

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



**Fiscal Year FY 2024-2025
Agency Budget Plan**

FORM A - BUDGET PLAN SUMMARY

OPERATING REQUESTS <i>(FORM B1)</i>	For FY 2024-2025, my agency is (mark "X"):	
	<input checked="" type="checkbox"/>	Requesting General Fund Appropriations.
	<input checked="" type="checkbox"/>	Requesting Federal/Other Authorization.
	<input type="checkbox"/>	Not requesting any changes.

NON-RECURRING REQUESTS <i>(FORM B2)</i>	For FY 2024-2025, my agency is (mark "X"):	
	<input checked="" type="checkbox"/>	Requesting Non-Recurring Appropriations.
	<input checked="" type="checkbox"/>	Requesting Non-Recurring Federal/Other Authorization.
	<input type="checkbox"/>	Not requesting any changes.

CAPITAL REQUESTS <i>(FORM C)</i>	For FY 2024-2025, my agency is (mark "X"):	
	<input type="checkbox"/>	Requesting funding for Capital Projects.
	<input checked="" type="checkbox"/>	Not requesting any changes.

PROVISOS <i>(FORM D)</i>	For FY 2024-2025, my agency is (mark "X"):	
	<input checked="" type="checkbox"/>	Requesting a new proviso and/or substantive changes to existing provisos.
	<input type="checkbox"/>	Only requesting technical proviso changes (such as date references).
	<input type="checkbox"/>	Not requesting any proviso changes.

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

	<u>Name</u>	<u>Phone</u>	<u>Email</u>
PRIMARY CONTACT:	Phillip Cease	(803) 734-0183	phcease@ed.sc.gov
SECONDARY CONTACT:	Steven Strother	(803) 734-8885	sgstrother@ed.sc.gov

I have reviewed and approved the enclosed FY 2024-2025 Agency Budget Plan, which is complete and accurate to the extent of my knowledge.

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

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

Fiscal Year 2024-2025 Executive Summary

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

Agency Priority	Request Type	Title	General Dollars	Federal Dollars	Earmarked Dollars	Restricted Dollars	Total Dollars	General FTEs	Federal FTEs	Earmarked FTEs	Restricted FTEs	Total FTEs
1	B2 - Non-Recurring	School Mapping	\$5,000,000	\$0	\$0	\$0	\$5,000,000	0.00	0.00	0.00	0.00	0.00
2	B1 - Recurring	Palmetto Math Project	\$10,000,000	\$0	\$0	\$0	\$10,000,000	0.00	0.00	0.00	0.00	0.00
3	B1 - Recurring	CTE Rural Renaissance: Building Tomorrow's Workforce Today	\$15,000,000	\$0	\$0	\$0	\$15,000,000	0.00	0.00	0.00	0.00	0.00
4	B2 - Non-Recurring	Teacher Strategic Compensation Pilot Program	\$5,000,000	\$0	\$0	\$0	\$5,000,000	0.00	0.00	0.00	0.00	0.00
5	B2 - Non-Recurring	Critical Needs Teacher Signing Bonus Pilot Program	\$15,000,000	\$0	\$0	\$0	\$15,000,000	0.00	0.00	0.00	0.00	0.00
6	B1 - Recurring	State Aid to Classrooms (Teacher Pay Increase + Additional Paid Contract Days)	\$272,922,909	\$0	\$0	\$0	\$272,922,909	0.00	0.00	0.00	0.00	0.00
7	B1 - Recurring	State Aid to Classrooms: Special Schools	\$2,620,300	\$0	\$0	\$0	\$2,620,300	0.00	0.00	0.00	0.00	0.00
8	B1 - Recurring	Education Scholarship Trust Fund	\$30,000,000	\$0	\$0	\$0	\$30,000,000	0.00	0.00	0.00	0.00	0.00
9	B2 - Non-Recurring	Character And Resiliency Education (CARE) & Civics Initiatives	\$3,250,000	\$0	\$0	\$0	\$3,250,000	0.00	0.00	0.00	0.00	0.00
10	B1 - Recurring	High-Quality Instructional Materials	\$0	\$0	\$0	\$30,000,000	\$30,000,000	0.00	0.00	0.00	0.00	0.00
11	B2 - Non-Recurring	High-Quality Instructional Materials	\$156,000,000	\$0	\$0	\$0	\$156,000,000	0.00	0.00	0.00	0.00	0.00
12	B1 - Recurring	Instructional Support for Districts (LMS, LOR, and AMS)	\$10,280,000	\$0	\$0	\$0	\$10,280,000	0.00	0.00	0.00	0.00	0.00
13	B1 - Recurring	TeachSC Teacher Recruitment Partnership	\$727,650	\$0	\$0	\$0	\$727,650	0.00	0.00	0.00	0.00	0.00
14	B1 - Recurring	CERDEP (Full Day 4K)	\$14,184,000	\$0	\$0	\$0	\$14,184,000	0.00	0.00	0.00	0.00	0.00
15	B1 - Recurring	Safety Tools for School Issued Devices	\$1,900,000	\$0	\$0	\$0	\$1,900,000	0.00	0.00	0.00	0.00	0.00
16	B2 - Non-Recurring	Bus Driver Retention Bonus	\$10,582,500	\$0	\$0	\$0	\$10,582,500	0.00	0.00	0.00	0.00	0.00
17	B1 - Recurring	Bus Lease/Purchase	\$35,000,000	\$0	\$0	\$0	\$35,000,000	0.00	0.00	0.00	0.00	0.00
18	B1 - Recurring	Shared IT Services for School Districts	\$900,000	\$0	\$0	\$0	\$900,000	0.00	0.00	0.00	0.00	0.00
19	B2 - Non-Recurring	School Facilities Safety Upgrades	\$20,000,000	\$0	\$0	\$0	\$20,000,000	0.00	0.00	0.00	0.00	0.00
20	B2 - Non-Recurring	Innovation Grants Committee	\$16,500,000	\$0	\$0	\$0	\$16,500,000	0.00	0.00	0.00	0.00	0.00
Subtotal:			\$624,867,359	\$0	\$0	\$30,000,000	\$654,867,359	0.00	0.00	0.00	0.00	0.00

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

FORM B1 – RECURRING OPERATING REQUEST

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

TITLE	Palmetto Math Project
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Provide a brief, descriptive title for this request.

AMOUNT	General: \$10,000,000 Federal: \$0 Other: \$0 Total: \$10,000,000
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What is the net change in requested appropriations for FY 2024-2025? 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:	
		Change in cost of providing current services to existing program audience
		Change in case load/enrollment under existing program guidelines
		Non-mandated change in eligibility/enrollment for existing program
		Non-mandated program change in service levels or areas
	X	Proposed establishment of a new program or initiative
		Loss of federal or other external financial support for existing program
		Exhaustion of fund balances previously used to support program
		IT Technology/Security related
		Consulted DTO during development
	Related to a Non-Recurring request – If so, Priority #	

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

ACCOUNTABILITY OF FUNDS	<p>This proposal aligns with the SDE's Strategic Plan Performance Measures 2.2 and 2.3.</p> <p>The annual school report cards report the percentage of students who meet grade-level math proficiency. In 2023, 41% of South Carolina students met grade-level proficiency standards in mathematics. This project would identify and support elementary and middle schools with one-half or more fifth-grade or eighth-grade students scoring at the lowest achievement level on the statewide summative mathematics assessment.</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	South Carolina Department of Education (SDE) and SDE identified Palmetto Math Project schools
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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?

As South Carolina’s economy continues to evolve, so does the demand for workers proficient in numeracy and quantitative reasoning. While numeracy forms the backbone of many essential industries – from finance and engineering to health and technology – South Carolina’s mathematics scores have consistently lagged and remain stubbornly below even anemic pre-pandemic levels. In 2022, 160 elementary schools had fewer than 1 in 4 students meeting 5th-grade mathematics proficiency; 156 middle schools had fewer than 25 percent of students meeting 8th-grade mathematics proficiency.

Recognizing the profound link between numeracy and college and career readiness, the Palmetto Math Project aims to support our lowest-performing schools in mathematics and ensure our students not only excel academically but are also well-prepared for the workforce demands of tomorrow.

For the Palmetto Math Project, the SDE will identify elementary and middle schools with one-half or more fifth-grade or eighth-grade students scoring at the lowest achievement level on the statewide summative mathematics assessment. For each school identified, the SDE seeks to provide support in Instructional Coaching, High-Quality Instructional Materials, High-Quality Professional Learning, and High-Dose Tutoring.

This same four-prong strategy has previously been implemented to support reading in the Palmetto Literacy Project schools, laying the foundation for statewide scale and spread of literacy programming grounded in the science of reading. This has resulted in the discovery of evidence-based strategies and improved student outcomes. A similar approach is necessary for mathematics.

Instructional Coaching (\$3,000,000)

SDE plans to assign numeracy specialists to selected Palmetto Math Project schools. These specialists shall be hired and evaluated annually by the SDE. They will deliver instructional coaching in evidence-based mathematic practices to Palmetto Math Project schools. Evidence-based mathematical practices refer to teaching strategies and approaches that have been rigorously researched and have consistently demonstrated a positive impact on student learning in mathematics. These practices are grounded in empirical evidence and promote deep understanding, problem-solving skills, and fluency in mathematics.

High-Quality Instructional Materials (\$3,000,000)

High-Quality Instructional Materials (HQIM) are pivotal to shaping students' educational experiences, and outsized poor outcomes are often correlated with the lack of HQIM in core instruction. The SDE will identify and support a pilot implementation of math HQIM in identified Palmetto Math Project schools, ahead of the anticipated statewide adoption and purchase of new instructional materials to align with South Carolina’s revised mathematics standards. The mathematics HQIM should align with South Carolina mathematics standards, provide structured learning progressions, and promote a deep understanding of mathematical content. HQIM in mathematics is not limited to textbooks; they are tools that shape the instructional core of the classroom.

High-Quality Professional Learning (\$3,000,000)

High-Quality Professional Learning (HQPL) in mathematics is essential for educators to elevate the quality of math instruction and, consequently, student outcomes. Math HQPL will be identified and piloted in identified Palmetto Math Project schools. The HQPL should provide teacher training to deepen math content knowledge and evidence-based teaching strategies. For High-Quality Instructional Materials (HQIM) to be effective, educators must know how to utilize them optimally. HQPL ensures that teachers are adept at leveraging the benefits of HQIM, translating to more effective classroom instruction.

High-Dose Tutoring (\$1,000,000)

High-dose tutoring (HDT) in mathematics is a targeted intervention characterized by frequent, intensive, and one-on-one or small-group instruction. Multiple meta-analyses and studies indicate that tutoring interventions, especially high-dose formats, tend to produce substantial gains in academic achievement. For mathematics, in particular, the effects are among the highest when compared to other interventions. SDE will identify and support HDT programming in identified Palmetto Math Project schools. Program evaluation will be conducted to support the scale and spread of successful HDT tutoring across the state.

Investing in the Palmetto Math Project is more than just an educational imperative; it

JUSTIFICATION OF REQUEST

is a commitment to South Carolina's future. By addressing the numeracy gaps in our lowest-performing schools, we are laying a robust foundation for our students' academic and career trajectories, thus ensuring a prosperous and resilient state economy. Every child in South Carolina deserves the tools and opportunities to thrive in a world that increasingly values quantitative skills. We can elevate the state's educational standards and fulfill the promise of brighter tomorrows for all.

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	3
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	CTE Rural Renaissance: Building Tomorrow’s Workforce Today
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Provide a brief, descriptive title for this request.

AMOUNT	General: \$15,000,000 Federal: \$0 Other: \$0 Total: \$15,000,000
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What is the net change in requested appropriations for FY 2024-2025? 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 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>This proposal aligns with the SDE's Strategic Plan and the state's Unified State Plan. This request will create strong career programs in targeted rural school districts, ensuring every South Carolina student has greater access and support to pursue jobs that are high-paying, in demand, and have an opportunity to become a part of our thriving economy and workforce. The percentage of students who graduate career-readiness is an indicator reported on the annual school report cards. In 2023, 61% of South Carolina students in the graduation cohort were career-ready, yet less than 43% of students in the same graduation cohort from HOPE (Helping Our Pupils Excel) Network schools were considered career-ready.</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	South Carolina Department of Education (SDE), CTE Centers in SDE identified rural school districts, and SDE-identified rural SC Technical College(s).
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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 CTE Rural Renaissance recognizes the potential of all SC students, our state’s greatest resource. It aims to cultivate high-demand skills in every corner of the state and support South Carolina's booming economy by building tomorrow's workforce today.

An exceptional education for each South Carolina student is the utmost priority and must include robust workforce development opportunities for all students. The funding requested will be used to create, expand, innovate, and implement high-quality career programming in SDE-identified areas of the state to ensure South Carolina’s workforce is unmatched in preparedness and adaptability.

The Rural Renaissance plan encompasses expanding available programming for rural regions, including additional investments in mobile CTE Equipment labs; crafting adaptive pathways for statewide implementation in cutting-edge fields, such as Computer Science, Artificial Intelligence (AI), Cyber Security, and Advanced Manufacturing; and coordinating our efforts within and across workforce regions.

CTE Rural Renaissance Focus (\$10,000,000)

Because of pervasive gaps in access, the state's most rural areas have yet to take full advantage of the recent significant workforce investments. The Rural Renaissance Project will begin to modernize the CTE programs in these and pivot toward the state’s workforce demands. If funded, the project partnerships will remedy these access and innovation gaps by investing in identified rural school district CTE programming aligned with the state’s workforce needs. These investments will expand access to Mobile CTE labs in coordination with the SC Technical College System. The proposed project will empower students, our state's greatest resource with the opportunity to fill high-paying jobs or continue their education while demonstrating to businesses and employers that South Carolina's workforce is ready for present opportunities and future investments.

Cutting-Edge Pathway Development (\$3,750,000)

Crafting adaptive K-12 pathways for statewide implementation in cutting-edge fields, such as Computer Science, Artificial Intelligence (AI), Cyber Security, Electric Vehicles (EV), and Advanced Manufacturing, is essential to keep South Carolina at the forefront of technological innovation and economic growth. As the marketplace becomes increasingly competitive, it is imperative for our students that we invest in the development and expansion of curricula aligned with these emerging sectors. By doing so, we can ensure that our students are not only well-equipped with the knowledge and skills needed for the jobs of the present, but also equipped to lead and innovate in the future. South Carolina is a national leader in computer science education. In 2021 South Carolina had the highest rate (21%) of students enrolled in foundation computer science courses, and 92% of high schools offering computer science coursework. The Cutting-Edge Pathway Development Project will collaborate with educational institutions, industry leaders, and policymakers to develop these pathways and ensure they reflect the ever-evolving demands of the tech-driven economy.

Work-Based Learning Regional Career Specialist (\$1,250,000)

SDE will relocate the twelve Regional Career Specialist (RCS) positions from various regional centers to the SDE due to service and support disparities caused by diverse fiscal agents. By centralizing these roles, SDE will enhance support quality and standardize coordination for the state’s workforce needs in each corner of the state. Additionally, the requested fund increases for these roles ensure compensation is in line with a (CB05) Education Associate - Pay Band 07. These specialists, identified in 1A.5. (SDE-EIA: Work-Based Learning), are currently spread across the state's WIOA areas and salary and job function vary widely.

DEW has highlighted a concerning disparity: while “critical needs” jobs make up 45% of the workforce, only 29% of individuals possess the requisite skills for these positions. Furthermore, a Lumina Foundation report underscores the evolving demands of the workforce, projecting that by 2025, 60% of Americans will need a post-high school advanced credential to remain competitive in the job market.

Recognizing these challenges, our CTE Rural Renaissance project and the Cutting-Edge Pathway Development initiatives are meticulously designed to directly address and bridge these access and credential gaps. By expanding programming, crafting adaptive pathways in emerging fields, and bolstering support in high-need areas, SDE

is taking strategic steps to ensure that all of South Carolina's students are prepared to participate in our state's expanding workforce opportunities.

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

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

FORM B1 – RECURRING OPERATING REQUEST

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

TITLE	State Aid to Classrooms (Teacher Pay Increase + Additional Paid Contract Days)
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Provide a brief, descriptive title for this request.

AMOUNT	<p>General: \$272,922,909</p> <p>Federal: \$0</p> <p>Other: \$0</p> <p>Total: \$272,922,909</p>
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What is the net change in requested appropriations for FY 2024-2025? 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	Continuing to boost teacher pay and expand access to High Quality Professional Learning (HQPL) are foundational dual strategies to recruit and retain the best and brightest to serve in South Carolina 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?

	Funds would be distributed based on current statutes and provisos as well as SDE operating policies. Rates are established in proviso and paid to public school districts based on student enrollment.
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RECIPIENTS OF FUNDS

Districts would be required to submit a plan to the SDE detailing their intentions for additional educator professional learning days. Each plan must, at the very least, provide a structured outline for high-quality professional learning (HQPL) and emphasize alignment with high-quality instructional materials (HQIM). To aid districts, the SDE will provide a list of preferred HQPL and HQIM resources. Preference during the selection process will be extended to plans that incorporate these recommended resources.

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 most impactful in-school factor affecting student success is the effectiveness of the classroom teacher. Over the past half-decade, South Carolina has made commendable progress in professionalizing teacher compensation, aligning it with the Southeastern Average.

This proposal advances that commitment, proposing an increase to the minimum teacher salary schedule by a defined amount. Additionally, it provides support for districts to allocate five additional supplement days paid at the educator’s daily rate, enabling educators to engage in high-quality professional development and allocate planning time to the implementation of high-quality instructional materials.

Option 1: Increase minimum teacher salary schedule
\$1,500 increase to teacher salary schedule: \$136,937,131
Option 2: Stipend for up to 5 Additional Educator Professional Learning Days
If \$1,500 increase to teacher salary schedule: \$135,985,778

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	State Aid to Classrooms: Special Schools
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Provide a brief, descriptive title for this request.

AMOUNT	General: \$2,620,300 Federal: \$0 Other: \$0 Total: \$2,620,300
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What is the net change in requested appropriations for FY 2024-2025? 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	Continuing to boost teacher pay and expand access to High Quality Professional Learning (HQPL) are foundational dual strategies to recruit and retain the best and brightest to serve in South Carolina 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	Funds would be distributed based on current statutes and provisos as well as SDE operating policies. Rates are established in proviso and paid to public school districts based on student enrollment.
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FUNDS

Special Schools would be required to submit a plan to the SDE detailing their intentions for additional educator professional learning days. Each plan must, at the very least, provide a structured outline for high-quality professional learning (HQPL) and emphasize alignment with high-quality instructional materials (HQIM).

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**

Using the formula in proviso 1A.4, \$2,620,300 corresponds to the amount needed to ensure state agencies are able to increase the salaries in accordance with the salary schedules of the school districts in which the agencies are located if the minimum teacher salary was increased by \$1,500 and a stipend for 5 additional educator professional learning days were added. The increases are requested for the Special Schools listed below:

- Governor’s School for Arts and Humanities
- Wil Lou Gray Opportunity School
- SC School for the Deaf & Blind
- Palmetto Unified
- Governor’s School for Agriculture at John de la Howe
- Clemson Agriculture Teachers
- Governor’s School for Science and Mathematics

Option 1: Increase minimum teacher salary schedule
\$1,500 increase to teacher salary schedule: \$1,090,300

Option 2: Stipend for up to 5 Additional Educator Professional Learning Days
If \$1,500 increase to teacher salary schedule: \$1,530,000

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.

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FORM B1 – RECURRING OPERATING REQUEST

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

TITLE	Education Scholarship Trust Fund
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Provide a brief, descriptive title for this request.

AMOUNT	General: \$30,000,000 Federal: \$0 Other: \$0 Total: \$30,000,000
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What is the net change in requested appropriations for FY 2024-2025? 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	Use of funds will be evaluated via reporting of student outcomes and other program benchmarks to the General Assembly as required by Act 8 of 2023.
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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 will be distributed to parents of eligible and approved scholarship students, according to the provisions of Act 8 of 2023.
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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

In 2023, South Carolina joined a growing number of states across the country in enacting an Education Scholarship Account (ESA) program, known as the South Carolina Education Scholarship Trust Fund, to increase flexible education options for eligible K-12 students and their families.

Built on the long-standing precedent of South Carolina’s First Steps (4K) and Tuition Grants (Higher Education) programs, Year 1 of the ESA program will fund up to 5,000 accounts at up to \$6,000 per eligible student, whose household income does not exceed 200 percent of the federal poverty guidelines. (In 2023, for example that would be a household income of \$60,000 for a family of four.)

Per the provisions of Act 8 of 2023, the SDE is requesting full funding for Year 1 (School Year 2024-2025) of the Education Scholarship Trust Fund, which – as a new appropriation – will remove no money from the traditional public education system, but rather expand South Carolina’s education ecosystem with a new, student-centered funding mechanism.

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

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

FORM B1 – RECURRING OPERATING REQUEST

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

TITLE	High-Quality Instructional Materials
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Provide a brief, descriptive title for this request.

AMOUNT	<p>General: \$0</p> <p>Federal: \$0</p> <p>Other: \$30,000,000</p> <p>Total: \$30,000,000</p>
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What is the net change in requested appropriations for FY 2024-2025? 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>High quality instructional materials are essential to help students meet or exceed annual assessments such as SC READY and SC PASS in elementary and middle school as well as End of Course and Career Readiness assessments in high school. They further provide the opportunity for students to learn content aligned with South Carolina's College and Career Readiness Standards as well as standards-aligned career and technology courses designed to achieve industry certifications.</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	<p>The SDE receives the funds, works with school districts to identify school's needs for state-adopted materials, solicits bids from publishers, purchases the materials from the qualifying publishers, and distributes the materials to the school districts. The</p>
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FUNDS

process is mandated and governed by extensive guidance in state law and regulations implemented by the State Board 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

SDE requests \$30,000,000 in recurring funds for instructional materials. The marketplace for instructional materials has continued to shift to more sophisticated interactive digital resources in place of hard copy textbooks or even simple PDF's of textbooks in some cases.

Hard copy consumables are still used in other instances in the lower grades such as elementary mathematics, cursive writing, and K-5 science and social studies. In some cases, the market is shifting to a licensing model whereby licenses are purchased based on the number of users in each semester.

This funding will allow the SDE to honor its statutory obligation to provide each student with high quality instructional materials that support the state standards and local curricular needs.

Each year, SDE purchases consumable student editions for elementary mathematics, cursive writing, and K-5 science and social studies and also replaces worn materials.

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

AMOUNT	<p>General: \$10,280,000</p> <p>Federal: \$0</p> <p>Other: \$0</p> <p>Total: \$10,280,000</p>
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What is the net change in requested appropriations for FY 2024-2025? 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 checked="" type="checkbox"/>	Non-mandated program change in service levels or areas
	<input type="checkbox"/>	Proposed establishment of a new program or initiative
	<input checked="" type="checkbox"/>	Loss of federal or other external financial support for existing program
	<input type="checkbox"/>	Exhaustion of fund balances previously used to support program
	<input checked="" type="checkbox"/>	IT Technology/Security related
<input type="checkbox"/>	Consulted DTO during development	
<input type="checkbox"/>	Related to a Non-Recurring request – If so, Priority #	

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

ACCOUNTABILITY OF FUNDS	The SDE will collaborate with school districts to support their use of the iHub, LMS, and AMS both inside and outside the classroom.
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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	Vendors are able to provide the below services for school districts across the state. By procuring on a statewide contract, the State can gain better pricing than individual school districts.
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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?

The Learning Management System (LMS), Instruction Hub (iHub), and Assessment Management System (ASM) work hand-in-hand to support teacher preparation and student learning.

LMS - \$3,080,000

An LMS serves as a platform for delivering content to students. For the last four years the SCDE has used Federal ESSER funding to supply LMS licenses to school districts. These LMS products are used with the State’s Instruction Hub (previously called a Learning Object Repository) to develop courses and track student progress. Funding for these products ends on June 30, 2023.

The LMS is needed to get full use of the Instruction Hub and to continue uninterrupted access to the lessons and instruction being delivered. As we have learned, the State can gain better pricing from the vendors than each school district dealing with the vendors separately.

The SDE will pay up to \$4.00 per student for a school district’s LMS licensing.

Instruction Hub (iHub) - \$4,900,000

For the last four years the SDE has used Federal ESSER funding to supply districts with access to the SC Instruction Hub (SC iHub). The SC iHub (generically called a learning object repository or LOR) consists of thousands of resources, such as books, images, documents, videos, interactive activities, sample lessons, exemplar units of instruction, etc. These are vetted high-quality materials which can be searched by keyword or topic, grade level, SC Standards, or publisher. The intent is to provide equitable opportunity for all districts to access high quality resources, share the best of the best in SC and save teachers planning time in searching and planning. Every district has a unique incidence built off the main SDE incident which enables the district to add its own resources, pacing guides, curriculum maps and/or exemplar lessons for teachers to share locally.

This functional ability to “partition” district by district has enabled the SDE to begin integration of newly adopted textbooks. The current ELA adoption included language requiring each publisher to provide thin common cartridges (technical capsules of their content) correlated to SC standards, thus teachers can easily find textbook content focused on SC ELA Standards. Since each district may choose a different textbook publisher from the approved list (December 2023), the iHub is capable of partitioning or turning-on the unique textbook to each district which chooses that publisher. We have had multiple meetings with the publishers, RL Bryan, and our technical teams on this development. While this functionality is being done to save teachers time, provide students more differentiated and engaging lessons, this process provides deeper assurance of content to SC Standards, a more streamlined process for technical integration (each district does not have to do the technical integration task) and may (should) upon full implementation of textbook integrations reduce costs of hard copy textbooks (fewer needed).

The SDE and districts have made progress during the transition from this initial building phase to implementation phase by adding additional resources including Streamable Learning (a SC based company with live virtual and recorded field trips), Typetasic (computing skills software), Ellevate (ELL software) and PowerSchool Professional Learning modules. Professional development remains front and center as we support districts to help teachers learn this new software platform and its contents and resources. Most recently, the SDE and Greenville County Schools have started a partnership to share their curriculum in the Instruction Hub as models available to any district. Other districts will be asked to offer their curriculum as well. In a big picture analogy, we are taking the burden of “building the plane” off the individual teachers and creating a systems approach. Teachers can then focus on their unique classroom or students, just as each pilot flies his/her unique route and adjusts as needed.

From July 1, 2023 (this school year), there have been 51,491 unique log-ins by teachers, staff, and/or SDE team members. And the newly mandated .5 credit Personal finance course is in the iHub for any teacher to use as the framework for teaching the course.

The cost of continuing to provide unlimited access to materials within the Instruction

JUSTIFICATION OF REQUEST

Hub and offer support services to school districts across the state is estimated to cost \$4,900,000 in recurring funds. This includes curriculum development, professional learning, and organizational systems.

AMS - \$2,300,000

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

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

How do these products work together?

The LMS is needed to get the full use of the iHub and to continue uninterrupted access to the lessons and instruction being delivered. The iHub acts as an expanded school library with materials and resources that align to the South Carolina Standards. The LMS serves as the old "planning book", the desk and shelves in the classroom where resources are stored, and the students' desk where the learning takes place. For example, a teacher can go into the iHub and decide which resources and activities align with the standards for that lesson and then utilize the LMS to send the resource or activity to specific students on their Chromebook, iPad, etc. The AMS serves as the final piece to ensure a cohesive system exists to identify learning gaps and measure the growth of students. Districts will be able to use the AMS to deliver interim and formative assessments and gather real-time information to inform instruction.

Why is this needed?

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

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

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	TeachSC Teacher Recruitment Partnership
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Provide a brief, descriptive title for this request.

AMOUNT	<p>General: \$727,650</p> <p>Federal: \$0</p> <p>Other: \$0</p> <p>Total: \$727,650</p>
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What is the net change in requested appropriations for FY 2024-2025? 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 checked="" type="checkbox"/>	Loss of federal or other external financial support for existing program
	<input type="checkbox"/>	Exhaustion of fund balances previously used to support program
	<input 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>Recruiting the highest quality teachers and administrators requires building strategic partnerships that will help market the various programs and resources available in our state to a wide variety of potential teacher candidates.</p> <p>This request directly supports work outlined for the SDE in the 2023 Teacher Recruitment and Retention Taskforce Report. Evaluation of funds would be focused on the numerical growth of both TeachSC.org accounts from interested parties as well as the number of participants enrolled each fiscal year in an Educator Preparation Program (EPP).</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	Non-profit TeachSC.org vendor
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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

TeachSC.org, is a one-stop-shop digital platform with resources, tools, and service that increase clarity about the profession and add capacity for the SCDE, EPPs, LEAs, and others to identify, cultivate, and support aspiring teachers.

Using ESSER dollars, the South Carolina Department of Education is in its third contract year with TeachSC.org and would like the opportunity to continue the relationship. The SDE has no staff dedicated to teacher recruitment, and it would ultimately cost the state more to stand up that capability (including marketing, website development, etc.) than it would to continue to contract with TeachSC.org, which has delivered significant results.

The number of individuals utilizing this resource is an indicator of its ability to successfully serve as an efficient, centralized hub for anyone considering teaching. Since March 2022:

- More than 60,000 individuals have accessed TeachSC.org, generating more than 100,000 visits to web pages that help them take steps toward entering the profession.
- More than 7,500 site visitors have created accounts, allowing TeachSC.org to proactively cultivate their interest by staying in touch and sharing timely resources and support.

Through this tool's research, we know there is an interest in teaching in the state. However, that interest doesn't necessarily translate into new teachers. Data shows a significant drop off that occurs between the phases of "I am interested in being a teacher," and "I've applied to a teacher preparation program." TeachSC.org is helping SDE directly address the barriers holding aspiring teachers back from applying by dispelling myths and providing practical support. The ultimate impact of the initiative is measured by the total number of individuals supported by TeachSC.org in applying to an EPP in our state. This measure demonstrates the initiative's ability to successfully recruit individuals into the teaching profession. In its first five months, TeachSC.org supported more than 150 EPP applicants. By its fifth year, it is estimated this could grow to support more than 900 EPP applicants annually; these future teachers could go on to fill approximately 64% of teacher vacancies statewide. Over five years, it is estimated that TeachSC.org could grow to support 3,500 total EPP applicants.

By pooling research and resources across regions, TeachSC.org allows the state to access expertise and technology at a fraction of the cost. Through these funds, SDE will continue to provide and refine the resources that have been most successful, while also pursuing new opportunities like more robust paid digital marketing efforts and advancing a statewide test prep initiative.

The TeachSC.org partnership affords the SDE the benefits from a comprehensive list of services provided, including the TeachSC.org Platform Maintenance and Development, Marketing, Research and Optimization, Coaching, Guides & Financial Incentives, Statewide Lead Generation & Cultivation, and Pilot Opportunities

The request is based off a quote provided to us by TeachSC.org for continued 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	14
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	CERDEP (Full Day 4K)
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Provide a brief, descriptive title for this request.

AMOUNT	<p>General: \$14,184,000</p> <p>Federal: \$0</p> <p>Other: \$0</p> <p>Total: \$14,184,000</p>
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What is the net change in requested appropriations for FY 2024-2025? 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 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>This funding supports the following strategies: 2.1.1 The funds would cover the cost of the recent expansion of CERDEP 4K to additional districts and would ensure that the program is allowed to expand across the state and within districts. CERDEP 4K is evaluated annually by the Education Oversight Committee, as well as the Kindergarten Readiness Assessment, and regular 3rd party independent program evaluations.</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	<p>Funds would be distributed based on current statutes and provisos as well as SDE operating policies. Rates are established in proviso and paid to public school districts based on student enrollment.</p>
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

JUSTIFICATION OF REQUEST

Early literacy must be South Carolina’s first long-term academic priority. The benefits of early literacy extend beyond just reading skills; it lays the foundation for improved academic skills in all areas, nurturing better cognitive development and enhancing academic growth. One strategy to achieve early literacy entails accommodating the growing demand for high-quality 4K classrooms.

Over the past decade, the South Carolina General Assembly has expanded CERDEP funding to provide greater pre-K access to students in districts with high poverty. In 2022, the General Assembly approved the statewide expansion of CERDEP for eligible students. Currently, 65 districts and 3 charter schools participate in CERDEP.

In light of CERDEP’s expansion and growing parent demand, the 2023-2024 school year witnessed a notable increase of 56 additional classrooms and 1,120 more student seats than the previous year. This funding request accounts for the additional funding necessary to fully fund the additional students enrolled in CERDEP 4K this year, and it allows for similar additional expansion for the 2024-2025 school year. The funding

metrics are grounded on a reimbursement rate of \$5,100 per student, along with \$10,000 for every new classroom to cover setup costs and supplies.

135-day student count FY23: 13,927

Anticipated New CERDEP Students in FY24: 1,120 (56 x 20 x \$5,100) = \$5,712,000

Anticipated New CERDEP Students in FY25: 1,120 (56 x 20 x \$5,100) = \$5,712,000

New Classroom (FY25) Set-Up (56 x \$10,000) = \$560,000

Education Oversight Evaluation = \$200,000

Assessment = \$500,000

Summer Program = \$1,000,000

Extended Day = \$500,000

The CERDEP program is designed to serve 4-year-old children eligible for free/reduced lunch and/or Medicaid, in a full-day, 180-day instructional program to prepare them to enter kindergarten ready to learn. The South Carolina Education Oversight Committee has conducted research indicating that CERDEP 4K students are more likely to enter 5K demonstrating readiness on the KRA than eligible students who did not participate in CERDEP 4K.

Act 284 mandates that in CERDEP classrooms districts will provide: (1) a comprehensive, systemic approach to reading that follows the State Reading Proficiency Plan and the district’s comprehensive annual reading proficiency plan, (2) successful administration of the readiness assessment; (3) the developmental and learning support that children must have to be ready for school; (4) parenting education, including educating the parents as to methods that may assist the child; and (5) identification of community and civic organizations that can support early literacy efforts.

As South Carolina forges ahead, our commitment to early literacy through initiatives like CERDEP remains unwavering. The envisioned funding will be instrumental in our efforts, ensuring that every child is given the foundational skills essential for future success.

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	Safety Tools for School Issued Devices
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Provide a brief, descriptive title for this request.

AMOUNT	General: \$1,900,000 Federal: \$0 Other: \$0 Total: \$1,900,000
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What is the net change in requested appropriations for FY 2024-2025? 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 checked="" 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 checked="" type="checkbox"/>	Exhaustion of fund balances previously used to support program
	<input checked="" type="checkbox"/>	IT Technology/Security related
	<input checked="" 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 checked="" 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>SCDE would work with the school districts in support of their implementation of a software tool that will monitor student activity on school issued devices. This proposal anticipates a partial cost of \$2.50 per student in the licensing of a product.</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	<p>SCDE would pay up to \$2.50 per student for a school district's device monitoring software. The State can gain better pricing than individual school districts can obtain. This would provide a portion of the cost of the program/software/service. Funds</p>
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FUNDS

would go either directly or indirectly to the vendors.

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

Monitoring district/school-issued devices is an essential strategy to “put a fence around” online activity and uncover possible serious student and school safety problems before they occur. Examples of commonly identified items include violence, bullying, suicide, drugs, abuse, oversharing of personal information, and more.

A number of reputable vendors provide threat detection in real-time by a team that monitors activity and based on the level of threat, forwards information to school contacts. Going beyond only internet activity, vendors can also examine other files contained on the device, and some even offer additional services which parents can purchase at their own expense to monitor family-owned devices in a similar way.

Over 50,000 students have been served by an SDE pilot program which included Abbeville, Dillon 4, Florence 5, Hampton, Jasper, Lexington 4, McCormick, Orangeburg, Lexington 3, and Aiken. Leveraging our statewide reach, the SDE was able to negotiate a special one-time price of \$2.00 per student for a total cost of \$99,500. The vendor also provided a few extra licenses.

Participating districts have expressed their support of the initiative and have even shared that student lives that have been saved as a result. These funds would allow the SDE to sustain and expand this vital school safety program.

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

AMOUNT	<p>General: \$35,000,000</p> <p>Federal: \$0</p> <p>Other: \$0</p> <p>Total: \$35,000,000</p>
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What is the net change in requested appropriations for FY 2024-2025? 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	1.4 Enhance transportation safety to provide reliable and efficient transportation to public school students.
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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 are utilized by the Office of Transportation to Lease/Purchase buses that meet state specifications.
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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

This allocation will enable the agency to keep the fleet updated within the fifteen-year replacement cycle. Over the past 5 years, the agency has made significant progress in upgrading the bus fleet for fuel diversification, safety, and comfort. This includes equipping all Special Needs buses with air conditioning and installing air conditioning in 85% of GedEd buses.

Bus Purchase:

FY19 - 408 Buses

FY20 - 537 Buses(105 Leases)

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

FY22 - 404 Buses

FY23 - 356 Buses (164 EPA Grant (EV))

If the agency does not receive funding, it will be unable to maintain the fifteen-year replacement goal or acquire additional buses that are urgently needed in high-growth areas. The requested amount will allow the agency to purchase approximately 250 new buses in FY24/25

In 2007, the South Carolina Legislature passed Act 79, mandating a bus replacement cycle that would each year replace approximately one-fifteenth of the fleet with new buses(S.C. Code 59-67-580((A)).

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	18
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	Shared IT Services for School Districts
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Provide a brief, descriptive title for this request.

AMOUNT	General: \$900,000 Federal: \$0 Other: \$0 Total: \$900,000
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What is the net change in requested appropriations for FY 2024-2025? 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 checked="" 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 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>SCDE would work with the school districts, especially the smaller ones, to provide several IT services. This will provide cost savings to the school districts and allow the savings to be placed back into the classroom and instruction.</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	<p>SCDE would use the funding to build the infrastructure and expand the shared services that it can provide. SCDE would, after the initial year, put a chargeback system in place to recover some of the costs to provide the services.</p>
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

**JUSTIFICATION OF
REQUEST**

This initiative will provide IT shared services to the smaller to mid-size school districts in the State. Initial school districts to be targeted will be the SDE's Hope Network districts of Allendale and Williamsburg. We expect to expand well beyond those two as we get the environment and processes in place.

Smaller school districts have technical support issues due to limited technical resources and funding. Many times, a district is supported by a team of one person which requires them to provide device support, networking services, programming support, while also being a data specialist, storage specialist, server specialist, and the IT support system for the entire school district.

The wide scope of responsibilities can lead to some needs being neglected or not fully addressed. In addition, recruiting this type of talent is extremely difficult, especially in rural school districts. We believe that a consolidated or central approach will resolve many of the IT problems that school districts face. In the future, we are considering chargebacks to maintain the program for districts.

Services provided to the school districts would include items such as:

- Host virtual servers
- Provide database support and data storage
- Provide data backup and business continuity
- Provide security
- Provide web programming and hosting
- Provide training
- Provide technical support
- Host Student Information System
- Network support
- Project management
- Business analysis
- Contract support

Without this solution, economies of scale will be missed as smaller districts pay higher prices per student than larger school districts for IT services and support. Data and systems will be exposed as security patches go unapplied and holes develop in each of the individual networks.

SDE is also seeks to leverage \$500,000 in funding from the SC K-12 Technology Initiative to support this vital work.

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	1
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	School Mapping
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Provide a brief, descriptive title for this request.

AMOUNT	\$5,000,000
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What is the net change in requested appropriations for FY 2024-2025? 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 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 checked="" type="checkbox"/>	Request for Non-Recurring Appropriations
<input type="checkbox"/>	Request for Federal/Other Authorization to spend existing funding	
<input type="checkbox"/>	Related to a Recurring request – If so, Priority #	

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

ACCOUNTABILITY OF FUNDS	<p>1.21 - Analyze existing school safety and behavior trainings to assess and implement best practices.</p> <p>1.3.1 - Partner with district and law enforcement agencies to ensure every school is prepared to handle physical safety scenarios.</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	Vendor
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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**

Currently, there is no uniform mapping system to equip first responders responding to emergency calls at local schools. This could result in incomplete information to facilitate critical decision-making when lives are potentially on the line and every second counts.

Thankfully, technology exists to provide mapping data with site-specific labeling that matches the structure of the school building and school grounds, overlaid on current aerial imagery of the property.

This funding would equip South Carolina to harness this cutting-edge technology to develop a statewide uniform mapping system of school buildings, accessible by first responders through any preexisting software platform or smart device. Law enforcement has indicated that this type of tool would be useful.

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

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

FORM B2 – NON-RECURRING OPERATING REQUEST

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

TITLE	Teacher Strategic Compensation Pilot Program
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Provide a brief, descriptive title for this request.

AMOUNT	\$5,000,000
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What is the net change in requested appropriations for FY 2024-2025? 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 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"/>	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	3.6 - Enhance the quality and quantity of effective educators and school leaders. 3.11 – Support educators and school leaders in continuous development
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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	SDE to award to eligible local districts that choose to apply
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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

Teacher quality is the most important in-school factor for student success, yet according to the National Council on Teacher Quality (NCTQ) "strategic pay remains underutilized" as a tool to reward and retain high quality teachers.

Further, the National Institute for Excellence in Teaching (NIET) has noted in published research that "strategic compensation reform can meaningfully impact public education, and it is time this potential is recognized and utilized."

Teachers who succeed in moving the needle on student academic achievement in the most challenging schools, regions and subject areas often have the opportunity to obtain higher compensation in other roles or fields or to accept education jobs in schools or communities where the needs are not as great. While no educator answers the calling to become an educator solely for financial gain, we must better align our compensation opportunities to attract, retain, and recognize those who succeed in the hardest roles.

This initiative would be a pilot program for SDE and the State of South Carolina, but there is already momentum across multiple cities, states, and types of schools. There are significant efforts underway by school districts and non-profit organizations around our state and nation that have already demonstrated the promise of recognizing educators who achieve above average year-to-year student growth in core academic areas.

This program would fund select schools within participating districts that either: a) join existing initiatives that have already gained traction or b) seek to design a local approach that is equally or more rigorous than the current models being implemented. The SDE would establish an application process that acknowledges both paths and harness strategic compensation design and implementation expertise to quickly deliver results.

Individual schools and/or districts may elect to apply, but must meet baseline criteria for "high needs schools" and/or "high-need subjects". SDE will ensure through its application that at least half of those schools/districts participating are located in higher-poverty regions. Technical assistance will be facilitated by SDE.

Initial criteria will include, but not be limited to:

- Measurement of educator effectiveness using student academic growth data as the primary indicator
- Additional measures of educator effectiveness including observation data, student survey data, attendance data, etc. as secondary indicators
- Ability to utilize student information systems and data governance policies to ensure appropriate rostering of students to their "educator(s)-of-record"
- Demonstration of entrepreneurial spirit and willingness to implement a strategic compensation program that attracts, rewards, and recognizes educators
- A quarterly reporting requirement to ensure key milestones are achieved and that fiscal stewardship and fidelity to core premise is evident
- Evidence that the strategic compensation design is aligned with proven South Carolina efforts and/or proven national efforts that are backed by evidence

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	5
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	Critical Needs Teacher Signing Bonus Pilot Program
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Provide a brief, descriptive title for this request.

AMOUNT	\$15,000,000
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What is the net change in requested appropriations for FY 2024-2025? 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 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 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	<p>3.6 - Enhance the quality and quantity of effective educators and school leaders.</p> <p>3.11 – Support educators and school leaders in continuous development</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	<p>New and returning classroom educators who sign contracts to teach in critical needs areas such as special education or rural districts.</p>
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

**JUSTIFICATION
OF REQUEST**

S.C. Code Ann. § 59-26-20(j) requires the State Board of Education (SBE) to designate South Carolina’s critical need subject areas and critical need geographic areas (schools) on an annual basis. Once approved by the SBE each January, information regarding the critical need subject and geographic areas (schools) is widely distributed to school districts, teachers, colleges, universities, and other educational entities. These critical need lists are currently used to determine eligibility for the South Carolina Teacher Loan Program and the Retirement Earnings Limitation Exemption for the Employment of Retired Teachers.

For 2023-2024, the three subject areas of highest critical need are Middle Education (all certification fields), Special Education (all certification fields), and Elementary Education.

Critical need geographic areas are identified using criteria established in S.C. Code Ann. § 59-26-20(j), defined as a school that has an absolute rating of below average or unsatisfactory, an average teacher turnover rate for the past three years that is twenty percent or higher, or meets the poverty index criteria at the seventy percent level or higher.

To encourage educators to enter and stay in classrooms in critical need subjects and areas, the SDE seeks \$15,000,000 to establish a pilot a program – in partnership with local districts and examining similar programs in other states – to provide a graduated bonus structure to attract the teachers needed to serve students in these vital areas.

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	Character And Resiliency Education (CARE) & Civics Initiatives
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Provide a brief, descriptive title for this request.

AMOUNT	\$3,250,000
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What is the net change in requested appropriations for FY 2024-2025? 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 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"/>	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	1.1.1 – Develop and implement systems and supports to ensure a safe and healthy school culture. Compile a compendium of high-quality resources for educators to access, promoting characteristics like integrity, courage, commitment, and citizenship and available in the SC Instruction Hub (iHub).
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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	State Department of Education, school districts, schools, vendors, non-profit partners
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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

South Carolina students are facing challenges of a kind and magnitude that are unprecedented. The lasting effects of the closure of schools during COVID, rampant overexposure to social media, broad cultural effects, and acute individual and family struggles have become an impediment to classroom discipline and academic achievement. Existing efforts to improve access to mental health professionals address one component of this challenge. This effort proposes to focus on building and reinforcing the individual character traits that help students build the resilience to overcome life's challenges, achieve academically, and grow into civic-minded, contributing members of society. Rather than dwell on the problems in life, we seek to inspire students through high expectations paired with support to overcome these challenges through structured character development curricula and supplementary materials that emphasize these character traits.

This funding request proposes to build on the foundation of Section 59-17-135 addressing the need for character education by providing additional resources to districts. The Department has identified several curricula and character development programs and proposes to assist school districts in the following manner:

1. Purchase and/or distribute "at-cost" or free textbooks, workbooks, and other consumables from non-profit organizations that have existing character development programs and curricula to districts electing to participate.
2. Provide training and professional development in the use of such programs to teachers in participating districts. Several programs have existing curricula that are mapped to state standards and can be used in homeroom, language arts, civics or similar class settings with proper training. Such organizations provide their trainers at discounted or no cost. Department expenditures for hosting trainings help leverage extensive and otherwise low-cost or no-cost partnerships.
3. Make a compendium of digital resources available to districts and teachers throughout the state through existing platforms.

A strong emphasis will be placed on civics education materials that highlight the importance of these character traits as well as focus on America's founding ideals, with a special focus on notable South Carolinians and Americans who have made our state and nation an exceptional place hope and opportunity.

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	11
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	High-Quality Instructional Materials
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Provide a brief, descriptive title for this request.

AMOUNT	\$156,000,000
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What is the net change in requested appropriations for FY 2024-2025? 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	High quality instructional materials are essential to help students meet or exceed annual assessments such as SC READY and SC PASS in elementary and middle school as well as End of Course and Career Readiness assessments in high school. They further provide the opportunity for students to learn content aligned with South Carolina's College and Career Readiness Standards as well as standards-aligned career and technology courses designed to achieve industry certifications.
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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 SDE receives the funds, works with school districts to identify school's needs for state-adopted materials, solicits bids from publishers, purchases the materials from the qualifying publishers, and distributes the materials to the school districts. The process is mandated and governed by extensive guidance in state law and regulations implemented by the State Board of Education.
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

**JUSTIFICATION
OF REQUEST**

The SDE is requesting \$156,000,000 of non-recurring funds for high-quality instructional materials. This is in addition to the SDE's request for \$30,000,000 in recurring funds to provide consumable cursive writing, social studies and science materials and digital licenses.

Recent significant funding provided by the General Assembly is supporting the purchase of a statewide adoption of high-quality, Science of Reading-aligned materials to support the recent adoption of new South Carolina-developed ELA standards.

Now, another major tranche of funding is requested in anticipation of the need to purchase new K-12 mathematics materials to align with South Carolina's new Math Standards. As with ELA, increasing student math outcomes is a top priority of the SDE and these new materials will be vital in propelling South Carolina forward to meet our ambitious target.

In addition to the requested funds for K-12 Mathematics, funding is requested for Career and Technical Education materials to meet new standards and address technology changes. Subject areas with new materials slated for FY 2024-2025 funding include:

Mathematics: \$140,000,000

Mathematics, K-5

Mathematics, 6-8

Algebra 1 and Algebra 2 with Probability

Geometry with Statistics

Calculus

Calculus AB, BC, Advanced Placement

Discrete Mathematics

Precalculus

Probability and Statistics AP

Career and Technical Education (CTE): \$16,000,000

Materials for over 50 CTE areas including:

Architectural Design 1, 2

Graphic Communications 1, 2, 3, 4

Mechanical Design 1, 2

Digital Publication Design

Entrepreneurship

Introduction and Intermediate Computer Programming

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	16
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Provide the Agency Priority Ranking from the Executive Summary.

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

AMOUNT	\$10,582,500
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What is the net change in requested appropriations for FY 2024-2025? 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	1.4 Enhance transportation safety to provide reliable and efficient transportation to public school students.
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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	K-12 public education bus drivers will receive this funding through their local school district.
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

**JUSTIFICATION
OF REQUEST**

The requested funds will allow school districts to offer a retention bonus of \$2,500 to attract and retain qualified professional bus drivers. The ongoing shortage of school bus drivers is causing significant hardship for the state's school districts, parents, and overall school bus transportation program.

This shortage has resulted in a lack of available drivers to safely transport students to and from school. As a result, school districts are struggling to find alternative solutions.

Parents are also facing challenges, as they scramble to make arrangements for alternative transportation or adjust their schedules to accommodate the changes.

Overall, the shortage of school bus drivers is having a detrimental impact on the efficiency and effectiveness of the school bus transportation program, leading to increased stress and inconvenience for all stakeholders involved.

The agency will allocate \$10,582,500 for bus driver retention bonuses. This would apply to those drivers who are continuously employed throughout the 2024/2025 school year.

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	19
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Provide the Agency Priority Ranking from the Executive Summary.

TITLE	School Facilities Safety Upgrades
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Provide a brief, descriptive title for this request.

AMOUNT	\$20,000,000
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What is the net change in requested appropriations for FY 2024-2025? 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 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 checked="" type="checkbox"/>	Request for Non-Recurring Appropriations	
<input type="checkbox"/>	Request for Federal/Other Authorization to spend existing funding	
<input type="checkbox"/>	Related to a Recurring request – If so, Priority #	

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

ACCOUNTABILITY OF FUNDS	<p>1.2 - Analyze existing school safety and behavior trainings to assess and implement best practices</p> <p>1.3 - Partner with district and law enforcement agencies to ensure every school feels prepared to handle physical safety scenarios that may exist</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	School districts that apply and are selected for funding under proviso 1.78.
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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**

For FY 2023-24, funding requests for the original allocation of \$20 million in school safety funding exceeded \$40 million. Continuing to prioritize school safety upgrades by allocating an additional \$20M will ensure that the SDE can continue to partner with districts to identify and fund facilities upgrades aligned with school safety priorities.

Proposed projects may not create a new recurring annual expense and must comply with local, state, and federal building codes.

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	20
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Provide the Agency Priority Ranking from the Executive Summary.

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

AMOUNT	\$16,500,000
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What is the net change in requested appropriations for FY 2024-2025? 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 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 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	<p>Grants will be awarded through an application process with funding decisions made by the Grants Committee.</p> <p>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 FUNDS	Applicants selected by the Innovation Grants Committee for funding.
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What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?

JUSTIFICATION OF REQUEST

Since the inception of the Innovation Grants Committee in 2018, requests for funding continues to increase each grant cycle. For the FY 2023-2024 cycle, the committee received 48 applications with requests totaling over \$47,500,000.

The current fiscal year funding for the Innovation Grants Committee is \$18,504,000. \$16,500,000 in nonrecurring funding with \$2,004,000 in recurring funding.

As outlined in Proviso 1A.56, successful applications to the Innovation Grants Committee leverage matching funds, demonstrate replicability & scalability, focus on measurable benchmarks of student achievement, and focus on closing student achievement gaps in below average and unsatisfactory schools.

The following were priority areas for funding in the most recent grant cycle:

- Literacy
- Raise student achievement to ensure College, Career, and Military Readiness
- Close student achievement gaps, with a focus on below average and unsatisfactory schools
- Applied Learning and Workforce Development
- STEAM
- Character Development
- Civics Education
- Blended and personalized learning focused on content mastery and experiential learning

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

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

FORM D – PROVISO REVISION REQUEST

NUMBER	1.78
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Cite the proviso according to the renumbered list (or mark "NEW").

TITLE	Capital Funding for Schools
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Provide the title from the renumbered list or suggest a short title for any new request.

BUDGET PROGRAM	1A.63 (SDE-EIA: Surplus)
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Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	Safety Funding for Schools – Agency Priority #19
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Is this request associated with a budget request you have submitted for FY 2024-2025? If so, cite it here.

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

OTHER AGENCIES AFFECTED	N/A
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Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	<p>Proviso 1.78 funds four different areas:</p> <p>Section A directs up to \$20 million in funding to school districts that are consolidating. The funds are used to support costs directly associated with consolidation (salary, adjustments, facilities, debt mitigation etc.). The Department must approve the plan for consolidation and the local delegation must enact local legislation for the funds to be accessed.</p> <p>Section B directs that up to \$10 million in funding go to a local school district that is consolidating three or more schools within a single district.</p> <p>Section C directs up to \$20 million in funds be spent on school safety upgrades. Funds are requested through an application process developed by the Department.</p> <p>Section D directs all remaining funding be used for local school district infrastructure based on need.</p> <p>The Department recommends deleting sections A, B and D.</p> <p>The \$20 million renewal of funding in the remaining section C would be used by the Department to fund facilities upgrades aligned with school safety priorities in K-12 schools in South Carolina. Funding requests for FY 2023-24 exceeded funding by approximately \$20 million. Continuing to fund this will allow applicants to reapply for funds next year.</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

Removing the funding for sections A, B and D would result in a decrease of \$100,000,000 in funding that the Department recommends be used to establish a Rural and Charter School Infrastructure Bank.

Funding would be used by eligible school districts and schools for capital projects to provide a more predictable and sustainable method of planning and funding capital expenditures.

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

1.78. (SDE: ~~Capital Safety Funding for Schools~~) The funds appropriated for ~~Capital Safety Funding for Schools~~ shall be prioritized by the Department of Education pursuant to subsections (A) ~~;(B), and (C)~~.

~~(A) Up to \$20,000,000 of the funds shall be made available first to a local school district or districts that is consolidating with another school district. The funds may be used to support costs directly related to the consolidation which shall include, but are not limited to, salary adjustments, facilities, debt mitigation, millage rate adjustments, transportation, technology, and other factors for which the district or districts demonstrates are necessary to complete consolidation. On or before August 1, the eligible districts must submit a preliminary plan and timeline for pursuing consolidation, including the use of the consolidation funds requested, to the Department of Education for review and approval. When the department has approved the final plan, the districts shall forward the plan to the local legislative delegation outlining the specific request that local legislation be enacted to effect the consolidation. The legislation may include, but is not limited to, composition of the consolidated board, transition procedures, and disposition and/or assumption of district assets and liabilities. Upon approval of a consolidation plan, the department shall make an initial allocation to the impacted districts and shall allocate remaining funds upon enactment of legislation formally consolidating the districts for the benefit of the consolidated district.~~

~~(B) Up to \$10,000,000 of the funds shall be made available to a local school district consolidating at least three schools within a single district into a single school campus and consolidating other district-owned educational buildings or buildings that support district functions into a single building. The funds may be used to support costs directly related to the consolidation and other factors for which the district demonstrates are necessary to complete consolidation.~~

(C) (A) Up to \$20,000,000 of the funds shall be made available for the direct benefit of all children of South Carolina enrolled in K-12 schools by funding facilities upgrades aligned with school safety priorities. The department shall allocate these funds to the public school districts and charter school districts. Eligible school facility upgrades shall include: (a) classroom/internal door locks; (b) secure school entry points and access control; (c) window covers; (d) bulletproof glass or bulletproof film for windows; and (e) electronic or other technology. School facilities eligible for safety upgrades under this subsection are defined as locations with daily student attendance and shall not include unimproved real property, centralized district administration facilities, or other facilities, including those normally identified with interscholastic sports activities. The department shall develop an application process for public and charter school districts to request funding for facilities upgrades aligned with school safety priorities and establish policies, procedures, and priorities for the making of grants pursuant to this subsection. Criteria for prioritizing the awarding of grants shall include, but not be limited to, percentage of students enrolled from low-income families, the age and condition of the existing school facilities to be upgraded as well as the ability to commence construction in a timely matter and the quality of the application. The criteria must also require that all proposed projects do not create new recurring annual expenses and comply with local, state, and federal building codes. Applications must be submitted to the department by September 1, 20234. Upon receipt of applications pursuant to the application process adopted by the department, the department shall prioritize the eligible projects with the greatest need using the established criteria and shall submit a list of recommended grant awards to the State Board of Education no later than November 30, 20234. Grants shall be

awarded upon an affirmative vote of the State Board. The financial assistance provided pursuant to this provision must be used for the eligible school facility project. The department is responsible for establishing policies and procedures to ensure that funds are expended in a manner consistent with this provision. Unexpended funds may be carried forward to be expended for the same purposes by the department and grant recipients. Following the close of the fiscal year, the department shall submit a report of approved projects to the Governor, the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee.

~~(D) The remaining funds shall be set aside by the department to create a source of state funding for local school district infrastructure based on need. Additional funds may be appropriated by the General Assembly with either recurring or non-recurring funds from the General Fund, EIA, or lottery. Federal funds authorized by a federal agency or authorized by the General Assembly may also be included in this fund. The fund may also accept gifts from private sources. The department shall submit recommendations to the Senate Finance Committee and the House Ways and Means Committee to establish guidelines for the program consisting of award criteria, conditions for the awards and any match requirements by December 31. 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. For purposes of this provision, school infrastructure shall not include unimproved real property, centralized district administration facilities, or other facilities, including those normally identified with interscholastic sports activities.~~

~~(E) (B) The Department of Education must submit to the General Assembly by June 30 of each year a report documenting, at a minimum, the number of applications received and approved, information on the types of infrastructure supported by these funds, and the projected and final costs of each project.~~

~~Unexpended funds may be carried forward from the prior fiscal year into the current fiscal year to be expended for the same purposes by the department and school districts.~~

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	\$117,043,578
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What is the General Fund 3% reduction amount? This amount should correspond to the reduction spreadsheet prepared by EBO.

ASSOCIATED FTE REDUCTIONS	N/A- We would reduce operating expenditures as much as possible 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 as well as First Steps to School Readiness.</p> <p>Additionally, any reduction in state funding might affect the Federally mandated required Maintenance of Effort for IDEA. The agency would simply take an across the board 3% cut, taking care to avoid reductions that would have a negative impact on students.</p> <p>SCDE (Including First Steps \$117,043,578.00)</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 EFA and EFA Fringe appropriations. 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.</p> <p>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 EFA and to 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 Department of Education has initiated an agency systems review. Once complete, it is anticipated that cost savings, through more efficient processes, streamlining of systems. Etc., will be highlighted in the report.

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	Suspension of College Freshman Reporting Requirements
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Provide a brief, descriptive title for this request.

EXPECTED SAVINGS TO BUSINESSES AND CITIZENS	By suspending the college freshman report, the Department will reduce the burden on local education agencies, in particular school administration and guidance counselors.
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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	<p>Mark "X" for all that apply:</p> <table border="1"> <tr> <td><input type="checkbox"/></td> <td>Repeal or revision of regulations.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Reduction of agency fees or fines to businesses or citizens.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Greater efficiency in agency services or reduction in compliance burden.</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>Other</td> </tr> </table>	<input type="checkbox"/>	Repeal or revision of regulations.	<input type="checkbox"/>	Reduction of agency fees or fines to businesses or citizens.	<input type="checkbox"/>	Greater efficiency in agency services or reduction in compliance burden.	<input checked="" type="checkbox"/>	Other
<input type="checkbox"/>	Repeal or revision of regulations.								
<input type="checkbox"/>	Reduction of agency fees or fines to businesses or citizens.								
<input type="checkbox"/>	Greater efficiency in agency services or reduction in compliance burden.								
<input checked="" type="checkbox"/>	Other								

METHOD OF CALCULATION	The Department of Education is working to streamline data collection timelines and processes to reduce burden and increase efficiency of data collection and reporting.
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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	<table border="1"> <thead> <tr> <th>Reg</th> <th>Legal Authority</th> </tr> </thead> <tbody> <tr> <td>43-80</td> <td>1976 Code Sections 59-8-60, 59-5-100, 59-5-120, and 59-67-520</td> </tr> <tr> <td>43-243</td> <td>1976 Code Sections 59-21-510, 59-33-10 and 59-33-30</td> </tr> </tbody> </table>	Reg	Legal Authority	43-80	1976 Code Sections 59-8-60, 59-5-100, 59-5-120, and 59-67-520	43-243	1976 Code Sections 59-21-510, 59-33-10 and 59-33-30
Reg	Legal Authority						
43-80	1976 Code Sections 59-8-60, 59-5-100, 59-5-120, and 59-67-520						
43-243	1976 Code Sections 59-21-510, 59-33-10 and 59-33-30						

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

SUMMARY	<p>Agency staff is working to identify all local education agency reporting requirements to reduce duplication in reports. By ensuring there is no duplication in the requested data, the Department is reducing the amount of time that local school district employees and educators spend completing requests.</p> <p>Reports being examined include but are not limited to the District Strategic and School Renewal Plans, Read to Succeed Reading Plans, Academic Recovery Plans, District ADEPT Plans, and School Turnaround Plans.</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?