to support program
	IT Technology/Security related
X	HR/Personnel Related
	AI Related
X	Related to a Non-Recurring request – If so, Priority # 12

STATEWIDE ENTERPRISE STRATEGIC OBJECTIVES

Mark "X" for primary applicable Statewide Enterprise Strategic Objective:	
	Education, Training, and Human Development
	Healthy and Safe Families
X	Maintaining Safety, Integrity, and Security
	Public Infrastructure and Economic Development
	Government and Citizens

ACCOUNTABILITY OF FUNDS

This request supports SCDE's strategic priority to ensure safe, efficient, and reliable school transportation services for South Carolina students. SCDE operates the nation's largest state-run school bus fleet, and reliable fleet maintenance requires a stable, competitive, and appropriately compensated workforce. This request completes the market alignment of bus shop compensation to the State HR job class midpoint and sustains the HR infrastructure required to attract, develop, retain, and advance mechanics and technicians across all statewide bus shops.

Use of funds will be evaluated through reduction in bus shop vacancy rates (baseline: 66 statewide, including 39 line technician vacancies); increase in employee retention and average years of service; reduction in overtime spend and workers' compensation claims; improved fleet readiness and inspection compliance metrics; time-to-fill for critical shop positions; and employee progression through the modernized career ladder and certification framework.

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

RECIPIENTS OF FUNDS	Funds will primarily support SCDE personnel and internal HR infrastructure, not outside grantees or direct beneficiaries. Personal Services ($2,819,748): salary and fringe adjustments for 287 existing bus shop employees currently paid below the State HR midpoint. No new positions are being added. Operational Support ($550,000): recurring costs for the HR infrastructure supporting the modernized compensation and performance framework, including HR information system subscriptions and support, ongoing salary benchmarking, career ladder administration and skill validation, supervisor training and performance evaluation cycles, and certification incentive program administration. Allocation method: salary funds are applied to individual bus shop employees based on the current State HR midpoint for their assigned job classification. Operational funds are administered through SCDE Transportation and SCDE Human Resources. Vendor contracts are procured through the state's competitive procurement process in compliance with South Carolina procurement code.

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	SCDE cannot consistently hire or retain qualified mechanics and technicians because its pay is not competitive with the market. Current hiring salaries fall below the State Human Resources midpoint for every bus shop position, by 13 to 27 percent in key roles, including fuel and lube technicians, line mechanics, foremen, and driver trainers. The result is 66 statewide vacancies (including 39 line technician vacancies), rising turnover, higher overtime, more workers' compensation claims, and reduced fleet readiness. Funding targeted pay increases is an investment in student transportation safety, workforce stability, and the reliable daily operation of the school bus fleet. No new positions are being created. **Detailed Market Comparison** SCDOT is SCDE's most direct competitor for these skills, and the gap is stark. SCDOT's average salary for KD15 mechanics is $53,535, compared with SCDE's $47,254, a 13 percent premium. For KD18 foremen, average salaries are closer ($61,231 vs. $58,186), but starting pay differs sharply: SCDOT hires foremen at $65,000, while SCDE hires at $50,820. That is a gap of $14,180, or nearly 28 percent, before a new hire's first day. The distribution of actual pay reinforces the point. SCDOT's 52 Vehicle/Equipment Repair Technician IIIs earn salaries in a narrow band centered in the low $60,000s. SCDE's 36 technicians in the same role are spread across a range roughly twice as wide, and a substantial share earn less than any SCDOT technician in that classification. SCDE's median pay for the position is below SCDOT's starting salary. To match what SCDOT pays a new hire, SCDE would have to raise the pay of more than half of its technicians. **Detailed Calculation** **Personal Services** - $2,819,748: base salary adjustments of $1,879,832 plus fringe of $939,916, calculated from position level salary analysis for 287 existing employees against State HR classification midpoints. **Operational Support** - $550,000: HR information-system subscriptions and support; recurring salary benchmarking against SCDOT and district shops; career ladder administration and skill validation; supervisor training and performance-evaluation cycles; and certification incentive administration. **Total Request** - $3,369,748 **NOTE**: SCDE has already reallocated existing recurring transportation funds to

	experience-based adjustments, a geographic-pay pilot in high-vacancy areas, and certification-based pay. This request helps support and scale that compensation modernization work already underway **Impact if not funded**: SCDE will continue losing qualified mechanics to SCDOT and district shops. Vacancy rates, overtime, workers' compensation claims, and fleet-readiness risk will increase.

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 B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	**13**

Provide the Agency Priority Ranking from the Executive Summary.

TITLE	**Infrastructure Modernization, AI, Endpoint Refresh, and Student Information System**

Provide a brief, descriptive title for this request.

AMOUNT	**General: $3,400,000** **Federal: $0** **Other: $0** **Total: $3,400,000**

What is the net change in requested appropriations for FY 2027-2028? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	**0.00**

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

FACTORS ASSOCIATED WITH THE REQUEST

Mark "X" for all that apply:	
X	Change in cost of providing current services to existing program audience
	Change in case load/enrollment under existing program guidelines
	Non-mandated change in eligibility/enrollment for existing program
X	Non-mandated program change in service levels or areas
	Proposed establishment of a new program or initiative
	Loss of federal or other external financial support for existing program
	Exhaustion of fund balances previously used to support program
X	IT Technology/Security related
	HR/Personnel Related
X	AI Related
X	Related to a Non-Recurring request – If so, Priority # 14

STATEWIDE ENTERPRISE STRATEGIC OBJECTIVES

Mark "X" for primary applicable Statewide Enterprise Strategic Objective:	
	Education, Training, and Human Development
	Healthy and Safe Families
	Maintaining Safety, Integrity, and Security
	Public Infrastructure and Economic Development
X	Government and Citizens

ACCOUNTABILITY OF FUNDS

This request supports SCDE's goal to align department culture, structure, processes, communications, and leadership development to integrate and execute our student outcomes-driven Strategic Plan. Recurring appropriation sustains enterprise support, AI platform services, device replacement cycle, and additional Student Information System vendors that together give SCDE and its districts the shared technology foundation on which integrated processes, unified communications, consistent execution, and modern leadership tools depend.

Evaluation: infrastructure availability and security posture, device replacement completion on cycle, AI adoption and productivity metrics, SIS onboarding milestones and district switching, and audit compliance.

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

RECIPIENTS OF FUNDS	Microsoft (Unified Support and Microsoft 365 productivity and AI services); additional AI platform providers as required; device manufacturers and value-added resellers, including but not limited to Microsoft, Dell, HP, and Lenovo, engaged through applicable state contract vehicles; and one or more additional Student Information System vendors selected through the pending RFP. All funds are distributed through the state's established competitive procurement process in compliance with South Carolina procurement code.

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 IT modernization now underway across SCDE is changing what public education can deliver for students, families, and the districts that serve them. Districts spend less time on manual reporting and more time serving students. Educators receive student data in a form they can use. Finance officers, superintendents, SCDE, and the General Assembly can work from the same information with an audit trail built in. Report cards, federal filings, and accountability results can be produced on schedule because the systems and data pipelines are integrated by design.

Student data moves into a secure, modern environment, the tools educators rely on stay current and supportable, and every SCDE office and every district gets platforms built to operate reliably at statewide scale.

The building blocks are already in motion. Graduation Pathways to Success (GPS) gives districts and the state a shared data backbone. The upcoming Student Information System (SIS) procurement will give districts real choice and stronger reporting, data access, and analytic capabilities. The District Accounting System Business Portal statewide finance platform replaces the current patchwork of district submissions with automated validation, digital certifications, and real-time dashboards. AlignED (enabled by Asana) brings SCDE's strategic initiatives, deputy accountability, and Superintendent 1:1s into one system of record, and ConnectED (enabled by Salesforce) does the same for the HOPE Resource Center, with Salesforce being built out as the natural home for a Unified Grant Application that consolidates federal education funding into a single district-facing experience.

Two companion requests carry this modernization across the finish line. The non-recurring request of $2,700,000 funds one-time migration and SIS onboarding work. The recurring request of $3,400,000 per year sustains enterprise support, a supportable three-year device replacement cycle, metered AI services, and steady-state operation of additional SIS vendors.

The Student Information System line is $2,170,000 recurring and is incremental to the existing $6,500,000 PowerSchool base, which is already appropriated and is not part of this request.

Component summary: Microsoft Unified Support: $50,000/year; AI platform services: $225,000/year; Endpoint refresh: $955,000/year; SIS operating cost, additional vendor(s) beyond PowerSchool: $2,170,000/year; net new recurring appropriation: $3,400,000/year.

Impact if not funded: the modernized environment cannot be sustained; devices fall off a supportable replacement cycle; AI productivity gains cannot be extended; and additional SIS vendors cannot be operated alongside the incumbent.

Data Protection and Responsible AI

AI services will be used to return time from routine tasks to educators and agency staff so they can focus on teaching and service. Deployment will occur only through approved platforms with role-based access, data-loss prevention, contractual privacy and security requirements, audit logging, human review, and clear prohibitions on placing protected student information into unauthorized tools. Productivity will be measured alongside privacy, cybersecurity, accuracy, and durable-learning

considerations.

Detailed Recurring Calculation

Microsoft Unified Support - $50,000 per year

Metered AI Platform Services - $225,000 per year. July 2026 actual usage was $4,077 per month for 47 users; the request provides a ceiling for approximately 87 users, while projected spend is $100,000 to $120,000

Endpoint Refresh - $955,000 per year, sustaining a three-year replacement cycle for approximately one-third of the fleet, or about 422 devices in FY 2027-28

Endpoint Calculation - 159 small-form-factor laptops at $2,465; 174 standard laptops at $2,355; 81 desktops at $1,580; and eight Surface Pro tablets at $3,400

Additional SIS Vendor Operations - $2,170,000 per year, incremental to the existing $6,500,000 PowerSchool base

Net New Recurring Appropriation - $3,400,000 per year

Impact if Not Funded

Without recurring support, devices fall off a sustainable replacement cycle, governed AI productivity gains cannot be extended, and additional SIS vendors cannot operate beside the incumbent. Report cards, federal filings, and accountability processes remain concentrated in a narrow set of infrastructure and vendor relationships, and enterprise licensing and support renew under less favorable terms.

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 B1 – RECURRING OPERATING REQUEST

AGENCY PRIORITY	**15**

Provide the Agency Priority Ranking from the Executive Summary.

TITLE	**Bus Lease/Purchase**

Provide a brief, descriptive title for this request.

AMOUNT	**General: $40,000,000** **Federal: $0** **Other: $0** **Total: $40,000,000**

What is the net change in requested appropriations for FY 2027-2028? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	**0.00**

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

FACTORS ASSOCIATED WITH THE REQUEST

Mark "X" for all that apply:	
X	Change in cost of providing current services to existing program audience
	Change in case load/enrollment under existing program guidelines
	Non-mandated change in eligibility/enrollment for existing program
	Non-mandated program change in service levels or areas
	Proposed establishment of a new program or initiative
	Loss of federal or other external financial support for existing program
	Exhaustion of fund balances previously used to support program
	IT Technology/Security related
	HR/Personnel Related
	AI Related
	Related to a Non-Recurring request – If so, Priority #

STATEWIDE ENTERPRISE STRATEGIC OBJECTIVES

Mark "X" for primary applicable Statewide Enterprise Strategic Objective:	
X	Education, Training, and Human Development
	Healthy and Safe Families
	Maintaining Safety, Integrity, and Security
	Public Infrastructure and Economic Development
	Government and Citizens

ACCOUNTABILITY OF FUNDS

This funding request directly supports Strategy 1.4: Enhance Student Safety, as outlined in the SCDE's most recent Strategic Planning and Performance Measurement template. By enabling the purchase of approximately 295 new school buses in FY26/27, including 270 replacements and 25 additions for growth, the SCDE will continue to maintain and modernize its fleet, ensuring that students are transported in the safest, most reliable vehicles.

This allocation will allow SCDE to maintain the fifteen-year replacement cycle, reducing the risk of mechanical failures and outdated safety standards, and expand the fleet in high-growth areas, ensuring timely and safe transportation for all students.

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

Funds are utilized by the Office of Transportation to lease/purchase buses that meet

RECIPIENTS OF FUNDS	state specifications.

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

In 2007, the South Carolina Legislature passed Act 79, mandating a bus replacement cycle that would each year replace approximately one-fifteenth of the fleet with new buses (S.C. Code § 59-67-580(A)). This allocation will allow the SCDE to maintain its fifteen-year bus replacement cycle and continue to maintain and modernize the fleet. With the committed support of the General Assembly over the past seven years, the agency has made substantial progress in upgrading buses to support powertrain diversification, enhance safety, and improve rider comfort. All school buses are now equipped with air conditioning, including both Special Needs and General Education buses.

Bus Purchases:

FY19 – 408 buses

FY20 - 537 buses (105 Lease)

FY21 - 726 buses (235 VW settlement and 20 EPA Grant)

FY22 – 314 buses

FY23 - 368 buses (164 EPA Grant)

FY24 – 295 buses

FY25 – 197 buses

FY26 – 376 buses

The proposed funding will enable SCDE to purchase approximately 295 new buses **in FY27/28** – 270 to replace aging vehicles **and** 25 to support growth.

Return on Investment and Impact if Not Funded

The fifteen-year replacement cycle is both a safety standard and a cost-control strategy. Replacing buses on schedule reduces high-cost corrective maintenance, limits route disruptions caused by breakdowns, keeps the fleet aligned with current safety standards, and prevents deferred replacement from accumulating into a larger future liability. The 25 growth buses ensure that rapidly growing communities can add routes without pulling aging vehicles back into daily service.

If the request is not funded, the fleet will fall behind the statutory cycle. Maintenance demand, parts costs, downtime, and roadside risk will increase, while high-growth areas will have fewer options to meet route capacity. Delaying replacement does not eliminate the cost; it transfers cost into repairs and compounds the replacement

	obligation in later years.

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 B2 – NON-RECURRING OPERATING REQUEST

AGENCY PRIORITY

3

Provide the Agency Priority Ranking from the Executive Summary.

TITLE

Math High-Quality Professional Development (HQPL)

Provide a brief, descriptive title for this request.

AMOUNT

$10,000,000

What is the net change in requested appropriations for FY 2027-2028? 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:	
	Change in cost of providing current services to existing program audience
	Change in case load/enrollment under existing program guidelines
	Non-mandated change in eligibility/enrollment for existing program
	Non-mandated program change in service levels or areas
	Proposed establishment of a new program or initiative
	Loss of federal or other external financial support for existing program
	Exhaustion of fund balances previously used to support program
	IT Technology/Security related
	AI Related
	HR/Personnel Related
X	Request for Non-Recurring Appropriations
	Request for Federal/Other Authorization to spend existing funding
	Related to a Recurring request – If so, Priority #

STATEWIDE ENTERPRISE STRATEGIC OBJECTIVES

Mark "X" for primary applicable Statewide Enterprise Strategic Objective:	
X	Education, Training, and Human Development
	Healthy and Safe Families
	Maintaining Safety, Integrity, and Security
	Public Infrastructure and Economic Development
	Government and Citizens

ACCOUNTABILITY OF FUNDS

This request supports SCDE Strategy 1: Accelerate student outcomes in literacy and math and lead the nation in high-quality civics instruction. Building upon training piloted by SCDE Palmetto Math Project coaches, this appropriation expands access to high-quality math professional learning to teachers statewide. As the SCDE builds upon historic success in raising ELA achievement, we must maintain focus on equipping math educators with the instructional tools needed to meet our 2030 strategic goal of at least 75% or more of students at or above grade level in math.

This request proposes high-quality mathematics professional learning for a cohort of K-8 educators through BW Walch's On-Going Assessment Program (OGAP) training, and the training of SCDE Palmetto Math Project (PMP) coaches as OGAP facilitators.

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

RECIPIENTS OF FUNDS

Participating districts and charter LEAs will contract directly with BW Walch. If demand exceeds funding, districts will be prioritized for reimbursement through a formula of demonstrated need. The model's return comes from building internal state capacity: external experts lead initial training and certification, while Palmetto Math Specialists increasingly provide follow-up support, reducing long-term reliance on outside delivery. The SCDE will contract with BW Walch directly for Palmetto Math Project facilitator training.

All funds will be distributed in compliance with South Carolina procurement code and applicable state education finance requirements.

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

Work Already Underway

Despite strong statewide gains in Math in 2026, a significant number of South Carolina students continue to perform below grade level, particularly in grades 6-8. Over the past three years, SCDE has implemented measures to improve math achievement, including:

- Revised the Mathematics Content Standards to be fewer, clearer, and vertically coherent
- Conducted a rigorous 2025 review that led to adoption of high-quality materials aligned to the new standards
- Trained and deployed Palmetto Math Project coaches in underperforming elementary and middle schools; and
- Conducted OGAP training for twenty Palmetto Math Project coaches and 600 math educators in Tier 3 schools.

The OGAP training initiative has become a key component of South Carolina's improvement strategy, as OGAP equips teachers, instructional coaches, and school leaders with a shared instructional framework for understanding and responding to student thinking, creating the conditions for sustained improvements in mathematics teaching and learning at scale. Across the first two years of implementation, OGAP professional learning has engaged educators from approximately 65 schools in 38 South Carolina school districts, representing every region of the state.

Evidence from participating districts suggests that implementation is translating into instructional change. Educators report increased confidence in mathematics instruction, greater understanding of student mathematical thinking, stronger instructional decision-making, and enhanced collaboration among teachers and instructional leaders.

Prior to the statewide pilot, Charleston County was an early adopter of OGAP training, and attributes their double-digit math gains to a comprehensive strategy that includes high-quality instructional materials, PLC structures, coherent instructional practices, and OGAP professional learning.

Full Professional-Learning Model

The request proposes high-quality mathematics professional learning for a cohort of K-8 educators through BW Walch, covering Additive Reasoning, Multiplicative Reasoning, Fractions, and Proportional Reasoning. The SCDE anticipates serving approximately 13,000 K-8 educators.

To create lasting internal capacity, SCDE Palmetto Math Specialists will pursue OGAP Facilitator certification strand by strand. In Year 1, BW Walch facilitators provide five days per cohort - four initial days plus one follow-up day - while Palmetto Math Specialists begin building follow-up coaching capacity. Beginning in Year 2, BW Walch provides the four initial days and Palmetto Math Specialists assume responsibility for follow-up coaching.

Budget

Palmetto Math Specialist OGAP Facilitator Certification: $880,000

District and Charter Cohort Training and Reimbursement: $9,120,000 (will fund

training for approximately 13,000 K-8 math teachers)

Total Request: $10,000,000

Impact if Not Funded

Math high-quality professional learning (HQPL) is an essential step to ensuring instructional consistency and depth. In this format, HQPL provides educators the 'why' and the 'how' to successfully use the new state standards and math curriculum. If not funded, implementation of the new standards and materials will remain uneven. Teachers will have the "what" without sufficient access to the "why" and "how" of student mathematical development, misconception diagnosis, and responsive instruction. The previous intentionally-aligned rollout of new ELA standards, HQIM, and Lexia LETRS training serves as our model for how the updated math standards and curriculum should be paired with intentional professional learning to put the necessary tools in teachers' toolboxes.

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 B2 – NON-RECURRING OPERATING REQUEST

AGENCY PRIORITY

4

Provide the Agency Priority Ranking from the Executive Summary.

TITLE

History and Civics High-Quality Instructional Materials (HQIM)

Provide a brief, descriptive title for this request.

AMOUNT

$15,300,000

What is the net change in requested appropriations for FY 2027-2028? 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:	
	Change in cost of providing current services to existing program audience
	Change in case load/enrollment under existing program guidelines
	Non-mandated change in eligibility/enrollment for existing program
	Non-mandated program change in service levels or areas
	Proposed establishment of a new program or initiative
	Loss of federal or other external financial support for existing program
	Exhaustion of fund balances previously used to support program
	IT Technology/Security related
	AI Related
	HR/Personnel Related
X	Request for Non-Recurring Appropriations
	Request for Federal/Other Authorization to spend existing funding
	Related to a Recurring request – If so, Priority #

STATEWIDE ENTERPRISE STRATEGIC OBJECTIVES

Mark "X" for primary applicable Statewide Enterprise Strategic Objective:	
X	Education, Training, and Human Development
	Healthy and Safe Families
	Maintaining Safety, Integrity, and Security
	Public Infrastructure and Economic Development
	Government and Citizens

ACCOUNTABILITY OF FUNDS

To support SCDE Strategy 1 (Accelerate student outcomes in literacy and math and lead the nation in high-quality civics instruction), the SCDE requests $15.3 million to create a history and civics curriculum aligned with updated state standards in history and civics. After historic statewide gains on SC READY ELA and Math in 2026, the SCDE is committed to extending that success into history and civics, disciplines that are essential to post-secondary success and to the meaningful civic engagement we hope for all South Carolina graduates.

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

RECIPIENTS OF FUNDS

The instructional materials adoption process is mandated and governed by both state law and regulations implemented by the State Board of Education. The SCDE receives the allocated funds, works with school districts to identify schools' needs for state-adopted materials, sets criteria for high-quality instructional materials (HQIM), solicits bids from publishers, purchases or contracts for the creation of materials from qualifying publishers, tracks and compiles orders through the web-based ordering system, and distributes the materials to the school districts. All districts would receive access to the updated history and civics curriculum.

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

Currently, the state Social Studies standards are in the final stages of revision. SCDE anticipates review and adoption by early 2027. Once the new standards have been completed, the SCDE anticipates needing $15M to ensure that grades K-12 are able to receive HQIM aligned to these new standards.

Curriculum Vision and Return on Investment

As America marks its 250th birthday, South Carolina has a monumental opportunity to become first in the nation in high-quality history and civics instruction. We must ensure that we pass along the values and ideals that have shaped our state and nation and will sustain them for future generations. The curriculum must be knowledge-rich, chronologically coherent, engaging, aligned with English language arts, and unmistakably South Carolinian. It should connect the founding principles of ordered liberty to the privileges and responsibilities of citizenship today, while giving teachers the coherent content, primary sources, assessments, and instructional supports needed to bring the new standards fully to life.

Students cannot think critically about history they do not know. A complete state-aligned curriculum will reduce the burden on individual teachers to locate and reconcile disconnected resources, strengthen assessment preparation through better content alignment, and provide equal access to strong materials in every community.

The SCDE's vision for developing a custom history and civics curriculum is two-fold: securing a high-quality, South Carolina-specific instructional program while maximizing the return on the state's investment of taxpayer dollars. Developing South Carolina-specific materials enables the SCDE to ensure complete standards alignment and represents a substantial cost savings compared to adopting commercially-produced instructional materials. This approach allows the state to achieve significant savings while still providing the highest quality instructional materials to schools and districts.

Required Cost Components

Instructional Materials Development Costs: $9,000,000

- Research, curriculum writing, editing, and project management
- External review by historians, civic leaders, content experts, and practicing educators
- Primary-source, image, map, and other licensing
- Design, accessibility, digital development, and assessment resources
- Professional learning and implementation support

Printing and Professional Learning Costs: $6,300,000

- Print production and statewide distribution, including substantial print access in early grades to support reduced screen time

Total request: $15,300,000

Impact if Not Funded

The State Board of Education is required to provide free instructional materials as funding allows for those approved through the state adoption process and selected by districts for use. The last round of history and civics materials were adopted in SY 2020 and 2022, and are not reflective of the updated state standards. Updated materials ensure teachers deliver effective instruction and students have access to the content knowledge and skills needed to demonstrate mastery of state academic standards and achieve academic success. Without funding, students will not have access to high-

	quality, coherent, and standards-aligned instructional materials, causing students to miss key state and national context and leaving students unable to prepare adequately for the required U.S. History End of Course assessment and other course assessments.

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 B2 – NON-RECURRING OPERATING REQUEST

AGENCY PRIORITY	7

Provide the Agency Priority Ranking from the Executive Summary.

TITLE	School Safety Personnel Pilot

Provide a brief, descriptive title for this request.

AMOUNT	$347,500

What is the net change in requested appropriations for FY 2027-2028? 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:	
	Change in cost of providing current services to existing program audience
	Change in case load/enrollment under existing program guidelines
	Non-mandated change in eligibility/enrollment for existing program
	Non-mandated program change in service levels or areas
X	Proposed establishment of a new program or initiative
	Loss of federal or other external financial support for existing program
	Exhaustion of fund balances previously used to support program
	IT Technology/Security related
	AI Related
	HR/Personnel Related
X	Request for Non-Recurring Appropriations
	Request for Federal/Other Authorization to spend existing funding
	Related to a Recurring request – If so, Priority #

STATEWIDE ENTERPRISE STRATEGIC OBJECTIVES

Mark "X" for primary applicable Statewide Enterprise Strategic Objective:	
	Education, Training, and Human Development
	Healthy and Safe Families
X	Maintaining Safety, Integrity, and Security
	Public Infrastructure and Economic Development
	Government and Citizens

ACCOUNTABILITY OF FUNDS

This request supports SCDE's strategic plan by identifying actionable steps that would make learning environments safer and more physically secure for students, better enabling each child served to reach their full potential.

The requested $347,500 will fund a pilot between willing local law enforcement, state partners, and districts/schools seeking to amplify the number of personnel who are trained and equipped to keep students safe during a critical incident.

In partnership with the Legislature, the Governor has accomplished the critical task of ensuring a school resource officer in every existing public school, but additional trained personnel may be responsive in a security capacity during a critical incident, such as an active shooter on campus.

Florida's Guardian Program, developed to complement the state's existing SRO program in the wake of the Parkland tragedy, serves as an initial blueprint for South Carolina's efforts. For this model to be workable, it must be tailored in close partnership with state and local law enforcement to align with South Carolina's existing training protocols. Use of funds will be evaluated through:

- Finalization of a training protocol that receives law-enforcement endorsement.
- Deployment of training to the first cohort of potential SSPs.
- Feedback from administrators in schools with SSPs on whether their presence increased security on campus, including actual evidence where available.

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

RECIPIENTS OF FUNDS

Funds will primarily support the law-enforcement entities that vet candidates for the SSP roles, the law-enforcement entities that provide the training for SSPs, and the SSPs themselves for both a one-time stipend and supplies needed to carry out their additional duties.

Funds for training development and deployment will be paid to selected law-enforcement partners by SCDE's Office of Safe Schools. Funds reserved for SSP stipends will be distributed to candidates through directed fund transfers to districts.

Partner schools and districts will be identified first by willingness to participate in the pilot and then prioritized based on demonstrated need, such as potential absence of an SRO or student-to-SRO ratio.

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

SCDE requests $347,500 to partner with law enforcement to develop and deliver training, work with traditional and charter districts to select the initial candidates, and run a pilot year of an SSP program.

Full Pilot Rationale

In partnership with the General Assembly, the Governor completed the significant task of ensuring a school resource officer in every existing public school. Yet new charter schools open each year and some campuses grow rapidly. Those schools may need to amplify the work of the existing SRO. The SSP pilot would allow SCDE, districts, and law enforcement to develop a training and certification protocol enabling selected existing school employees to respond in a security capacity during a critical incident, including an active shooter.

Florida's Guardian Program, created to complement existing SRO coverage following the Parkland tragedy, provides an initial blueprint. A South Carolina model must be designed in close partnership with state and local law enforcement and aligned to South Carolina vetting, training, command, and response protocols.

Pilot Budget

Training development - $35,000 for curriculum development, printing and delivery of materials, and contracts necessary for program infrastructure.

Training and equipment - $250,000, calculated at $10,000 for each of 25 SSP candidates, based on Florida Guardian costs.

Participant stipends - $62,500, calculated at $2,500 for each of 25 SSPs.

Total non-recurring request - $347,500

The pilot will be evaluated through law-enforcement endorsement of the final protocol,

successful vetting and training of the first cohort, deployment readiness, administrator and officer feedback, and documented evidence or lessons concerning campus security. It creates no automatic recurring obligation; any expansion should return for review based on evidence.

Impact if Not Funded

Emerging charter schools without a full-time SRO in their first year and large campuses where one officer cannot reasonably cover the student population during an emergency may face particular risks. Independent-school tragedies in Tennessee and Minnesota also demonstrate that security concerns cross learning environments. Although no appropriation would flow to independent schools, the training developed through the pilot could later be offered to them on a fee-for-service basis, something that would not be possible if the state does not develop the training.

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 B2 – NON-RECURRING OPERATING REQUEST

AGENCY PRIORITY

12

Provide the Agency Priority Ranking from the Executive Summary.

TITLE

Transportation Bus Shop HR System Implementation

Provide a brief, descriptive title for this request.

AMOUNT

$850,000

What is the net change in requested appropriations for FY 2027-2028? 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:	
	Change in cost of providing current services to existing program audience
	Change in case load/enrollment under existing program guidelines
	Non-mandated change in eligibility/enrollment for existing program
	Non-mandated program change in service levels or areas
X	Proposed establishment of a new program or initiative
	Loss of federal or other external financial support for existing program
	Exhaustion of fund balances previously used to support program
X	IT Technology/Security related
	AI Related
X	HR/Personnel Related
X	Request for Non-Recurring Appropriations
	Request for Federal/Other Authorization to spend existing funding
X	Related to a Recurring request – If so, Priority # 11

STATEWIDE ENTERPRISE STRATEGIC OBJECTIVES

Mark "X" for primary applicable Statewide Enterprise Strategic Objective:	
	Education, Training, and Human Development
	Healthy and Safe Families
X	Maintaining Safety, Integrity, and Security
	Public Infrastructure and Economic Development
	Government and Citizens

ACCOUNTABILITY OF FUNDS

This request supports SCDE's strategic priority to ensure safe, efficient, and reliable school transportation services for South Carolina students. It funds the one-time implementation of the human resource information and performance management system infrastructure required to operationalize the Transportation Strategic Compensation Plan across all statewide bus shops.

Use of funds will be evaluated through: successful configuration and deployment of the HR information and performance management platform for the bus shop workforce (approximately 310 employees); migration of position, classification, and pay data into the new system; establishment of the modernized career ladder framework, skill validation criteria, and performance evaluation workflows in the system; supervisor and employee training completion rates; and on-time delivery within the FY 2027-28 implementation window.

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

RECIPIENTS OF

Funds will primarily support vendors and contractors engaged in delivering the HR system implementation, including software procurement and first-year licensing, configuration and integration, data migration, change management, and implementation-phase training. A small portion may support internal SCDE change management activities during the implementation window.

FUNDS	All funds will be allocated through the state's competitive procurement process in compliance with South Carolina procurement code. SCDE will manage vendor contracts and oversee deliverables. No grants or direct payments will be made to individual employees or districts.

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	SCDE has modernized bus shop job classifications, career pathways, and performance expectations under the Transportation Strategic Compensation Plan. However, the systems required to operationalize that plan at scale (employee tracking, career ladder progression, skill validation, performance evaluations, and pay-for-performance workflows) do not currently exist in a modern, integrated form. Manual processes and legacy tools are insufficient to sustain the modernized workforce framework across the statewide bus shop network. This request funds the one-time implementation of a modern HR information and performance management system for the bus shop workforce. Line items include: • System procurement and first-year licensing: $350,000. • Configuration and integration (position classifications, career ladders, skill validation, performance evaluation workflows): $200,000. • Data migration (position, classification, pay history, employee records): $100,000. • Change management and implementation-phase training for supervisors and employees: $125,000. • Vendor project management, testing, and post-launch stabilization: $75,000. **Offsets and matching funds**: SCDE has already invested internal staff time in developing the classification structure, career ladders, and performance framework the system will operationalize. No external matching funds are required. **Impact if not funded**: SCDE will be unable to operationalize the Transportation Strategic Compensation Plan at scale. Modernized classifications and career ladders will remain paper-based, employee progression and skill validation will be inconsistent across bus shops, and the state will not realize the retention, performance, and safety improvements the modernization is designed to produce. The investment in the compensation adjustment requested in the companion recurring request will be constrained without the underlying system to administer it.

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 B2 – NON-RECURRING OPERATING REQUEST

AGENCY PRIORITY

14

Provide the Agency Priority Ranking from the Executive Summary.

TITLE

Infrastructure Modernization and Student Information System Rollout (Non-Recurring)

Provide a brief, descriptive title for this request.

AMOUNT

$2,700,000

What is the net change in requested appropriations for FY 2027-2028? 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:	
X	Change in cost of providing current services to existing program audience
	Change in case load/enrollment under existing program guidelines
	Non-mandated change in eligibility/enrollment for existing program
X	Non-mandated program change in service levels or areas
	Proposed establishment of a new program or initiative
	Loss of federal or other external financial support for existing program
	Exhaustion of fund balances previously used to support program
X	IT Technology/Security related
	AI Related
	HR/Personnel Related
X	Request for Non-Recurring Appropriations
	Request for Federal/Other Authorization to spend existing funding
X	Related to a Recurring request – If so, Priority # 13

STATEWIDE ENTERPRISE STRATEGIC OBJECTIVES

Mark "X" for primary applicable Statewide Enterprise Strategic Objective:	
	Education, Training, and Human Development
	Healthy and Safe Families
	Maintaining Safety, Integrity, and Security
	Public Infrastructure and Economic Development
X	Government and Citizens

ACCOUNTABILITY OF FUNDS

This request supports SCDE's goal to align department culture, structure, processes, communications, and leadership development to integrate and execute the Strategic Plan. Non-recurring appropriation funds the one-time work to bring one or more additional Student Information System (SIS) vendors online for the state's districts, delivering the shared technology foundation on which integrated processes, unified communications, and consistent execution across SCDE and its districts depend.

Evaluation: SIS onboarding readiness, per-district switching milestones, and audit compliance.

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

RECIPIENTS OF FUNDS

SIS-to-Ed-Fi mapping; one or more additional Student Information System vendors selected through the pending RFP; and districts participating in SIS onboarding and data conversion. All funds are distributed through the state's established competitive procurement process in compliance with South Carolina procurement code.

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 IT modernization now underway across SCDE is changing what public education can deliver for students, families, and the districts that serve them. Student data moves into a secure, modern environment, the tools educators rely on stay current and supportable, and every SCDE office and every district gets platforms built to operate reliably at statewide scale. The building blocks are already in motion: GPS, the upcoming SIS procurement, the DASBP statewide finance platform, AlignED (Asana), ConnectED (Salesforce), and the Unified Grant Application concept. Two companion requests carry this modernization across the finish line. The non-recurring request of $2,700,000 funds for the completion of the technical and district-side work required to bring one or more additional SIS vendors online alongside the incumbent. The recurring request of $3,400,000 per year sustains what the migration creates. The SIS component funds SIS-to-Ed-Fi integration and mapping, test environments and pilots, per-district migration, parallel-run reconciliation, cutover, and hypercare. The SIS RFP is currently in procurement; implementation is targeted for late winter and early spring so switching districts have sufficient runway before the following school year. **Component summary**: SIS onboarding and district-switching implementation: $2,700,000; total one-time appropriation requested: $2,700,000. **Annualization**: Yes. Ongoing operating costs (enterprise support, AI, endpoint refresh, and SIS steady state) are submitted as a companion recurring request (B1), Priority #12.

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 – PROVISO REVISION REQUEST

NUMBER	1.3
	Cite the proviso according to the renumbered list (or mark "NEW").
TITLE	State Aid to Classrooms
	Provide the title from the renumbered list or suggest a short title for any new request.
BUDGET PROGRAM	X. AID TO SCHOOL DISTRICTS A. DISTRIBUTION TO SUBDIVISIONS STATE AID TO CLASSROOMS
	Identify the associated budget program(s) by name and budget section.
RELATED BUDGET REQUEST	N/A
	Is this request associated with a budget request you have submitted for FY 2027-2028? If so, cite it here.
REQUESTED ACTION	Amend
	Choose from: Add, Delete, Amend, or Codify.
OTHER AGENCIES AFFECTED	N/A
	Which other agencies would be affected by the recommended action? How?
SUMMARY & EXPLANATION	The current proviso names PowerSchool as the student information system vendor. Because the Department anticipates procuring SIS services, we recommend referring to the student information system rather than a specific vendor to avoid confusion and keep the proviso workable over time.

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

N/A

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

1.3 (SDE: State Aid to Classrooms) (T) Further, the Department of Education may use school district student counts for personalized instruction as collected in the same manner as the prior fiscal year, ~~**PowerSchool**~~ **the state-approved student information system(s)** or other available existing data sources as determined by the department to calculate the school district add on weightings for the personalized instruction classifications and the determination of the school districts monetary entitlement. End of year adjustments shall be based on the one hundred thirty-five-day student average daily membership for all classifications. During the current fiscal year, the department will update ~~**PowerSchool**~~ **the state-approved student information system(s)** calculations, reports, screen development, documentation, and training to incorporate the new pupil classification weightings and to make final district allocation adjustments by June 30. The department must provide districts with technical assistance with regard to student count changes in ~~**PowerSchool**~~ **the state-approved student information system(s)**.

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	1.46

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

TITLE	Full-Day 4K

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

BUDGET PROGRAM	X. AID TO SCHOOL DISTRICTS A. DISTRIBUTION TO SUBDIVISIONS CERDEP - SCDE

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

RELATED BUDGET REQUEST	N/A

Is this request associated with a budget request you have submitted for FY 2027-2028? If so, cite it here.

REQUESTED ACTION	Amend

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

OTHER AGENCIES AFFECTED	N/A

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

SUMMARY & EXPLANATION	The current proviso names PowerSchool as the student information system vendor. Because the Department anticipates procuring SIS services, we recommend referring to the student information system rather than a specific vendor to avoid confusion and keep the proviso workable over time.

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

N/A

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

1.46. (SDE: Full-Day 4K) (D) Public and private providers shall be funded for instructional costs at a minimum rate of $5,100 per student enrolled. Eligible students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall also be eligible for reimbursement at a minimum of $620 per eligible child transported. First Steps and the Department of Education must provide an equitable distribution above the minimum between public and private providers. First Steps and the Department of Education must provide a quarterly report beginning October 1 detailing funding above the minimum made to any provider to the Governor, the Chairman of the Senate Finance Committee, and the Chairman of the House Ways and Means Committee. All providers who are reimbursed are required to retain records as required by their fiscal agent. New providers participating for the first time in the current fiscal year and enrolling between one and six eligible children shall be eligible to receive at a minimum of $1,000 per child in materials and equipment funding, with providers enrolling seven or more such children eligible for funding at a minimum of $10,000. The Department of Education and the Office of First Steps Readiness are authorized to utilize carry forward funds and federal funds to supplement the amount expended for materials and equipment. Providers receiving equipment funding are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps. The Department of Education shall only provide funding for public school students whose complete records have been entered into ~~**PowerSchool**~~ **the state-approved student information system(s)** 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. By September 1, the Department of Education and the Office of First Steps must collect the documented waiting lists, share the lists, and determine a process to notify parents of eligible students of available slots in all approved providers. School districts participating in the EOC wait list pilot are exempt from the September 1 requirement. The Department of Education is required to offer waivers allowing students with disabilities to be served in multi-categorical classroom settings based on similar cognition and abilities. Funding appropriated for CERDEP may be carried forward and expended for the same purpose.

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	1.99
	Cite the proviso according to the renumbered list (or mark "NEW").
TITLE	Child Nutrition Program
	Provide the title from the renumbered list or suggest a short title for any new request.
BUDGET PROGRAM	VIII. EDUCATION IMPROVEMENT ACT A. STANDARDS,TEACHING,LEARNING,ACCOUNT 1. STUDENT LEARNING CHILD NUTRITION PROGRAM
	Identify the associated budget program(s) by name and budget section.
RELATED BUDGET REQUEST	N/A
	Is this request associated with a budget request you have submitted for FY 2027-2028? If so, cite it here.
REQUESTED ACTION	Amend
	Choose from: Add, Delete, Amend, or Codify.
OTHER AGENCIES AFFECTED	N/A
	Which other agencies would be affected by the recommended action? How?
SUMMARY & EXPLANATION	Currently, the proviso instructs the Department to use federal funds for a purpose that is not allowed by the federal government – reimbursing funds for students whose meals are not eligible for reimbursement. Additionally, the proviso requires the Department to allocate state funds to cover the remaining cost with no way for the Department to limit the meals reimbursed to the funding available. This amendment would ensure that the proviso conforms to federal guidance and does not result in an unfunded mandate for the Department. Currently, the proviso only makes funds available to public school children which excludes some School Food Authorities (SFAs) in the state that participate in the National School Lunch Program. There are private schools and schools on military bases like Ft. Jackson that also participate in the NSLP, who would not benefit from 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

The proviso, as currently worded, may cost the Department an estimated $1,215,246.00, based on October 2025 enrollment, in additional funding above and beyond what was appropriated for FY 2026-2027. While the Department anticipates it can support this program for this fiscal year, an increase in participation would require the Department to pay for this out of reserves which is not a sustainable solution.

Based on October 2025 meal count data, the estimated cost for the Department to cover all Non-CEP schools would be approximately $4M.

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

1.103. (SDE: Child Nutrition Programs) (A) For the current fiscal year and subject to the appropriation of funds, child nutrition programs that serve school breakfast and/or school lunch shall not charge a qualifying student a reduced-price copayment. The traditional $0.30 copayment for breakfast and $0.40 copayment for lunch may not be collected from the student. This restriction on payment collection does not change the requirements for processing meal applications. School districts shall continue to process meal applications and assign meal status based on income eligibility guidelines. Districts shall continue to claim meals based on assigned eligibility status. Meals counted by students that have a reduced meal status must be claimed for reimbursement as reduced meals. Reimbursements to school districts for reduced meals shall be reduced proportionately if sufficient funds are not appropriated to cover the full cost.

(B) There is created a supplemental school breakfast program for ~~**public school**~~ students that do not qualify for the school breakfast program established pursuant to Section 59-63-765. Beginning with the 2026-2027 school year, with funds appropriated and with funds carried forward for the prior fiscal year, a ~~**public school**~~ student who is not a qualifying student to receive a free breakfast through any local, state, or federal program shall be provided one breakfast at no cost during each school day upon his or her request without consideration of his or her eligibility for a federally-funded free- or reduced-price meal. The Department of Education shall use federal funds that have been disbursed for purposes of funding child nutrition programs to cover the cost of providing one breakfast at no cost to an eligible student ~~**under this provision**~~. If the federal funds that have been disbursed for purposes of funding child nutrition programs are insufficient **or not able** to cover the cost of providing one breakfast at no cost during each school day to an eligible student under this provision, the Department of Education shall allocate state funds appropriated to the Department of Education **for this purpose** to cover the cost of providing one breakfast at no cost during each school day to an eligible student under this provision. **Reimbursements to school food authorities (SFAs) for paid meals shall be reduced proportionately if sufficient funds are not appropriated to cover the full cost.**

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.24
	Cite the proviso according to the renumbered list (or mark "NEW").
TITLE	Full-Day 4K
	Provide the title from the renumbered list or suggest a short title for any new request.
BUDGET PROGRAM	X. AID TO SCHOOL DISTRICTS A. DISTRIBUTION TO SUBDIVISIONS CERDEP - SCDE
	Identify the associated budget program(s) by name and budget section.
RELATED BUDGET REQUEST	N/A
	Is this request associated with a budget request you have submitted for FY 2027-2028? If so, cite it here.
REQUESTED ACTION	Amend
	Choose from: Add, Delete, Amend, or Codify.
OTHER AGENCIES AFFECTED	N/A
	Which other agencies would be affected by the recommended action? How?
SUMMARY & EXPLANATION	The current proviso names PowerSchool as the student information system vendor. Because the Department anticipates procuring SIS services, we recommend referring to the student information system rather than a specific vendor to avoid confusion and keep the proviso workable over time.

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

N/A

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

1A.25. (SDE: Full-Day 4K) (D) Public and private providers shall be funded for instructional costs at a minimum rate of $5,100 per student enrolled. Eligible students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall also be eligible for reimbursement at a minimum of $620 per eligible child transported. First Steps and the Department of Education must provide an equitable distribution above the minimum between public and private providers. First Steps and the Department of Education must provide a quarterly report beginning October 1 detailing funding above the minimum made to any provider to the Governor, the Chairman of the Senate Finance Committee, and the Chairman of the House Ways and Means Committee. All providers who are reimbursed are required to retain records as required by their fiscal agent. New providers participating for the first time in the current fiscal year and enrolling between one and six eligible children shall be eligible to receive at a minimum of $1,000 per child in materials and equipment funding, with providers enrolling seven or more such children eligible for funding at a minimum of $10,000. The Department of Education and the Office of First Steps Readiness are authorized to utilize carry forward funds and federal funds to supplement the amount expended for materials and equipment. Providers receiving equipment funding are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps. The Department of Education shall only provide funding for public school students whose complete records have been entered into ~~**PowerSchool**~~ **the state-approved student information system(s)** 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. By September 1, the Department of Education and the Office of First Steps must collect the documented waiting lists, share the lists, and determine a process to notify parents of eligible students of available slots in all approved providers. School districts participating in the EOC wait list pilot are exempt from the September 1 requirement. The Department of Education is required to offer waivers allowing students with disabilities to be served in multi-categorical classroom settings based on similar cognition and abilities. Funding appropriated for CERDEP may be carried forward and expended for the same purpose.

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.30

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

TITLE	PowerSchool Dropout Recovery Data

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

BUDGET PROGRAM	VIII. EDUCATION IMPROVEMENT ACT A. STANDARDS,TEACHING,LEARNING,ACCOUNT 4. ASSIST, INTERVENTION & REWARD POWER SCHOOLS/DATA COLLECTION

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

RELATED BUDGET REQUEST	N/A

Is this request associated with a budget request you have submitted for FY 2027-2028? If so, cite it here.

REQUESTED ACTION	Amend

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

OTHER AGENCIES AFFECTED	N/A

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

SUMMARY & EXPLANATION	The current proviso names PowerSchool as the student information system vendor. Because the Department anticipates procuring SIS services, we recommend referring to the student information system rather than a specific vendor to avoid confusion and keep the proviso workable over time.

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

N/A

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

1A.31. (SDE-EIA: ~~**PowerSchool**~~ Dropout Recovery Data) With the funds appropriated to the Department of Education for ~~**PowerSchool**~~ **the state-approved student information system(s)** and data collection, the department will begin in the current fiscal year to collect data from schools and school districts on the number of students who had previously dropped out of school and who reenrolled in a public school or adult education to pursue a high school diploma. The Education Oversight Committee working with the Department of Education will determine how to calculate a dropout recovery rate that will be reflected on the annual school and district report cards. The department may carry forward and expend the funds 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 – PROVISO REVISION REQUEST

NUMBER	1A.62
	Cite the proviso according to the renumbered list (or mark "NEW").
TITLE	Maintenance of Equity
	Provide the title from the renumbered list or suggest a short title for any new request.
BUDGET PROGRAM	N/A
	Identify the associated budget program(s) by name and budget section.
RELATED BUDGET REQUEST	N/A
	Is this request associated with a budget request you have submitted for FY 2027-2028? If so, cite it here.
REQUESTED ACTION	Delete
	Choose from: Add, Delete, Amend, or Codify.
OTHER AGENCIES AFFECTED	N/A
	Which other agencies would be affected by the recommended action? How?
SUMMARY & EXPLANATION	Funding under the American Rescue Plan has ended and therefore this proviso is no longer necessary.

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

Not applicable since the funding related to the American Rescue Plan has ended.

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

~~1A.63. (SDE-EIA: ARP Maintenance of Equity): The Department of Education is authorized to utilize funds appropriated in State Aid to Classrooms - Maintenance of Effort and Equity to ensure Maintenance of Equity is met under the American Rescue Plan and maintenance of state financial support for IDEA.~~

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	NEW

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

TITLE	Behavioral Support Study Committee

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

BUDGET PROGRAM	N/A

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

RELATED BUDGET REQUEST	N/A

Is this request associated with a budget request you have submitted for FY 2027-2028? If so, cite it here.

REQUESTED ACTION	Add

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

OTHER AGENCIES AFFECTED	Department of Health and Human Services, Department of Behavioral Health and Developmental Disabilities, and Department of Social Services would all be involved in this study committee since these agencies, along with the Department of Education, serve children with disabilities who experience significant behavior challenges.

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

SUMMARY & EXPLANATION	South Carolina lacks a comprehensive behavioral support system for students with disabilities (SWDs) experiencing significant behavior challenges. Most school districts do not have a full continuum of placement options or adequately trained professionals in evidence-based behavioral strategies to address all of the needs of SWDs with significant behavioral challenges. Regionally, there is a lack of community-based behavioral support day programs to allow students to receive outpatient mental health services close to home so that they can stay in school and work on their behavioral skills. Statewide, there is a shortage of quality intensive behavioral support programs (e.g., outpatient and residential) to serve the rising level of student needs. As a result of these shortcomings, some SWDs fall through the cracks and do not receive the services necessary to improve their chances for academic and functional success. This proviso would establish a committee to gather information and make recommendations for improving the behavioral supports available to SWDs throughout South Carolina.

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

The proviso will require a significant amount of human resources (staff time) from all of the State agencies who will participate. However, the formation of the committee, the examination of current supports, and preparation of recommendations should not require any additional funding. Recommendations from the committee will likely include requests for funding for specific programs and initiatives.

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

117.XXX (GP:Behavioral Support Study Committee)(A) The Department of Education shall convene and staff a study committee to examine and propose necessary revisions for improving behavioral support systems for students with disabilities who are experiencing significant behavior challenges.

(B) The study committee shall be comprised of the following individuals:

(1) one member appointed by the Superintendent of Education; who shall serve as Chair;

(2)the Director of the Department of Health and Human Services or their designee;

(3)the Director of the Department of Behavioral Health and Developmental Disabilities or their designee;

(4) the Director of the Department of Social Services or their designee;

(5) the Director of the State Department of Education, Office of Special Education Services;

(6)one member appointed by the Chairman of the Senate Education Committee upon recommendation of the South Carolina Association of School Administrators who should have background and expertise in mental health and behavior supports; and

(7) one member appointed by the Chairman of the House Education and Public Works Committee upon recommendation of the South Carolina School Boards Association who should have background and expertise in mental health and behavior supports.

(C) The study committee must submit recommendations for potential reforms to the Governor, the Speaker of the House of Representatives, and the President of the Senate no later than June 30, 2028. Recommendations shall include, but not be limited to, the following areas:

(1) Improving continuum of placement options for school districts and increasing adequately-trained professionals in evidence-based behavioral strategies to address the needs of students with disabilities with significant behavioral challenges.

(2) Increasing the availability of community-based behavioral support day programs.

(3) Increasing the availability of intensive behavioral support programs, both outpatient and residential.

(4) Feasibility of a High Cost Fund to assist local education agencies with the cost of "high needs" students with disabilities.

(5) Increasing partnerships with private and public health organizations to support with expansion of current programs and development of new programs.

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 E – AGENCY COST SAVINGS AND GENERAL FUND REDUCTION CONTINGENCY PLAN

TITLE	Agency Cost Savings and General Fund Reduction Contingency Plan
AMOUNT	$137,788,292 *What is the General Fund 3% reduction amount? This amount should correspond to the reduction spreadsheet prepared by EBO.*
ASSOCIATED FTE REDUCTIONS	N/A- The department would reduce operating expenditures as much as possible to avoid a reduction in force. *How many FTEs would be reduced in association with this General Fund reduction?*
PROGRAM / ACTIVITY IMPACT	A three percent general fund reduction to the agency would not only impact the Department of Education, but would also impact every school district in the state. Additionally, any reduction in state funding may affect the federally mandated Maintenance of Effort for Individuals with Disabilities Education Act(IDEA). The agency would simply take an across the board 3% cut, taking care to avoid reductions that would have a negative impact on students. SCDE $137,788,292.00 *What programs or activities are supported by the General Funds identified?*
SUMMARY	A 3% reduction in General Fund Appropriations would have a negative impact on school districts through a reduction in the State Aid to Classrooms(SAC) appropriations. Such a reduction could have an additional impact to Federal Individuals with Disabilities Education Act(IDEA) funding as the necessary maintenance of effort calculations are based on State Aid to Classrooms(SAC) funding levels. Further, transportation services would be impacted, and such a reduction could cause an interruption in transportation of students as funds for fuel purchase would be impacted. While the agency would certainly work to minimize impacts to transportation and to districts, it is impossible to absorb such a reduction without applying it to the State Aid to Classrooms(SAC) and to transportation appropriations.

Please provide a detailed summary of service delivery impact caused by a reduction in General Fund Appropriations and provide the method of calculation for anticipated reductions. Agencies should prioritize reduction in expenditures that have the least significant impact on service delivery.

AGENCY COST SAVINGS PLANS

Under the Every Student Succeeds Act(ESSA) the US Department of Education allows states to retain three percent of funds for direct student services. This new provision has allowed the agency to utilize existing federal funds to provide these services to students and target them to areas of high need. Additionally, the agency has worked to better blend state and federal funding to maximize services to districts and students, thus requiring less new funding from the state. Further, the agency is working to streamline requirements and obligations of districts in order to ensure that both the agency and districts have the opportunity to spend less funding on overhead and direct more funding to the classroom. While this is not a reduction in current levels of state funding, it does allow the agency to not require additional state support in administrative areas.

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

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

FORM F – REDUCING COST AND BURDEN TO BUSINESSES AND CITIZENS

TITLE	Collaborative Success

Provide a brief, descriptive title for this request.

EXPECTED SAVINGS TO BUSINESSES AND CITIZENS	The Department is leading efforts to improve outcomes, streamline processes, and increase operational efficiencies for South Carolina school districts.

What is the expected savings to South Carolina's businesses and citizens that is generated by this proposal? The savings could be related to time or money.

FACTORS ASSOCIATED WITH THE REQUEST	**Mark "X" for all that apply:**
	Repeal or revision of regulations.
	Reduction of agency fees or fines to businesses or citizens.
	Greater efficiency in agency services or reduction in compliance burden.
X	Other

METHOD OF CALCULATION	The Department of Education is working to streamline data collection and processes to reduce burden and increase efficiency of data collection and reporting.

Describe the method of calculation for determining the expected cost or time savings to businesses or citizens.

REDUCTION OF FEES OR FINES	N/A

Which fees or fines does the agency intend to reduce? What was the fine or fee revenue for the previous fiscal year? What was the associated program expenditure for the previous fiscal year? What is the enabling authority for the issuance of the fee or fine?

REDUCTION OF REGULATION	N/A

Which regulations does the agency intend to amend or delete? What is the enabling authority for the regulation?

SUMMARY	The Department is working to review all local education agency reporting requirements to reduce duplication in reporting. By ensuring there is no duplication in the requested data, the Department is reducing the amount of time that local school district employees and educators spend completing reports. Reports being reviewed include but are not limited to the District Strategic and School Renewals Plans, Read to Succeed Reading Plans, Academic Recovery Plans, District ADEPT Plans, School Turnaround Plans, and all fiscal related reporting. The Department is developing a plan to communicate data requirements clearly, remove barriers to analysis, improve the efficiency and accuracy of district data coding and transmission, and reduce disruptions caused by staff turnover. The plan will also clarify agency priorities and explore an efficient way for districts to assess the return on investment of educational technology applications.

Provide an explanation of the proposal and its positive results on businesses or citizens. How will the request affect agency operations?