

Agency Name:

Department Of Education

Agency Code:

H630

Section:

1



Fiscal Year FY 2022-2023

Agency Budget Plan

FORM A - BUDGET PLAN SUMMARY

OPERATING REQUESTS (FORM B1)

Form with checkboxes for Operating Requests: Requesting General Fund Appropriations, Requesting Federal/Other Authorization, Not requesting any changes.

NON-RECURRING REQUESTS (FORM B2)

Form with checkboxes for Non-Recurring Requests: Requesting Non-Recurring Appropriations, Requesting Non-Recurring Federal/Other Authorization, Not requesting any changes.

CAPITAL REQUESTS (FORM C)

Form with checkboxes for Capital Requests: Requesting funding for Capital Projects, Not requesting any changes.

PROVISOS (FORM D)

Form with checkboxes for Provisos: Requesting a new proviso and/or substantive changes to existing provisos, Only requesting technical proviso changes, Not requesting any proviso changes.

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

PRIMARY CONTACT: SECONDARY CONTACT:

Table with 3 columns: Name, Phone, Email. Rows for Katie Nilges and Nancy Williams.

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

SIGN/DATE: TYPE/PRINT NAME:

Signature lines for Agency Director and Board or Commission Chair, with handwritten signature of Nolly M. Spearma.

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	X. A. Aid to School Districts- State Aid to Classrooms	226,343,614	0	0	0	226,343,614	0.00	0.00	0.00	0.00	0.00
2	B1 - Recurring	VIII A. 3 Instructional Materials	0	0	0	20,000,000	20,000,000	0.00	0.00	0.00	0.00	0.00
3	B2 - Non- Recurring	Instructional Materials - Non- Recurring	80,000,000	0	0	0	80,000,000	0.00	0.00	0.00	0.00	0.00
4	B1 - Recurring	Federal Budget Authority Increase	0	1,500,000,000	0	0	1,500,000,000	0.00	0.00	0.00	0.00	0.00
5	B1 - Recurring	VIII.A.4 Student Information System	0	0	0	3,200,000	3,200,000	0.00	0.00	0.00	0.00	0.00
6	B1 - Recurring	VII.B- Bus Driver Salary	4,297,076	0	0	0	4,297,076	0.00	0.00	0.00	0.00	0.00
7	B1 - Recurring	V. VirtualSC	5,403,760	0	0	0	5,403,760	20.00	0.00	0.00	0.00	20.00
8	B1 - Recurring	VIII.C.2 Teacher Supplies	0	0	0	610,500	610,500	0.00	0.00	0.00	0.00	0.00
9	B2 - Non- Recurring	VIII.A.1 Aid to Districts	0	0	0	10,000,000	10,000,000	0.00	0.00	0.00	0.00	0.00
10	B2 - Non- Recurring	Capital Funding for Disadvantaged Schools	75,000,000	0	0	0	75,000,000	0.00	0.00	0.00	0.00	0.00
11	B1 - Recurring	TITLE IV. Shared Services: Regional District Infrastructure Support	600,000	0	0	0	600,000	6.00	0.00	0.00	0.00	6.00
12	B1 - Recurring	VII. C. Bus Lease/Purchase	12,000,000	0	0	0	12,000,000	0.00	0.00	0.00	0.00	0.00
13	B1 - Recurring	V. SCDE Charter Office Position Requests	220,000	0	0	0	220,000	2.00	0.00	0.00	0.00	2.00
14	B1 - Recurring	Realignment of Agency Salaries	2,800,000	0	0	0	2,800,000	0.00	0.00	0.00	0.00	0.00

15	B1 - Recurring	Innovative Career and Technology Programming	5,000,000	0	0	0	5,000,000	0.00	0.00	0.00	0.00	0.00
16	B1 - Recurring	SCDE Grants	0	0	0	5,000,000	5,000,000	0.00	0.00	0.00	0.00	0.00
17	B1 - Recurring	VIII.F. Partnerships- Other State Agency Teacher Salaries	0	0	0	390,566	390,566	0.00	0.00	0.00	0.00	0.00
TOTALS			411,664,450	1,500,000,000	0	39,201,066	1,950,865,516	28.00	0.00	0.00	0.00	28.00

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

FORM B1 – RECURRING OPERATING REQUEST

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

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

AMOUNT	General: \$226,343,614 Federal: \$0 Other: \$0 Total: \$226,343,614
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What is the net change in requested appropriations for FY 2022-2023? This amount should correspond to the total for all funding sources on the Executive Summary.

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

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

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

ACCOUNTABILITY OF FUNDS	<p>Strategy 3: Enhance public educational systems to include infrastructures, opportunities, resources, data, and technology.</p> <p>These funds directly impact instruction and the ability for students to meet the Profile of the graduate. While these funds are not subjected to a formal evaluation, accountability for these funds is measured through audit compliance for expenditures and local required effort.</p>
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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?

	South Carolina public school districts and special schools will receive the funding.
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RECIPIENTS OF FUNDS

Funding is allocated using the formula outlined in SC Code of Laws 59-20-20 and Provisos 1.3, 1.5, and 1A.36 in the 2020 State Appropriations Act.

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

This request includes funding to increase the step increase percentage between years 0-5 to 1% (the current step increase between these years averages less than half of a percent), funding to include a 2% increase to teacher salary using the EIA methodology as well as a \$30 increase in the EFA component of state aid to classrooms from \$2,516 (implied) per pupil to \$2,546 using the estimated 994,393 Weighted Pupil Units (WPU) by Revenue and Fiscal Affairs (RFA) on August 31, 2021.

Teacher Salary \$123,315,685

Teacher Salary Fringe \$ 38,795,115

EFA Request \$ 50,305,764

EFA Fringe \$ 13,927,050

Total **\$226,343,614**

This \$30 per pupil increase to the EFA allows the state to move closer to the FY 2022-23 estimate of BSC (\$3,316) as provided by RFA.

In the EFA component of state aid to classrooms funding, schools districts are required to match funds according the calculation using their Index of Tax Paying Ability; no other state or federal funds are used for matching. The requested increase provides funding at the estimated student count (WPU) as projected by Revenue and Fiscal Affairs; funding for specials schools is based on prior year 135-day figure; funding for charters is based on anticipated growth and new schools scheduled to open in 2022-23. Current Funding will not be adequate to maintain the current state aid to classroom per pupil cost given the increased WPUs and the increase in employer contribution rates. The estimates for the 2% teacher salary component is based off prior end of year PCS data.

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

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FORM B1 – RECURRING OPERATING REQUEST

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

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

AMOUNT	General: \$0 Federal: \$0 Other: \$20,000,000 Total: \$20,000,000
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What is the net change in requested appropriations for FY 2022-2023? This amount should correspond to the total for all funding sources on the Executive Summary.

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

FACTORS ASSOCIATED WITH THE REQUEST	Mark "X" for all that apply:	
	<input checked="" type="checkbox"/>	Change in cost of providing current services to existing program audience
	<input type="checkbox"/>	Change in case load/enrollment under existing program guidelines
	<input type="checkbox"/>	Non-mandated change in eligibility/enrollment for existing program
	<input type="checkbox"/>	Non-mandated program change in service levels or areas
	<input type="checkbox"/>	Proposed establishment of a new program or initiative
	<input type="checkbox"/>	Loss of federal or other external financial support for existing program
	<input type="checkbox"/>	Exhaustion of fund balances previously used to support program
	<input type="checkbox"/>	IT Technology/Security related
	<input type="checkbox"/>	Consulted DTO during development
<input type="checkbox"/>	Related to a Non-Recurring request – If so, Priority # 3	

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

ACCOUNTABILITY OF FUNDS	<ul style="list-style-type: none"> Complete high school in SC ready for college and careers Have the opportunity to learn content aligned to College-and-Career-Ready Standards Have the opportunity to learn content aligned to the appropriate career and technology education course standards to meet industry certification requirements.
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What specific strategy, as outlined in the 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	SCDE Finance Office receives these funds and works with Local Education Agencies (LEAs) to identify schools' needs of the state-adopted instructional materials. SCDE then works with publishers and the Central Depository to purchase the instructional
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FUNDS

materials using these funds and distributes the materials to K-12 public schools according to state statute.

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 SCDE is requesting a total increase of \$100,000,000 for instructional materials. Of the \$100,000,000, SCDE requests \$20,000,000 in recurring funds to instructional materials. Licenses for digital materials have become increasingly expensive. The digital media is no longer a PDF of the textbook; therefore, it requires the Student ID, which makes it more costly because that student can only use it. For some courses, licenses are required per semester because the course is only a semester course and new licenses are required for the new students the next semester. The funding will allow the agency to honor the state's statutory obligation to provide each student with the instructional materials that support the state standards and local curricula. The funding request will allow districts to select materials aligned to the SC College-and-Career-Ready standards per any changes through the cyclical review process. It will also allow the State to replace materials with recently renewed contracts.

Each year consumable student editions are purchased for elementary mathematics, cursive writing, and K-5 science.

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

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FORM B1 – RECURRING OPERATING REQUEST

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

TITLE	Federal Budget Authority Increase
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Provide a brief, descriptive title for this request.

AMOUNT	<p>General: \$0</p> <p>Federal: \$1,500,000,000</p> <p>Other: \$0</p> <p>Total: \$1,500,000,000</p>
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What is the net change in requested appropriations for FY 2022-2023? This amount should correspond to the total for all funding sources on the Executive Summary.

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

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

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

ACCOUNTABILITY OF FUNDS	<p>Strategy 3: Enhance public educational systems to include infrastructures, opportunities, resources, data, and technology.</p>
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What specific strategy, as outlined in the 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?

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RECIPIENTS OF FUNDS

School districts, other state agencies and other sub-recipients allocated through the grants 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?

JUSTIFICATION OF REQUEST

We are requesting \$1.5 billion in increased federal authorization to spend the additional \$3 billion in ESSER II and ESSER III funds awarded by the US Department of Education. Districts are allowed to draw down and expend these funds in allowable categories through September 2024, so we will need this increased authority through state fiscal year 2025.

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

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FORM B1 – RECURRING OPERATING REQUEST

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

TITLE	VIII.A.4 Student Information System
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Provide a brief, descriptive title for this request.

AMOUNT	General: \$0 Federal: \$0 Other: \$3,200,000 Total: \$3,200,000
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What is the net change in requested appropriations for FY 2022-2023? This amount should correspond to the total for all funding sources on the Executive Summary.

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

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

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

ACCOUNTABILITY OF FUNDS	<p>2.2 – Provide resources to improve the quality of instruction</p> <p>3 – Enhance public educational systems to include infrastructures, opportunities, resources, data, and technology</p> <p>3.1 – Use data effectively to improve outcomes</p> <p>3.2 – Provide appropriate and efficient district, regional, and state level systems</p> <p>4.1 – Enhance the quality and quantity of effective educators and school leaders</p> <p>Continuous improvement models are based in high quality information and data driven decision making. Many school districts do not currently have the capacity to generate and process large amounts of data. This proposed model of funding under this system would allow districts and other stakeholders improved access to data, as well as the ability for such data to be produced in an accessible fashion. Current development is extending Student Unique Identifier to Early Childhood and the incorporation of Adult Education students in the student information system</p>
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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

S.C. Department of Education

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

JUSTIFICATION OF REQUEST

The agency is consolidating services and developing a uniform standards based data system for use across all SC school districts. The modernization of the system will be facilitated by a procurement cycle to incorporate standard adoption and cost stabilization. The agency established hosting services for districts to improve data security and protect student privacy. The funding request will allow the continuity of service after Federal Funds expire.

The \$3,200,000 recurring funding will allow for the continuation of the hosting funding and allow the SCDE to meet the following increased contractual responsibilities:

Total	\$ 3,221,657	
PowerSchool Increase	2,611,657	
District Data Governance Group	200,000	
Data Leader Education	200,000	
Parchment	50,000	
Level Data	75,000	
VC3	60,000	
LearningMate	25,000	

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

Agency Name:	Department Of Education		
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FORM B1 – RECURRING OPERATING REQUEST

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

TITLE	VII.B- Bus Driver Salary
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Provide a brief, descriptive title for this request.

AMOUNT	General: \$4,297,076 Federal: \$0 Other: \$0 Total: \$4,297,076
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What is the net change in requested appropriations for FY 2022-2023? This amount should correspond to the total for all funding sources on the Executive Summary.

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

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

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

ACCOUNTABILITY OF FUNDS	<p>Goal 1: Support the social-emotional learning, health, and safety needs through a whole-child approach.</p> <p>S.1.2 Enhance school safety</p>
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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 will receive these funds for its bus drivers. Funding would be allocated using the formula in S.C. Code Ann. §59-20-40.
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FUNDS

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 requested funds will allow school districts to offer a more competitive pay scale and retain qualified professional bus drivers. The current state funding allocated to districts does not fully fund the current driver salary schedules in place in most districts and this has a disproportionate impact on our districts that can least afford to divert funds from the classroom to driver salaries. School districts across the state are experiencing a bus driver shortage, which increases student ride time. Increased state support will help reduce turnover of bus drivers, decrease down time due to lack of drivers, provide consistent timely transportation for the students, reduce exposure to extended road side wait time at bus stops, and reduce extended ride times.

Current pay scale guideline per hour is \$8.44 if we raise this by 5% ($8.44 \times .05 = \$8.86$)

The agency requests an increase in state funding of \$4,297,076 to fund the above mentioned five percent increase for driver salaries.

The requested funds will allow school districts to offer a more competitive pay scale and retain qualified professional bus drivers. The current state funding allocated to districts does not fully fund the current driver salary schedules in place in most districts and this has a disproportionate impact on our districts that can least afford to divert funds from the classroom to driver salaries. School districts across the state are experiencing a bus driver shortage, which increases student ride time. Increased state support will help reduce turnover of bus drivers, decrease down time due to lack of drivers, provide consistent timely transportation for the students, reduce exposure to extended road side wait time at bus stops, and reduce extended ride times.

Current pay scale guideline per hour is \$8.44 if we raise this by 5% ($8.44 \times .05 = \$8.86$)

The agency requests an increase in state funding of \$4,297,076 to fund the above mentioned five percent increase for driver salaries.

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

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FORM B1 – RECURRING OPERATING REQUEST

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

TITLE	V. VirtualSC
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Provide a brief, descriptive title for this request.

AMOUNT	<p>General: \$5,403,760</p> <p>Federal: \$0</p> <p>Other: \$0</p> <p>Total: \$5,403,760</p>
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What is the net change in requested appropriations for FY 2022-2023? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	20.00
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Please provide the total number of new positions needed for this request.

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

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

ACCOUNTABILITY OF FUNDS	<p>Additional funding for new positions and adjunct teachers is required to continue to serve the projected student demands through the next school year and to adequately support students and teachers working in the program. VirtualSC is continually monitored by looking at enrollment data, enrollment trends, student surveys of program effectiveness, and overall evaluation of student success data by class and district.</p>
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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?

	<p>Funds will be used to hire new FTEs to continue to allow the program to meet student enrollment demands. Additionally, funds will be used to hire temporary employees as adjunct teachers to teach courses when the full-time teaching staff is</p>
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not enough to cover the enrollment demands. Additional funds will allow the program to expand course access to students and schools while providing equity to small and rural districts across the state by offering more variety of courses and allow more access to courses by increasing seat availability. In addition, as recommended by the Accelerate ED Task Force, VirtualSC has piloted middle school course offerings for students in grades 6-8 for half of the 2020-2021 school year and into the 2021-2022 school year. Additional funds are needed to maintain and continue to expand the program beyond the pilot period.

Below is a breakdown of how funds will be allocated:

Position Fringe	Total	Salary
Certified Teacher (Middle English) \$23,400	\$88,400	\$65,000
Certified Teacher (Middle Social Studies) \$23,400	\$88,400	\$65,000
Certified Teacher (Middle Science) \$23,400	\$88,400	\$65,000
Certified Teacher (Middle Math) \$23,400	\$88,400	\$65,000
Certified Teacher (Middle Social Studies) \$23,400	\$88,400	\$65,000
Education Associate(Middle Success Coach) \$21,600	\$81,600	\$60,000
Certified Teacher (Computer Science) \$65,000	\$23,400	\$88,400
Certified Teacher (Computer Science) \$23,400	\$88,400	\$65,000
Certified Teacher (High School English) \$23,400	\$88,400	\$65,000
Certified Teacher (High School Art) \$23,400	\$88,400	\$65,000
Certified Teacher (High School Music) \$23,400	\$88,400	\$65,000
Certified Teacher (High School French) \$23,400	\$88,400	\$65,000
Certified Teacher (High School German) \$23,400	\$88,400	\$65,000
Certified Teacher (High School Latin) \$23,400	\$88,400	\$65,000
IT Coordinator \$55,000	\$19,800	\$74,800
Ed Associate (Instructional Designer) \$21,600	\$81,600	\$60,000
Ed Associate (Instructional Designer) \$21,600	\$81,600	\$60,000
Curriculum Coordinator I \$18,000	\$68,000	\$50,000
Curriculum Coordinator II \$19,800	\$74,800	\$55,000
Administrative Specialist II \$11,160	\$42,160	\$31,000
Adjunct Teachers \$2,500,000		\$2,500,000
Other Operating (Instructional Materials) \$1,250,000		\$1,250,000
Total Request \$5,403,760		

RECIPIENTS OF FUNDS

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 requested increase in funding would be used to fund the salaries and fringe benefits for 20 new FTE positions and to fund additional adjunct teachers, so that the program can continue to support the increased enrollment demand and ensure that 100% of students requesting enrollment into the program can be served. Additionally, the additional funding would allow VirtualSC to continue to offer middle school courses (grades 6-8) beyond the pilot. VirtualSC experienced exponential growth because of the Covid-19 pandemic as students and schools looked for alternative options to serve their students in a high-quality virtual format. With VirtualSC's 15 years of experience in building out high quality virtual education options for students in South Carolina, the program became a necessity to many districts that were inexperienced in offering virtual options to their students. Due to program growth over the past several years, VirtualSC has not been able to serve all the students who have requested enrollment into the program. This year, the program used additional CARES funding to ensure that all students could take a course with VirtualSC; however additional funding may not be available in future school years making it difficult to serve all the student demand once those funds expire.

VirtualSC has continually ranked as one of the top five largest state virtual schools in the nation and is one of the fastest growing state virtual schools (Keeping Pace Report 2017). As a result of the Covid-19 pandemic, VirtualSC saw a 365% growth in enrollment across the program. In addition to growth in enrollment, the program is also required to increase licenses for digital instructional material with textbook publishers to serve the greater student enrollment demands.

The requested funds will allow the program to serve additional students at the high school level, build out additional high school level courses, increase licenses for digital instructional materials to allow additional students to access, and continue to serve up to approximately 9,000 middle school students per year in core middle school courses (English, Math, Science, and Social Studies).

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
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	VIII.C.2 Teacher Supplies
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Provide a brief, descriptive title for this request.

AMOUNT	General: \$0 Federal: \$0 Other: \$610,500 Total: \$610,500
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What is the net change in requested appropriations for FY 2022-2023? This amount should correspond to the total for all funding sources on the Executive Summary.

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

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

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

ACCOUNTABILITY OF FUNDS	2.2 Provide resources to improve the quality of instruction. This request would ensure that there are sufficient funds available to enable teachers to purchase needed supplies for their classrooms
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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	These funds would be provided ultimately to teachers using the methodology outlined in proviso 1A.9.
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FUNDS

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

Proviso 1A.9 specifies that the following personnel are eligible to receive \$275 in teacher supply funding:

All certified and non-certified public school teachers identified in PCS, certified special school classroom teachers, certified media specialists, certified guidance counselors, and career specialists who are employed by a school district, a charter school, or lead teachers employed in a publically funded full day 4K classroom approved by the South Carolina First Steps to School Readiness

There is currently \$15,321,500 appropriated for teacher supplies. This amount provides funding for 55,714 educators. In FY 2021, 57,934 educators were eligible to receive funding for teacher supplies. The 2,220 additional educators resulted in the need for \$610,500 in additional funding. The SCDE was able to use the State Superintendent’s emergency powers under Act 145 to transfer funds from other agency operations to make these payments. This will not be a viable option in future 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 B1 – RECURRING OPERATING REQUEST

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

TITLE	TITLE IV. Shared Services: Regional District Infrastructure Support
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Provide a brief, descriptive title for this request.

AMOUNT	General: \$600,000 Federal: \$0 Other: \$0 Total: \$600,000
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What is the net change in requested appropriations for FY 2022-2023? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	6.00
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Please provide the total number of new positions needed for this request.

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

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

ACCOUNTABILITY OF FUNDS	<p>To provide technical services to the school districts to supplement their own technical staffs and provide for the sharing of services. Develop and maintain 3 new offices located in the smaller, in need school districts. Each of the offices would be staffed with two technicians to assist school districts with:</p> <ul style="list-style-type: none"> ○ Performing technology health checks ○ Assisting with plans for better readiness for online testing ○ Evaluating infrastructure and troubleshooting network and bandwidth issues ○ Technology implementation ○ Assist in formulating strategic plans and action plans ○ Providing recommendations on equipment and IT solutions <p>The three locations, when properly spaced, would provide for many rural parts of the state to be accessible within a ninety-minute drive.</p>
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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 addition of six new FTEs to the Chief Information Office:

- 3 Network and Systems Administrator I @\$75K each
- 3 IT Technician III @\$55K each
- 40% for benefits
- Transportation \$21K
- Equipment \$15K
- Rent – 300 SF per location @\$20 per foot @3 locations = \$18,000

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

Many school Districts lack the funds and expertise needed to provide consistent support for their technical infrastructure. They are at risk as they attempt to support their environments of aging equipment with limited tools and scarce resources at their disposal. This opens their environments up for cyber-attacks, ransomware, malware and computer viruses.

The SCDE/CIO does not have existing vacancies to reallocate to deliver the services that would be provided by this request. If additional funding is not received, then the SCDE will not be able to offer these services.

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	12
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Provide the Agency Priority Ranking from the Executive Summary.

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

AMOUNT	<p>General: \$12,000,000</p> <p>Federal: \$0</p> <p>Other: \$0</p> <p>Total: \$12,000,000</p>
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What is the net change in requested appropriations for FY 2022-2023? This amount should correspond to the total for all funding sources on the Executive Summary.

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

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

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

ACCOUNTABILITY OF FUNDS	Funds are utilized by the Office of Transportation to Lease/Purchase buses that meet state specifications.
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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?

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RECIPIENTS OF FUNDS

Funds are utilized by the Office of Transportation to Lease/Purchase buses that meet 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

The SCDE requests the consolidation of the existing line items under VII.C Bus Lease and VII.C Bus Purchase into one line item entitled VII.C- Bus Lease/Purchase. The agency requests an increase of \$12,000,000 in new recurring funds. This requested amount contemplates the mandated 15 year replacement cycle and the need for additional route buses in high growth areas of the state. Currently the agency has \$8,015,506 in the existing recurring line items obligated for Bus Lease and Bus Purchase.

The \$20,015,506 line item would allow the Agency to maintain the fleet within the fifteen year replacement cycle without asking the General Assembly for the \$35,000,000 to \$40,000,000 annually to purchase the buses. During the past three years the Agency has made great strides to upgrade the fleet of buses to include all Special Needs buses to have air condition. Once all buses have been delivered that were purchased in FY21 the Agency will have 159 buses older than fifteen years.

Bus Purchases:FY19 – 408 Buses

FY20 – 537 Buses (105 Lease)

FY21 – 726 Buses (235 VW and 24 EPA Grant)

With the line item of \$20,015,506 for Bus Lease/Purchase, the Agency will be able to stay within the fifteen year replacement. If funding is not received, the SCDE will not be able to maintain the fifteen year replacement goal or add additional buses that are desperately needed for high growth locations.

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
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	V. SCDE Charter Office Position Requests
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Provide a brief, descriptive title for this request.

AMOUNT	<p>General: \$220,000</p> <p>Federal: \$0</p> <p>Other: \$0</p> <p>Total: \$220,000</p>
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What is the net change in requested appropriations for FY 2022-2023? This amount should correspond to the total for all funding sources on the Executive Summary.

NEW POSITIONS	2.00
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Please provide the total number of new positions needed for this request.

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

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

ACCOUNTABILITY OF FUNDS	<p>The SCDE, Office of School Transformation, is requesting funding and authority to create two new FTE positions dedicated to the SCDE's work with charter program. The funds will be used for salary, fringe, benefits, fixed priced costs, and other associated costs.</p>
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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	SCDE
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FUNDS

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 SCDE, Office of School Transformation, is requesting funding and FTE authority to create two positions dedicated to supporting charter work. This request is based on a number of components.

First, the Legislative Audit Council made a series of recommendations involving the SCDE and its support of charter programs in South Carolina. The addition of these two individuals will assist the SCDE in meeting these recommendations.

Second, in Spring 2021, Limestone College announced that it will become an Institute of Higher Education (IHE) sponsor for charter schools, and anticipates new charters joining this IHE authorizer in Fall 2022. Third, there continues to be a growing number of new charter schools. Through all these, two additional FTE Education Associates are being requested to assist the SCDE in meeting its obligations under the South Carolina Charter Schools Act and to provide quality support to authorizers and charter schools.

The requested funds (\$250,000) includes costs for salary and fringe (Salary: 2 FTE x \$65,000 = \$130,000; Fringe: 2 FTEs x \$26,000 = \$52,000), fixed charges (e.g., office space, telephone, and other fixed charges), supplies and material, estimated travel costs, and equipment (e.g., laptop, monitor).

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	14
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	Realignment of Agency Salaries
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Provide a brief, descriptive title for this request.

AMOUNT	General: \$2,800,000 Federal: \$0 Other: \$0 Total: \$2,800,000
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What is the net change in requested appropriations for FY 2022-2023? This amount should correspond to the total for all funding sources on the Executive Summary.

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

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

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

ACCOUNTABILITY OF FUNDS	This request supports the agency's entire Strategic Plan.
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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	S.C. Department of Education
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FUNDS

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 SCDE employs over 1,300 people in four offices located in Columbia and 42 bus shops throughout the state. Of those, approximately 800 are classified positions, 40 are unclassified, 190 are temporary grant or time limited, and 275 are temporaries.

The agency has increasingly had difficulty hiring and retaining staff at the salaries available. In addition, some dedicated and highly competent staff are due increases for promotions, additional job duties, and additional skills, but funding is insufficient to implement those changes. Difficulties have included:

- Despite posting of positions, qualified candidates either do not apply or will not accept positions at the available salary level.
- Some vacant positions have insufficient budgeted salary to fund a competitive salary.
- The agency experiences turnover in highly skilled positions due to higher salaries at other agencies, in school districts, and in the private sector.
- Highly skilled positions are necessary for the agency's work, but difficult to recruit and retain. Psychometric assessment specialists are offered \$25,000 more than the agency can pay. SAS data programmers and analysts have been offered \$30,000 - \$40,000 more than agency salaries.

In 2017, the agency adjusted budgets and salaries for 158 positions to the extent existing resources authorized for that use would allow. Since that time the agency has continued its attempts to provide competitive pay; however, it is still experiencing issues with recruitment and retention. The agency requests increases in recurring funds to better staff the agency with high quality personnel.

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
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	Innovative Career and Technology Programming
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Provide a brief, descriptive title for this request.

AMOUNT	<p>General: \$5,000,000</p> <p>Federal: \$0</p> <p>Other: \$0</p> <p>Total: \$5,000,000</p>
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What is the net change in requested appropriations for FY 2022-2023? This amount should correspond to the total for all funding sources on the Executive Summary.

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

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

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

ACCOUNTABILITY OF FUNDS	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">2.2.3</td> <td>Number of students completing a Career and Technology Education (CTE) Program of Study</td> </tr> <tr> <td>3.3.1</td> <td>Percent of CTE completers who earn a silver or higher on the National Career Readiness Certificate</td> </tr> </table>	2.2.3	Number of students completing a Career and Technology Education (CTE) Program of Study	3.3.1	Percent of CTE completers who earn a silver or higher on the National Career Readiness Certificate
2.2.3	Number of students completing a Career and Technology Education (CTE) Program of Study				
3.3.1	Percent of CTE completers who earn a silver or higher on the National Career Readiness Certificate				

What specific strategy, as outlined in the 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	Career and Technology Centers located in high need areas in South Carolina, as determined by the SCDE.
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FUNDS

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

Career and Technical Education (CTE) prepares students for college readiness and careers. In South Carolina, approximately 6% of the student population in grades 9-12 are enrolled as concentrators taking two or more CTE courses in a specific career program. Approximately 95% of those students identified as CTE completers graduate on time. The direct correlation between on time graduation, career readiness, and CTE participation suggest that the number of students participating in CTE programs and courses should be significantly higher. However, the opportunity for access to various careers is significantly lower in rural communities.

In order to ensure students in South Carolina possess the qualities of the Profile of the South Carolina Graduate and meet the needs of the workforce, it is imperative for all students, no matter their location in the state, be afforded the ability to participate in career and technical courses.

Research demonstrates that investment in CTE does the following:

- Increases overall employment outcomes and earnings of participants.
- Mitigate dropout and absentee rates by providing an alternative to the traditional four year baccalaureate degree.
- Become an avenue for working adults in transition between jobs to return to school and get retrained for a new career.
- Increase overall employment outcomes and earnings of participants.

Funding requested will be used to expand and operate high quality programs in the areas of the state that present the highest need, as determined by the SCDE.

By offering innovative career and technology programming in disadvantaged areas of the state, this allows students in those areas to have greater flexibility to pursue career options after high school.

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	16
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Provide the Agency Priority Ranking from the Executive Summary.

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

AMOUNT	General: \$0 Federal: \$0 Other: \$5,000,000 Total: \$5,000,000
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What is the net change in requested appropriations for FY 2022-2023? This amount should correspond to the total for all funding sources on the Executive Summary.

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

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

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

ACCOUNTABILITY OF FUNDS	<p>The grants are awarded through an application process. Selected awardees will be required to provide reports on the use of funds, as well as have an external evaluation completed on the implementation of the program.</p>
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What specific strategy, as outlined in the 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	Applicants selected for grant funding
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FUNDS

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 additional funding will be used to support additional grant opportunities in rural and underserved school districts with a specific focus in reading, mathematics, early learning, and afterschool programs which serve at risk students. In addition, the funding may be utilized for those programs which can help address learning gaps, which were a direct result of COVID-19.

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	17
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Provide the Agency Priority Ranking from the Executive Summary.

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

AMOUNT	General: \$0 Federal: \$0 Other: \$390,566 Total: \$390,566
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What is the net change in requested appropriations for FY 2022-2023? This amount should correspond to the total for all funding sources on the Executive Summary.

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

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

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

ACCOUNTABILITY OF FUNDS	Strategy 3: Enhance public educational systems to include infrastructures, opportunities, resources, data, and technology.
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What specific strategy, as outlined in the 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	Teachers in state agencies. Funding is allocated using Proviso 1A.4 in the 2019 State Appropriations Act.
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FUNDS

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 State Superintendent has requested a 2% teacher salary increase for FY 23. Using the formula in proviso 1A.4, this requested amount corresponds to the amount needed to ensure state agencies are able to increase the salaries of their teachers by 2%.

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
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	Instructional Materials - Non-Recurring
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Provide a brief, descriptive title for this request.

AMOUNT	\$80,000,000
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What is the net change in requested appropriations for FY 2022-2023? This amount should correspond to the total for all funding sources on the Executive Summary.

FACTORS ASSOCIATED WITH THE REQUEST	Mark "X" for all that apply:	
	<input checked="" type="checkbox"/>	Change in cost of providing current services to existing program audience
	<input checked="" type="checkbox"/>	Change in case load/enrollment under existing program guidelines
	<input type="checkbox"/>	Non-mandated change in eligibility/enrollment for existing program
	<input type="checkbox"/>	Non-mandated program change in service levels or areas
	<input type="checkbox"/>	Proposed establishment of a new program or initiative
	<input type="checkbox"/>	Loss of federal or other external financial support for existing program
	<input type="checkbox"/>	Exhaustion of fund balances previously used to support program
	<input type="checkbox"/>	IT Technology/Security related
	<input type="checkbox"/>	Consulted DTO during development
	<input type="checkbox"/>	Request for Non-Recurring Appropriations
	<input type="checkbox"/>	Request for Federal/Other Authorization to spend existing funding
<input type="checkbox"/>	Related to a Recurring request – If so, Priority # VIII A. 3 Instructional Materials	

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

ACCOUNTABILITY OF FUNDS	<ul style="list-style-type: none"> Complete high school in SC ready for college and careers Have the opportunity to learn content aligned to College-and-Career-Ready Standards Have the opportunity to learn content aligned to the appropriate career and technology education course standards to meet industry certification requirements
--------------------------------	--

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 Finance Office receives these funds and works with Local Education Agencies (LEAs) to identify schools' needs of the state-adopted instructional materials. SCDE then works with publishers and the Central Depository to purchase the print and digital materials using these funds and distributes the materials to K-12 public schools according to state statute.
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

**JUSTIFICATION
OF REQUEST**

The SCDE is requesting a total increase of \$100,000,000 for instructional materials. Of the \$100,000,000, SCDE requests \$80,000,000 in nonrecurring funds to supply instructional materials.

Each year consumable student editions are purchased for elementary mathematics, cursive writing, and K-5 science. Social studies and science standards have been updated and approved. Contracts have expired and new materials are needed to align with new standards. Additional funding is requested for FY 23 Additional funding is requested for the new social studies and science materials to meet the new Social Studies standards as well as newly expired CTE contracts and new CTE courses.

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	9
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	VIII.A.1 Aid to Districts
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Provide a brief, descriptive title for this request.

AMOUNT	\$10,000,000
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What is the net change in requested appropriations for FY 2022-2023? This amount should correspond to the total for all funding sources on the Executive Summary.

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

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

ACCOUNTABILITY OF FUNDS	2.1 Increase equitable supports needed to meet the Profile of the South Carolina Graduate
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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	School districts identified as high poverty would receive this funding to ensure ARP Maintenance of Equity requirements.
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

**JUSTIFICATION
OF REQUEST**

The new maintenance of equity requirements under the American Rescue Plan require the SCDE in FY 22 and FY 23 to provide the same level of per pupil funding to "high poverty" districts as it provided in FY 2019. An increase in ADM that exceeds the increase in state funding could result in a decreased per pupil amount. There is no waiver process if we are unable to meet maintenance of equity for districts. This request will enable SCDE to target funding for high poverty districts as needed to meet the Maintenance of Equity requirements. Any funds not used for this purpose will continue to flow to districts based on Weighted Pupil Units.

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	10
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Provide the Agency Priority Ranking from the Executive Summary.

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

AMOUNT	\$75,000,000
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What is the net change in requested appropriations for FY 2022-2023? This amount should correspond to the total for all funding sources on the Executive Summary.

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

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

ACCOUNTABILITY OF FUNDS	3.2.2 - Number of districts under 1500 students who have submitted a preliminary plan for consolidation which result in actual consolidation.
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What specific strategy, as outlined in the 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	Consolidating districts and disadvantaged schools that meet the criteria set forth by the department.
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

JUSTIFICATION OF REQUEST

The agency requests additional funding to support proviso 1.92 (SDE: Capital Funding for Disadvantaged Schools).

This proviso prioritizes up to \$15,000,000 first be made available to a local school district or districts with an average daily membership that is less than 5000, based on the most recent student count received by the department, and that is located within a county ranked as Tier IV pursuant to Section 12-6-3360(B) for 2018 which chooses to consolidate with another school district located in the same county, or to a school district that is under state takeover and is consolidating school buildings as directed by the State Superintendent of Education.

The proviso further provides the remaining funds be set aside by the department to create a source of state funding for local school district infrastructure based on need. As directed by proviso, the department is currently working on a recommendation for guidelines on how funds should be awarded, which consists of conditions for the awards and any matching requirements. Criteria shall include, but not be limited to, consideration of a district's index of taxpaying ability, consideration of a district's or county's per capita income and the age and condition of the district's existing academic buildings as well as the ability to commence construction in a timely matter and the quality of the application.

This recommendation is due to Senate Finance Committee and House Ways and Means Committee no later than December 31, 2021. While working on this recommendation, it is apparent that many schools will benefit from additional funding related to this request.

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

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

FORM D – PROVISIO REVISION REQUEST

NUMBER	1.55
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Cite the proviso according to the renumbered list (or mark "NEW").

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

BUDGET PROGRAM	Full-Day 4K
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Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	None
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Is this request associated with a budget request you have submitted for FY 2022-2023? If so, cite it here.

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

OTHER AGENCIES AFFECTED	Office of First Steps
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Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	<p>The current proviso as written does not allow the department to carryover unexpended CERDEP funds. This request is for carryforward authority.</p>
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Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

None

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

1A.29. (SDE-EIA: Full-Day 4K) Beginning with the current fiscal year, eligible students residing in any school district may participate in the South Carolina Early Reading Development and Education program (CERDEP) pending the availability of space and funding. Student eligibility as defined by Section 59-156-130 of the 1976 Code is an annual family income of one hundred eighty-five percent or less of the federal poverty guidelines as promulgated annually by the United States Department of Health and Human Services or a statement of Medicaid eligibility.

A parent or guardian may choose to enroll their child in a public school participating in the program and approved by the Department of Education pursuant to Section 59-156-210 or in a private provider participating in the program and approved by the Office of First Steps pursuant to Section 59-156-200. A private provider includes, but is not limited to, a child care center, a military child care facility regulated by the United States Department of Defense, or a non-profit independent school. State funds appropriated for the provision of CERDEP services in military child care facilities may not be used to supplant existing federal child care funds.

Beginning with the current fiscal year, 4K programs in public schools and non-profit independent schools participating in CERDEP are not required to be approved, registered, or licensed by the Department of Social Services in order to participate in CERDEP. Instead, the Department of Education and the Office of First Steps are responsible for ensuring that providers deliver high-quality educational programs pursuant to Section 59-156-160. Public and private providers shall be funded for instructional costs at a rate of \$4,800 per student enrolled. Eligible students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall also be eligible for a reimbursement of \$587 per eligible child transported. All providers who are reimbursed are required to retain records as required by their fiscal agent. New providers participating for the first time in the current fiscal year and enrolling between one and six eligible children shall be eligible to receive up to \$1,000 per child in materials and equipment funding, with providers enrolling seven or more such children eligible for funding not to exceed \$10,000. Providers receiving equipment funding are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps. The Department of Education shall only provide funding for public school students whose complete records have been entered into PowerSchool based on the one hundred and thirty-five day student average daily membership. For the current fiscal year, providers may enroll pay-lunch children who score at or below the twenty-fifth national percentile on two of the three DIAL-3 subscales by July 1 if at least seventy-five percent of the total number of children eligible for the Child Early Reading Development and Education Program in a district or county are projected to be enrolled in that program, Head Start, or ABC Child Care Program as determined by the Department of Education and the Office of First Steps, Child

Early Reading Development and Education Program. Providers may receive reimbursement for these children if funds are available. **Funding appropriated for CERDEP may carry forward and be expended for the same purpose.**

Annually, the Department of Education is directed to audit the annual allocations to public providers to ensure that allocations are accurate and aligned to the appropriate pro rata per student allocation, materials, and equipment funding. In the event the department, during the audit process determines that the annual allocations of the prior fiscal year are not accurate, the department must adjust the allocations for the current fiscal year to account for the audit findings. The department must provide the results of the annual audit findings to the General Assembly no later than December first. Likewise, in the event the Office of First Steps determines that the annual allocations of the prior fiscal year to private providers are not accurate, the Office of First Steps must adjust the allocations for the current fiscal year to account for the findings.

Of the funds appropriated, \$300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by January fifteenth of each year. To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day four-year-old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades along with information, recommendations, and a timeline for how the state can increase the number of students served in high-quality programs.

For each school district that chooses not to participate in CERDEP, the district shall receive the same amount of EIA funds as allocated in the prior fiscal year for the provision of a half-day 4K program from the funds appropriated to the Department of Education for CERDEP or from any funds carried forward from the prior fiscal year to CERDEP. For eligible children residing in school districts that do not participate in CERDEP, the Department of Education is required to develop and implement inter-district transfer policies that give parents or guardians the option of their eligible child attending an out-of-district school that participates in CERDEP.

For the current fiscal year, the Office of First Steps may expend: (1) up to \$2,000,000 to pilot a program to provide higher reimbursement rates to high-quality child care centers. The reimbursement rate for students enrolled by child care providers rated B or higher in the ABC Quality System operated by the Department of Social Services may be increased by up to 10% of the per-student base following guidelines developed by the Office of First Steps; and (2) up to \$100,000 to provide one-time supplemental, needs-based incentive grants in an amount not to exceed \$30,000 for newly created and/or newly approved private providers proposing to expand service to ten or more CERDEP eligible children in communities unable to enroll all eligible students in a public, private, or Head Start setting during the prior fiscal year. These grants are designed to address building renovations, documented as necessary to bring proposed classrooms into compliance with licensing regulations, materials and staffing costs, and/or other obstacles currently preventing their participation in the program. The First Steps Board of Trustees shall develop and approve an application process that incorporates formal review and fiscal safeguards designed to ensure grant funds are used solely to address documented barriers to program participation. Providers receiving this one-time supplement shall be expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years shall require the provider to return a portion of the supplemental allocation at a level determined by the Office of First Steps to School Readiness. First Steps shall submit a report detailing its process, expenditures and expanded enrollment to the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee by March 15; and (3) up to \$1,000,000 may be used to provide grants to public-private partnerships to address building renovations and designs necessary to get the building and classrooms into compliance with licensing regulations and other obstacles that prevent participation in CERDEP following guidelines developed by the Office of First Steps. Providers participating in this pilot shall be expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years shall require the provider to return a portion of the supplemental allocation at a level determined by the Office of First Steps.

If by August first, the Department of Education or the Office of First Steps

PROPOSED PROVISO TEXT

determines that appropriations will exceed expenditures, available funds may be used to fund an extended program and to increase the length of the program to a maximum of eight and a half hours per day or two hundred and twenty days per year or to fund summer programs. If a district chooses to fund summer enrollment, the program funding shall conform to the funding in this act for full year programs; however, it shall be reduced on a pro rata basis to conform with the length of the program. A summer program shall be no more than eight and a half hours per day and shall be not more than ten weeks in length. The per pupil allocation and classroom grant must conform with the appropriated amount contained in this Act and end of year adjustments shall be based on the one hundred and thirty-five-day student average daily membership or later student average daily membership for districts choosing to extend the program past one hundred and eighty days. Funds may also be used to provide parent engagement, professional development and quality evaluations of programs. No later than April first, the Department of Education and the Office of First Steps shall report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee on the expenditure of these funds to include the following information: the amount of money used and specific steps and measures taken to enhance the quality of the 4K program and the amount of money used for professional development as well as the types of professional development offered and the number of participants. The Office of First Steps is directed to determine if the provision of extended programs in private centers improves the ability of parents to enter the workforce or to pursue postsecondary training or industry credentials.

On or before November 15, the Department of Education and the Office of First Steps shall share data that identifies the total number of children enrolled in CERDEP in both public and private providers. If available appropriations exceed the instructional costs of serving children enrolled in the program and if a waiting list of eligible children can be documented by the Department of Education and by the Office of First Steps, then the Executive Budget Office may authorize the transfer of funds between the Department of Education and the Office of First Steps.

The Office of First Steps and the Department of Education shall collaborate with the South Carolina Head Start State Collaboration Office to inform parents of all publicly funded full-day 4K programs including Head Start.

For Fiscal Year 2021-22, in response to the COVID-19 crisis, children who were eligible to participate in the Child Early Reading Development and Education Program in the prior fiscal year but did not participate, shall be eligible to participate in the program during Fiscal Year 2021-22, subject to classroom availability and funding.

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	1.84
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Cite the proviso according to the renumbered list (or mark "NEW").

TITLE	Master's Plus Thirty
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Provide the title from the renumbered list or suggest a short title for any new request.

BUDGET PROGRAM	Master's Plus Thirty
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Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	None
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Is this request associated with a budget request you have submitted for FY 2022-2023? If so, cite it here.

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

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

SUMMARY & EXPLANATION	<p>State Board of Education Regulation 43-53, which governs the type of certificates issued to educators, was amended during the 2020-2021 legislative session. The amended addressed the purpose of this proviso and thus, because this proviso has been absorbed into Reg. 43-53, it is duplicative and no longer needed.</p>
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Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

None

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

**PROPOSED
PROVISO TEXT**

1.84. (SDE: Master's Plus Thirty) For school year 2021-22, the department shall continue to process the master's plus thirty certificate classification in the same manner as the prior school year. Educators earning a master's degree with sixty or more semester hours of graduate coursework will remain eligible for the master's plus thirty credential classification.

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

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

FORM D – PROVISIO REVISION REQUEST

NUMBER	1.86
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Cite the proviso according to the renumbered list (or mark "NEW").

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

BUDGET PROGRAM	Formative Assessments
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Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	None
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Is this request associated with a budget request you have submitted for FY 2022-2023? If so, cite it here.

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

OTHER AGENCIES AFFECTED	Education Oversight Committee
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Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	<p>This amendment would remove the requirement for ninth grade students to be included in the grade span of students who must be administered a state approved interim assessment. The adjustment would ensure students in grades first through eighth grade are administered a state approved interim assessment for the 2022-2023 school year.</p> <p>Interim assessments satisfy professional measurement standards and align with the South Carolina College- and Career- Ready Standards. Subject to appropriations by the General Assembly for the assessments, districts will be allocated funds to select and administer formative (interim) assessments from the adoption list for use in improving student performance in accordance with district improvement plans.</p> <p>Ninth grade students are usually enrolled in the "gateway courses" and take one of the End-of-Course-Examination Program (EOCEP) tests. Testing students in 9th grade places an extra burden on the students and faculty to administer additional tests.</p>
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Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

None

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

**PROPOSED
PROVISO TEXT**

1.86. (SDE: Formative Assessment Data) For the 2021-2022 school year, districts must ensure all students in first through ~~ninth~~ **eighth** grades are assessed using a state approved interim assessment tool during the fall, winter, and spring. School districts shall provide all 2020-2021 and 2021-2022 interim and formative assessment data scores by grade and school to the Department of Education. The department is directed to compile the information received and submit a comprehensive report regarding performance on such assessments to the General Assembly by January 31 of the current fiscal year. Any school district failing to provide this data to the department shall have ten percent of their EFA funding withheld until the data is provided.

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

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

FORM D – PROVISIO REVISION REQUEST

NUMBER	1.87
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Cite the proviso according to the renumbered list (or mark "NEW").

TITLE	School District Employees Data
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Provide the title from the renumbered list or suggest a short title for any new request.

BUDGET PROGRAM	School District Employees Data
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Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	None
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Is this request associated with a budget request you have submitted for FY 2022-2023? If so, cite it here.

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

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

SUMMARY & EXPLANATION	<p>This report is complete and the proviso is no longer needed.</p>
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Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

None

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

**PROPOSED
PROVISO TEXT**

1.97. (SDE: School District Employees Data) By October 1, 2021, school districts shall provide a report detailing school, district administration, and Career Centers employees to the Department of Education. The report shall specify job duties and indicate the number of individuals whose primary job is to provide classroom instruction. The department is directed to compile the information received into a comprehensive report and submit such report to the General Assembly.

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.20
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Cite the proviso according to the renumbered list (or mark "NEW").

TITLE	Certified Staff Technology Proficiency
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Provide the title from the renumbered list or suggest a short title for any new request.

BUDGET PROGRAM	Certified Staff Technology Proficiency
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Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	None
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Is this request associated with a budget request you have submitted for FY 2022-2023? If so, cite it here.

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

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

SUMMARY & EXPLANATION	<p>This proviso references a District Technology Plan, a requirement the SCDE seeks to eliminate due to duplicative information districts are required to provide. Specifically, the reporting requirements within this proviso have been absorbed into the information districts provide in their District Strategic and Renewal Plans.</p> <p>Furthermore, the requirements addressed in the proviso are satisfied via the South Carolina Teacher Standards 4.0 Rubric.</p> <p>Additionally, funding for this initiative is no longer provided.</p>
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Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

None

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

**PROPOSED
PROVISO TEXT**

1A.20. (SDE-EIA: Certified Staff Technology Proficiency) To ensure the effective and efficient use of the funding provided by the General Assembly in Part IA, Section 1 VIII.D. for school technology in the classroom and internet access, the State Department of Education shall approve district technology plans that specifically address and incorporate certified staff technology competency standards and local school districts must require certified staff to demonstrate proficiency in these standards as part of each certified staff's Professional Development plan. District adopted technology proficiency standards and plans should be, at minimum, aligned to the International Society for Technology in Education (ISTE) teacher standards. Evidence that districts are meeting the requirement is a prerequisite to expenditure of a district's technology funds.

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.29
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Cite the proviso according to the renumbered list (or mark "NEW").

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

BUDGET PROGRAM	SDE-EIA: Full-Day 4K
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Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	None
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Is this request associated with a budget request you have submitted for FY 2022-2023? If so, cite it here.

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

OTHER AGENCIES AFFECTED	Office of First Steps
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Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	<p>The current proviso as written does not allow the department to carryover unexpended CERDEP funds. This request is for carryforward authority.</p>
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Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

None

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

1A.29. (SDE-EIA: Full-Day 4K) Beginning with the current fiscal year, eligible students residing in any school district may participate in the South Carolina Early Reading Development and Education program (CERDEP) pending the availability of space and funding. Student eligibility as defined by Section 59-156-130 of the 1976 Code is an annual family income of one hundred eighty-five percent or less of the federal poverty guidelines as promulgated annually by the United States Department of Health and Human Services or a statement of Medicaid eligibility.

A parent or guardian may choose to enroll their child in a public school participating in the program and approved by the Department of Education pursuant to Section 59-156-210 or in a private provider participating in the program and approved by the Office of First Steps pursuant to Section 59-156-200. A private provider includes, but is not limited to, a child care center, a military child care facility regulated by the United States Department of Defense, or a non-profit independent school. State funds appropriated for the provision of CERDEP services in military child care facilities may not be used to supplant existing federal child care funds.

Beginning with the current fiscal year, 4K programs in public schools and non-profit independent schools participating in CERDEP are not required to be approved, registered, or licensed by the Department of Social Services in order to participate in CERDEP. Instead, the Department of Education and the Office of First Steps are responsible for ensuring that providers deliver high-quality educational programs pursuant to Section 59-156-160. Public and private providers shall be funded for instructional costs at a rate of \$4,800 per student enrolled. Eligible students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall also be eligible for a reimbursement of \$587 per eligible child transported. All providers who are reimbursed are required to retain records as required by their fiscal agent. New providers participating for the first time in the current fiscal year and enrolling between one and six eligible children shall be eligible to receive up to \$1,000 per child in materials and equipment funding, with providers enrolling seven or more such children eligible for funding not to exceed \$10,000. Providers receiving equipment funding are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps. The Department of Education shall only provide funding for public school students whose complete records have been entered into PowerSchool based on the one hundred and thirty-five day student average daily membership. For the current fiscal year, providers may enroll pay-lunch children who score at or below the twenty-fifth national percentile on two of the three DIAL-3 subscales by July 1 if at least seventy-five percent of the total number of children eligible for the Child Early Reading Development and Education Program in a district or county are projected to be enrolled in that program, Head Start, or ABC Child Care Program as determined by the Department of Education and the Office of First Steps, Child

Early Reading Development and Education Program. Providers may receive reimbursement for these children if funds are available. **Funding appropriated for CERDEP may carry forward and be expended for the same purpose.**

Annually, the Department of Education is directed to audit the annual allocations to public providers to ensure that allocations are accurate and aligned to the appropriate pro rata per student allocation, materials, and equipment funding. In the event the department, during the audit process determines that the annual allocations of the prior fiscal year are not accurate, the department must adjust the allocations for the current fiscal year to account for the audit findings. The department must provide the results of the annual audit findings to the General Assembly no later than December first. Likewise, in the event the Office of First Steps determines that the annual allocations of the prior fiscal year to private providers are not accurate, the Office of First Steps must adjust the allocations for the current fiscal year to account for the findings.

Of the funds appropriated, \$300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by January fifteenth of each year. To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day four-year-old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades along with information, recommendations, and a timeline for how the state can increase the number of students served in high-quality programs.

For each school district that chooses not to participate in CERDEP, the district shall receive the same amount of EIA funds as allocated in the prior fiscal year for the provision of a half-day 4K program from the funds appropriated to the Department of Education for CERDEP or from any funds carried forward from the prior fiscal year to CERDEP. For eligible children residing in school districts that do not participate in CERDEP, the Department of Education is required to develop and implement inter-district transfer policies that give parents or guardians the option of their eligible child attending an out-of-district school that participates in CERDEP.

For the current fiscal year, the Office of First Steps may expend: (1) up to \$2,000,000 to pilot a program to provide higher reimbursement rates to high-quality child care centers. The reimbursement rate for students enrolled by child care providers rated B or higher in the ABC Quality System operated by the Department of Social Services may be increased by up to 10% of the per-student base following guidelines developed by the Office of First Steps; and (2) up to \$100,000 to provide one-time supplemental, needs-based incentive grants in an amount not to exceed \$30,000 for newly created and/or newly approved private providers proposing to expand service to ten or more CERDEP eligible children in communities unable to enroll all eligible students in a public, private, or Head Start setting during the prior fiscal year. These grants are designed to address building renovations, documented as necessary to bring proposed classrooms into compliance with licensing regulations, materials and staffing costs, and/or other obstacles currently preventing their participation in the program. The First Steps Board of Trustees shall develop and approve an application process that incorporates formal review and fiscal safeguards designed to ensure grant funds are used solely to address documented barriers to program participation. Providers receiving this one-time supplement shall be expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years shall require the provider to return a portion of the supplemental allocation at a level determined by the Office of First Steps to School Readiness. First Steps shall submit a report detailing its process, expenditures and expanded enrollment to the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee by March 15; and (3) up to \$1,000,000 may be used to provide grants to public-private partnerships to address building renovations and designs necessary to get the building and classrooms into compliance with licensing regulations and other obstacles that prevent participation in CERDEP following guidelines developed by the Office of First Steps. Providers participating in this pilot shall be expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years shall require the provider to return a portion of the supplemental allocation at a level determined by the Office of First Steps.

If by August first, the Department of Education or the Office of First Steps

PROPOSED PROVISO TEXT

determines that appropriations will exceed expenditures, available funds may be used to fund an extended program and to increase the length of the program to a maximum of eight and a half hours per day or two hundred and twenty days per year or to fund summer programs. If a district chooses to fund summer enrollment, the program funding shall conform to the funding in this act for full year programs; however, it shall be reduced on a pro rata basis to conform with the length of the program. A summer program shall be no more than eight and a half hours per day and shall be not more than ten weeks in length. The per pupil allocation and classroom grant must conform with the appropriated amount contained in this Act and end of year adjustments shall be based on the one hundred and thirty-five-day student average daily membership or later student average daily membership for districts choosing to extend the program past one hundred and eighty days. Funds may also be used to provide parent engagement, professional development and quality evaluations of programs. No later than April first, the Department of Education and the Office of First Steps shall report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee on the expenditure of these funds to include the following information: the amount of money used and specific steps and measures taken to enhance the quality of the 4K program and the amount of money used for professional development as well as the types of professional development offered and the number of participants. The Office of First Steps is directed to determine if the provision of extended programs in private centers improves the ability of parents to enter the workforce or to pursue postsecondary training or industry credentials.

On or before November 15, the Department of Education and the Office of First Steps shall share data that identifies the total number of children enrolled in CERDEP in both public and private providers. If available appropriations exceed the instructional costs of serving children enrolled in the program and if a waiting list of eligible children can be documented by the Department of Education and by the Office of First Steps, then the Executive Budget Office may authorize the transfer of funds between the Department of Education and the Office of First Steps.

The Office of First Steps and the Department of Education shall collaborate with the South Carolina Head Start State Collaboration Office to inform parents of all publicly funded full-day 4K programs including Head Start.

For Fiscal Year 2021-22, in response to the COVID-19 crisis, children who were eligible to participate in the Child Early Reading Development and Education Program in the prior fiscal year but did not participate, shall be eligible to participate in the program during Fiscal Year 2021-22, subject to classroom availability and funding.

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

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

FORM D – PROVISIO REVISION REQUEST

NUMBER	1A.60
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Cite the proviso according to the renumbered list (or mark "NEW").

TITLE	SDE-EIA: National Board Certification Incentive
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Provide the title from the renumbered list or suggest a short title for any new request.

BUDGET PROGRAM	VIII.C.2. National Board Certification
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Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	None
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Is this request associated with a budget request you have submitted for FY 2022-2023? If so, cite it here.

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

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

SUMMARY & EXPLANATION	<p>State Board of Education Regulation 43-53, which governs the type of certificates issued to educators, was amended during the 2020-2021 legislative session. The amended addressed the purpose of this proviso and thus, because this proviso has been absorbed into Reg. 43-53, it is duplicative and no longer needed.</p>
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Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

None

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

PROPOSED PROVISO TEXT

~~1A.62. (SDE-EIA: National Board Certification Incentive) Public school classroom teachers, to include teachers employed at the special schools or classroom teachers who work with classroom teachers, to include teachers employed at the special schools who are certified by the State Board of Education and who have been certified by the National Board for Professional Teaching Standards or completed the application process prior to July 1, 2010 shall be paid a \$7,500 salary supplement beginning July first in the year following the year of achieving certification, beginning with 2009 applicants. The special schools include the Governors School for Science and Math, Governors School for the Arts and Humanities, Wil Lou Gray Opportunity School, Governor's School for Agriculture at John de la Howe, School for the Deaf and the Blind, Department of Juvenile Justice and Palmetto Unified School District 1. The \$7,500 salary supplement shall be added to the annual pay of the teacher for the length of the national certificate. However, the \$7,500 supplement shall be adjusted on a pro rata basis for the teachers FTE and paid to the teacher in accordance with the districts payroll procedure. In addition, teachers who have applied prior to July 1, 2010 and are certified by the National Board for Professional Teaching Standards shall enter a recertification cycle for their South Carolina certificate consistent with the recertification cycle for national board certification. National board certified teachers who have been certified by the National Board for Professional Teaching Standards or completed the application process prior to July 1, 2010 moving to this State who hold a valid standard certificate from their sending state are exempted from initial certification requirements and are eligible for a professional teaching certificate and continuing contract status. Their recertification cycle will be consistent with national board certification. For the current fiscal year the salary supplement will be \$5,000 for public school classroom teachers, to include teachers employed at the special schools or classroom teachers who work with classroom teachers, to include teachers employed at the special schools who are certified by the State Board of Education and who complete the application process on or after July 1, 2010, beginning in the year of achieving certification and applies uniformly to all teachers covered under Section 59-26-85(A)(2) of the 1976 Code. The special schools include the Governors School for Science and Math, Governors School for the Arts and Humanities, Wil Lou Gray Opportunity School, Governor's School for Agriculture at John de la Howe, School for the Deaf and the Blind, Department of Juvenile Justice and Palmetto Unified School District 1. The \$5,000 salary supplement shall be added to the annual pay of the teacher, not to exceed the lesser of, the length of one national certificate cycle. However, the \$5,000 supplement shall be adjusted on a pro rata basis for the teachers FTE and paid to the teacher in accordance with the districts payroll procedure. The department is authorized to carry forward funds and only expend them for the same purpose. Appropriations in excess of applicable expenditures shall be distributed to school districts based on the EFA~~

Public school classroom teachers, to include teachers employed at the special schools or classroom teachers who work with classroom teachers, to include teachers employed at the special schools who are certified by both the State Board of Education and the National Board for Professional Teaching Standards (NBPTS) shall be paid an annual salary supplement of either \$7500 or \$5000. When all other criteria included in this proviso are met, the amount

of the supplement shall be determined by the teacher's date of application to NBPTS and the length of the national certificate as described below.

(A) A salary supplement of \$7500 shall be paid to National Board Certified Teachers (NBCTs) who made an initial application before July 1, 2010 and who hold a ten-year national certificate.

(B) A salary supplement of \$5000 shall be paid to NBCTs who made an initial application before July 1, 2010 and who hold a five-year national certificate.

(C) A salary supplement of \$5000 shall be paid to NBCTs who made an initial application after July 1, 2010 and who hold either a five-year or a ten-year national certificate.

The salary supplement shall begin in the year the teacher achieves national certification, be added to the teacher's annual pay, and continue as long as the teacher is certified by both the State Board of Education and NBPTS and employed as a public school classroom teacher as described in paragraph one. However, the supplement shall be adjusted on a pro rata basis for the teacher's FTE and paid to the teacher in accordance with the districts payroll procedure.

The special schools include the Governors School for Science and Math, Governors School for the Arts and Humanities, Wil Lou Gray Opportunity School, Governor's School for Agriculture at John de la Howe, School for the Deaf and the Blind, Department of Juvenile Justice and Palmetto Unified School District 1.

Public school classroom teachers who are certified by NBPTS shall enter a recertification cycle for their South Carolina certificate consistent with the length of the recertification cycle for National Board Certification. Teachers who are certified by NBPTS moving to this State who hold a valid standard certificate from their sending state are exempted from initial certification requirements and are eligible for a professional teaching certificate and continuing contract status. Their recertification cycle will be consistent with the length of the recertification cycle for National Board Certification.

The department is authorized to carry forward funds and only expend them for the same purpose. Appropriations in excess of applicable expenditures shall be distributed to school districts based on the EFA formula.

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.65
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Cite the proviso according to the renumbered list (or mark "NEW").

TITLE	SDE-EIA Digital Learning Plan
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Provide the title from the renumbered list or suggest a short title for any new request.

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

RELATED BUDGET REQUEST	None
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Is this request associated with a budget request you have submitted for FY 2022-2023? If so, cite it here.

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

OTHER AGENCIES AFFECTED	<input style="width: 100%;" type="text" value="Education Oversight Committee"/>
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Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	<p>The amendment would remove the word "pilot" as this program is no longer a pilot program and has been fully implemented.</p> <p>Those eLearning school districts who meet the criteria for an eLearning district as determined by the SCDE may use up to five eLearning days to allow for the make-up of short-term, emergency disruptions to in-person teaching and learning interruptions (power outages, water main breaks, etc.). e-Learning days are utilized by the entirety of the district, rather than individual students or classrooms.</p> <p>As a response to the COVID-19 pandemic, schools and districts have had to temporarily utilize alternative methods of instruction, such as online or virtual instruction, remote learning, or a hybrid model. The second portion of the proviso instructs the Education Oversight Committee to report on these alternative methods of instruction. Because the e-Learning program is meant for those short term disruptions utilized by the entirety of the district, the SCDE does not consider it as an alternative method of instruction for purposes of this proviso.</p> <p>Therefore, because the second portion of the proviso speaks to a separate and distinct reporting requirement, it should be stricken from this proviso and, if it is the will of the General Assembly, included in its own proviso.</p>
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Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

None

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

**PROPOSED
PROVISO TEXT**

1A.65. (SDE-EIA: Digital Learning Plan) The implementation of the ~~pilot e-Learning Days~~ program ~~shall become is~~ the responsibility of the Department of Education. Those e-Learning school districts who meet the criteria for an e-Learning district as determined by the Department of Education may use up to five e-Learning days to allow for the make-up of short-term disruptions to in-person teaching and learning.

~~With funds appropriated, the Education Oversight Committee is responsible for evaluating the impact of alternative methods of instruction on student learning and working with other agencies to expand access to quality remote instruction which can be dispatched if necessary. Alternative methods of instruction may include, but are not limited to, online or virtual instruction, remote learning, and hybrid models. The Department of Education and school districts providing alternative methods of instruction must provide data as requested by the committee to evaluate the effectiveness of the instruction. The Education Oversight Committee shall report annually to the Governor, the General Assembly, the Department of Education, and the State Board of Education.~~

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

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

FORM D – PROVISIO REVISION REQUEST

NUMBER	1A.New <i>Cite the proviso according to the renumbered list (or mark "NEW").</i>
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TITLE	ARP Maintenance of Equity <i>Provide the title from the renumbered list or suggest a short title for any new request.</i>
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BUDGET PROGRAM	VIII.A.1 Aid to Districts <i>Identify the associated budget program(s) by name and budget section.</i>
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RELATED BUDGET REQUEST	7 <i>Is this request associated with a budget request you have submitted for FY 2022-2023? If so, cite it here.</i>
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REQUESTED ACTION	Add <i>Choose from: Add, Delete, Amend, or Codify.</i>
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OTHER AGENCIES AFFECTED	None <i>Which other agencies would be affected by the recommended action? How?</i>
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SUMMARY & EXPLANATION	<div style="border: 1px solid gray; padding: 5px;"> <p>The new maintenance of equity requirements under the American Rescue Plan require the SCDE in FY 22 and FY 23 to provide the same level of per pupil funding to "high poverty" districts as it provided in FY 2019. An increase in ADM that exceeds the increase in state funding could result in a decreased per pupil amount. There is no waiver process if we are unable to meet maintenance of equity for districts. This proviso request will enable SCDE to target a portion of the recurring Aid to Districts funds or any non-recurring Aid to Districts funding for high poverty districts as needed to meet the Maintenance of Equity requirements. Any funds not used for this purpose will continue to flow to districts based on Weighted Pupil Units.</p> </div>
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Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

None

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

**PROPOSED
PROVISO TEXT**

SDE- EIA: ARP Maintenance of Equity: the Department of Education is authorized to utilize funds appropriated in Section VIII.A.1. Aid to Districts to ensure Maintenance of Equity is met under the American Rescue Plan.

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
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AMOUNT	\$104,373,366
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What is the General Fund 3% reduction amount? This amount should correspond to the reduction spreadsheet prepared by EBO.

ASSOCIATED FTE REDUCTIONS	N/A- SCDE would reduce operating expenditures as much as possible and implement furloughs to avoid a reduction in force.
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How many FTEs would be reduced in association with this General Fund reduction?

PROGRAM / ACTIVITY IMPACT	<p>A three percent general fund reduction to the agency would not only impact the Department of Education, but would impact every school district in the state, the Governor’s School for Science and Mathematics, the Governor’s School for the Arts and Humanities, and First Steps to School Readiness. Additionally, any reduction to State Aid to Classrooms funds must also consider the Federally mandated required maintenance of effort under IDEA. The agency would simply take an across the board 3% cut.</p> <p>GSAH - \$270,876</p> <p>GSSM - \$419,284</p> <p>First Steps - \$203,110</p> <p>SCDE- \$103,480,096 (State Aid to Classrooms- \$89,102,120)</p>
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What programs or activities are supported by the General Funds identified?

SUMMARY	<p>A 3% reduction in General Fund Appropriations would have a negative impact on school districts through a reduction in the State Aid to Classrooms Funding. Such a reduction could have an additional impact to Federal IDEA funding as the necessary maintenance of effort calculations are based on EFA funding levels within the State Aid to Classrooms appropriation. 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 and transportation appropriations.</p>
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Please provide a detailed summary of service delivery impact caused by a reduction in General Fund Appropriations and provide the method of calculation for anticipated reductions. Agencies should prioritize reduction in expenditures that have the least significant impact on service delivery.

**AGENCY COST
SAVINGS PLANS**

The agency is constantly working to improve our processes, be more efficient, and provide a higher level of quality service.

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	Federal Funding for Direct Student Services
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Provide a brief, descriptive title for this request.

EXPECTED SAVINGS TO BUSINESSES AND CITIZENS	The agency is continuing to utilize existing Federal Title funds to serve students in South Carolina. This allows the agency the ability to not need to request additional state funds for those services.
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What is the expected savings to South Carolina's businesses and citizens that is generated by this proposal? The savings could be related to time or money.

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

METHOD OF CALCULATION	Per the provisions in the Every Student Succeeds Act (ESSA), the agency continues to retain 3% of the Federal Title funds for direct student services.
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Describe the method of calculation for determining the expected cost or time savings to businesses or citizens.

REDUCTION OF FEES OR FINES	N/A
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Which fees or fines does the agency intend to reduce? What was the fine or fee revenue for the previous fiscal year? What was the associated program expenditure for the previous fiscal year? What is the enabling authority for the issuance of the fee or fine?

REDUCTION OF REGULATION	Reg	Legal Authority
	43-300	59-5-60, 59-25-110, 59-26-10 et seq., and 20 U.S.C. 6301 et seq.

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

SUMMARY	<p>Under the ESSA, the US Department of Education allows the State Educational Agency (SEA) to retain three percent of funds for direct student services. This provision has allowed the agency to utilize existing federal funds to provide these services to students and target 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 additional funding from the state.</p> <p>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 on overhead, which will allow for more funding to reach to the classroom. This is being done by encouraging smaller districts to enter into shared services contracts with neighboring districts, as well as by assisting those districts who wish to consolidate in doing so. While this is not necessarily a reduction in current levels of state funding, it is a better utilization of existing tax dollars that our citizens are paying to the Federal Government.</p> <p>There are no fines or fees associated with any of the regulatory changes.</p>
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Provide an explanation of the proposal and its positive results on businesses or citizens. How will the request affect agency operations?