

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



**Fiscal Year FY 2025-2026**  
**Agency Budget Plan**


**FORM A - BUDGET PLAN SUMMARY**

<b>OPERATING REQUESTS</b> <i>(FORM B1)</i>	<b>For FY 2025-2026, my agency is (mark "X"):</b>	
	<input checked="" type="checkbox"/>	Requesting General Fund Appropriations.
	<input checked="" type="checkbox"/>	Requesting Federal/Other Authorization.
	<input type="checkbox"/>	Not requesting any changes.
<b>NON-RECURRING REQUESTS</b> <i>(FORM B2)</i>	<b>For FY 2025-2026, my agency is (mark "X"):</b>	
	<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.
<b>CAPITAL REQUESTS</b> <i>(FORM C)</i>	<b>For FY 2025-2026, my agency is (mark "X"):</b>	
	<input type="checkbox"/>	Requesting funding for Capital Projects.
	<input checked="" type="checkbox"/>	Not requesting any changes.
<b>PROVISOS</b> <i>(FORM D)</i>	<b>For FY 2025-2026, my agency is (mark "X"):</b>	
	<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>
<b>PRIMARY CONTACT:</b>	Phillip Cease	(803) 734-0183	phcease@ed.sc.gov
<b>SECONDARY CONTACT:</b>	Kendra Hunt	(803) 734-8108	kmhunt@ed.sc.gov

I have reviewed and approved the enclosed FY 2025-2026 Agency Budget Plan, which is complete and accurate to the extent of my knowledge.

<b>SIGN/DATE:</b> <b>TYPE/PRINT NAME:</b>	<u>Agency Director</u>  10/1/24	<u>Board or Commission Chair</u>
	Ellen E. Weaver	

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



14	B1 - Recurring	State Aid to Classrooms: Special Schools	0	0	0	2,169,984	2,169,984	0.00	0.00	0.00	0.00	0.00
TOTALS			433,423,844	0	0	130,169,984	563,593,828	0.00	0.00	0.00	0.00	0.00

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

**FORM B1 – RECURRING OPERATING REQUEST**

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

TITLE	New Building Costs
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*Provide a brief, descriptive title for this request.*

AMOUNT	<b>General: \$5,854,894</b> <b>Federal: \$0</b> <b>Other: \$0</b> <b>Total: \$5,854,894</b>
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*What is the net change in requested appropriations for FY 2025-2026? 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:	
	X	Change in cost of providing current services to existing program audience
		Change in case load/enrollment under existing program guidelines
		Non-mandated change in eligibility/enrollment for existing program
		Non-mandated program change in service levels or areas
		Proposed establishment of a new program or initiative
		Loss of federal or other external financial support for existing program
		Exhaustion of fund balances previously used to support program
		IT Technology/Security related
		HR/Personnel Related
		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	1 – Develop and implement systems and supports to ensure a safe and a healthy school culture. The funds will be utilized for increased expenditures directly related to the relocation to 428 Wholesale Lane.
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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	The appropriate vendors or governmental entities. All expenditures will be made in accordance with state procurement code and disbursement regulations.
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FUNDS	
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*What individuals or entities would receive these funds (contractors, vendors, grantees, individual beneficiaries, etc.)? How would these funds be allocated – using an existing formula, through a competitive process, based upon predetermined eligibility criteria?*

JUSTIFICATION OF REQUEST	<p>Additional recurring funding is required for new, increased costs associated with the legislatively mandated relocation to 428 Wholesale Lane to ensure the SCDE remains fully operational. These additional costs include:</p> <p>Utilities for Building: \$508,226  Lease Rent for Building: \$3,270,047  Service Contracts for Building: \$632,385  Maintenance and Supplies for Building: \$166,311  Additional Insurance: General Tort/Building Person Property: \$487,580  Property Tax: \$790,345  Total new costs associated with relocation: \$5,854,894</p> <p><b>Method of calculation:</b>  Utility costs calculated based on vendor actuals since the relocation. Commercial lease agreement, effective June 14, 2024. This amount accounts for the annual 3% increase the SCDE will see for the next ten years. Estimates for contractual services based on vendor actuals and agreements for security, janitorial, and other services as required to be covered by SCDE per the lease agreement. Maintenance and supplies based on vendor actuals and agreements to maintain and repair the facility as required to be covered by SCDE per the lease agreement. Additional insurance increase based on Insurance Reserve Fund premiums for new building coverage. Estimated calculation for property taxes based on 2024 taxable land value and estimated building value, as required to be covered by SCDE per the lease agreement</p>
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*Please thoroughly explain the request to include the justification for funds, potential offsets, matching funds, and method of calculation. Please include any explanation of impact if funds are not received. If new positions have been requested, explain why existing vacancies are not sufficient.*

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

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

TITLE	State Aid to Classrooms
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*Provide a brief, descriptive title for this request.*

AMOUNT	<b>General: \$200,000,000</b> <b>Federal: \$0</b> <b>Other: \$0</b> <b>Total: \$200,000,000</b>
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*What is the net change in requested appropriations for FY 2025-2026? 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	<b>Mark “X” for all that apply:</b>	
	<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"/>	HR/Personnel Related
	<input type="checkbox"/>	Consulted DTO during development
	<input type="checkbox"/>	Related to a Non-Recurring request – If so, Priority #

STATEWIDE ENTERPRISE STRATEGIC OBJECTIVES	<b>Mark “X” for primary applicable Statewide Enterprise Strategic Objective:</b>	
	<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 is foundational 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 SCDE operating policies. Rates are established in proviso and paid to public school districts based on student enrollment.
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<b>FUNDS</b>	
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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?*

<b>JUSTIFICATION OF REQUEST</b>	<p>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, increasing from \$32,000 in FY 2018-19 to \$47,000 in FY 2024-25 and aligning it with the Southeastern Average. This additional funding would raise the starting minimum salary for educators from \$47,000 to \$50,000.</p>
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*Please thoroughly explain the request to include the justification for funds, potential offsets, matching funds, and method of calculation. Please include any explanation of impact if funds are not received. If new positions have been requested, explain why existing vacancies are not sufficient.*

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

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

TITLE	Summer Boost: Strengthening Literacy with Summer Reading Camps
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*Provide a brief, descriptive title for this request.*

AMOUNT	<p>General: \$30,571,200</p> <p>Federal: \$0</p> <p>Other: \$0</p> <p>Total: \$30,571,200</p>
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*What is the net change in requested appropriations for FY 2025-2026? 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:	
	X	Change in cost of providing current services to existing program audience
	X	Change in case load/enrollment under existing program guidelines
		Non-mandated change in eligibility/enrollment for existing program
		Non-mandated program change in service levels or areas
		Proposed establishment of a new program or initiative
		Loss of federal or other external financial support for existing program
		Exhaustion of fund balances previously used to support program
		IT Technology/Security related
		HR/Personnel Related
		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>2 – Align state standards, curriculum, assessment, and professional development for maximum learning impact as evidenced by student achievement outcomes.</p> <p>The requested funds will be used to support the expanded summer reading camps required under the amended "Read to Succeed" Act 114 of 2024. This funding will cover the costs associated with providing targeted, evidence-based reading interventions for all eligible first and third-grade students who do not meet grade-level reading proficiency.</p> <p>The expansion of summer reading camps is anticipated to serve an estimated 32,476 students in total, including 9,238 additional third graders and 16,238 additional first graders who require intensive reading instruction to reach grade-level proficiency. These camps will employ proven strategies, such as small group instruction and phonics-based programs, ensuring all students receive the support needed for future academic success.</p> <p>The effectiveness of the summer reading camps will be evaluated annually by the South Carolina Department of Education (SCDE) through state-mandated assessments. Data collected from previous reading camps has shown improvement in reading proficiency among participating students, directly contributing to the state's goals of closing achievement gaps and improving overall academic performance.</p>
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By ensuring these funds are effectively allocated and utilized, South Carolina reaffirms its commitment to improving early literacy and providing a strong literacy foundation for all students.

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

## RECIPIENTS OF FUNDS

Funds will be distributed to public school districts based on current statutes, provisos, and SCDE operating policies. The allocations will be determined based on the number of students identified as substantially failing to meet grade-level proficiency. The SCDE will oversee the distribution of funds in alignment with its policies to ensure that resources are directed to districts with the greatest need. Policies will also include procedures for monitoring and reporting on the effective use of funds.

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

## JUSTIFICATION OF REQUEST

Early literacy must continue to be South Carolina's foremost long-term academic priority. Research consistently shows that strong early reading skills are not only foundational for academic achievement across all subject areas but also critical for long-term success in school, graduation rates, and future career opportunities. Ensuring that all students read proficiently by the end of third grade is essential to closing achievement gaps and fostering lifelong learning.

The implementation of the amended "Read to Succeed" Act 114 of 2024 significantly increases the number of students who must be served by summer reading camps. Under the new criteria, an estimated 16,238 third-grade students—or 28% of the cohort—would be eligible for retention based on the "Does Not Meet Expectations" criteria, a substantial increase from previous years. Additionally, starting in the summer of 2025, first-grade students who do not exhibit grade-level reading proficiency will also be included in the summer reading camps. This expansion will greatly increase the number of students requiring targeted interventions to achieve grade-level proficiency in reading.

To adequately support these eligible students and ensure they receive the high-quality, evidence-based reading interventions necessary for success, we request an additional funding allocation of **\$30,571,200**. This includes:

- **\$11,085,600** for 9,238 additional third-grade students at **\$1,200 per student**.
- **\$19,485,600** for 16,238 additional first-grade students at **\$1,200 per student**.

This funding will cover essential components such as instructional staffing, professional development, instructional materials, and other operational costs needed to effectively expand summer reading camps. By investing in early literacy through this expanded support, South Carolina will provide its most academically struggling students with the skills they need to succeed in school and beyond.

*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	5
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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: \$20,000,000</p> <p>Total: \$20,000,000</p>
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*What is the net change in requested appropriations for FY 2025-2026? 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"/>	HR/Personnel Related
	<input type="checkbox"/>	Consulted DTO during development
	<input type="checkbox"/>	Related to a Non-Recurring request – If so, Priority #

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

ACCOUNTABILITY OF FUNDS	<p>2 – Align state standards, curriculum, assessment, and professional development for maximum learning impact as evidenced by student achievement outcomes.</p> <p>High quality instructional materials are essential to help students meet or exceed annual assessments such as SC READY in elementary and middle school as well as End of Course and Career Readiness assessments in high school. They further allow students to learn content aligned with South Carolina’s College and Career Readiness Standards and 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	The SCDE 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
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<b>FUNDS</b>	<p>process is mandated and governed by extensive guidance in state law and regulations implemented by the State Board of Education.</p>
	<p><i>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?</i></p>
<b>JUSTIFICATION OF REQUEST</b>	<p>The SCDE requests \$20,000,000 in additional recurring funds for instructional materials to address the evolving needs of today’s educational environment. The marketplace for instructional materials continues to shift towards more sophisticated interactive digital resources, moving beyond traditional hard copy textbooks or simple PDF versions.</p> <p>These digital resources are increasingly recognized for their ability to enhance student engagement, support differentiated instruction, and align with state standards.</p> <p>While digital resources are becoming more prevalent, there remains a need for hard copy consumables, particularly in the lower grades. For example, elementary mathematics, cursive writing, and K-5 science and social studies still rely on consumable materials to support foundational learning. Additionally, the market is shifting toward a licensing model, where digital resource licenses are purchased based on the number of users per semester. This model offers flexibility, ensures that content is current, and can reduce costs over time by minimizing the need for physical replacements.</p> <p>The requested funding will enable the SCDE to fulfill its statutory obligation to provide every student with access to high-quality instructional materials that support state standards and meet local curricular needs. It will also help bridge potential digital divides by ensuring all students, regardless of their socioeconomic status or geographic location, have access to the necessary technology and resources.</p> <p>To promote sustainability and balance the use of hard copy consumables with digital resources, the SCDE is committed to encouraging a gradual shift towards digital formats where feasible. This approach aligns with broader strategic goals, such as improving student outcomes and closing achievement gaps.</p> <p>Furthermore, the funding will allow the SCDE to continue purchasing consumable student editions for elementary mathematics, cursive writing, and K-5 science and social studies, as well as replacing worn materials annually. With this support, the SCDE will ensure that all students have access to the most effective, engaging, and up-to-date instructional materials available, contributing to our long-term educational objectives.</p> <p>Data and projections indicate that the shift towards digital resources and the licensing model can lead to cost efficiencies and improved learning outcomes. By securing this additional funding, the SCDE can strategically invest in the future of education, ensuring that our students are prepared for success in an increasingly digital world.</p>
	<p><i>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.</i></p>

Agency Name:	Department Of Education		
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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	CTE Rural Renaissance: Building Tomorrow’s Workforce Today
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Provide a brief, descriptive title for this request.

AMOUNT	<p>General: \$0</p> <p>Federal: \$0</p> <p>Other: \$13,000,000</p> <p>Total: \$13,000,000</p>
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What is the net change in requested appropriations for FY 2025-2026? 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:	
	X	Change in cost of providing current services to existing program audience
	X	Change in case load/enrollment under existing program guidelines
		Non-mandated change in eligibility/enrollment for existing program
		Non-mandated program change in service levels or areas
		Proposed establishment of a new program or initiative
		Loss of federal or other external financial support for existing program
		Exhaustion of fund balances previously used to support program
		IT Technology/Security related
		HR/Personnel Related
		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>2 - Align state standards, curriculum, assessment, and professional development for maximum learning impact as evidenced by student achievement outcomes.</p> <p>This proposal aligns with the SCDE'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 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?

	South Carolina Department of Education (SCDE), CTE Centers in SCDE identified rural
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<div> <div> RECIPIENTS OF FUNDS </div> <div> JUSTIFICATION OF REQUEST </div> </div>	<div> <p>school districts, and?SCDE identified rural SC Technical College(s)</p> </div> <div> <p><i>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?</i></p> </div> <div> <p>The CTE Rural Renaissance aims to build fundamental skills in every corner of the state and support South Carolina's booming economy by building tomorrow's workforce today.</p> <p>Our plan encompasses expanding available programming for rural regions, including expansion of investment in CTE Equipment labs; crafting adaptive pathways for statewide implementation in cutting-edge fields, such as Computer Science, Artificial Intelligence (AI), Cyber Security, Electric Vehicles (EV), and Advanced Manufacturing; and coordinating our efforts within and across workforce regions.</p> <p><b>CTE Rural Renaissance Focus (\$10,000,000)</b></p> <p>The proposed project will empower students, our state's greatest resource, with the opportunity to take on available, high-paying jobs, and it will also demonstrate to employers that South Carolina's workforce is ready to adapt to their needs. Because of pervasive skill gaps, the state's most rural areas have not been able to take full advantage of the recent significant workforce investments, and many of the CTE offerings in these areas have yet to modernize and pivot toward the state's workforce demands. The CTE Rural Renaissance project seeks to invest in identified rural school district CTE programming aligned with the state's workforce needs.</p> <p><b>Cutting-Edge Pathway Development (\$3,000,000)</b></p> <p>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 state to invest in the development and expansion of curricula that align 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 future but also positioned to lead and innovate within these domains. South Carolina has proven that it can lead in this area.</p> <p>In 2021, South Carolina emerged as a national leader in computer science, with the highest rate (21%) of students enrolled in foundation computer science courses, and 92% of high schools offering computer science coursework. Collaborations between educational institutions, industry leaders, and policymakers will be key to developing these pathways and ensuring that they are responsive to the ever-evolving demands of the tech-driven economy.</p> <p>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.</p> <p>Recognizing these challenges, especially in rural settings, our CTE Rural Renaissance project and the Cutting-Edge Pathway Development initiatives are meticulously designed to directly address and bridge these skills and credential gaps. By expanding programming, crafting adaptive pathways in emerging fields, and bolstering support in high-need areas, SCDE is taking strategic steps to ensure South Carolina's workforce is not just prepared, but primed for the future.</p> <p>An exceptional education for each South Carolina student is the utmost priority, with a focus on preparing students for the careers of tomorrow today. The funding requested will be used to create, expand, innovate, and operate high-quality career programming in SCDE-identified areas of the state to ensure South Carolina's workforce is unmatched in preparedness and adaptability.</p> </div> <div> <p><i>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.</i></p> </div>
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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	School Leadership Accelerator: Building Capacity for Academic Excellence
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*Provide a brief, descriptive title for this request.*

AMOUNT	General: \$6,725,000  Federal: \$0  Other: \$0  Total: \$6,725,000
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*What is the net change in requested appropriations for FY 2025-2026? 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:	
	X	Change in cost of providing current services to existing program audience
	X	Change in case load/enrollment under existing program guidelines
		Non-mandated change in eligibility/enrollment for existing program
		Non-mandated program change in service levels or areas
		Proposed establishment of a new program or initiative
		Loss of federal or other external financial support for existing program
		Exhaustion of fund balances previously used to support program
		IT Technology/Security related
		HR/Personnel Related
		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>The requested funds will be used to support the School Leadership Accelerator pilot program, an innovative initiative aimed at enhancing the effectiveness of school leaders to drive academic excellence and improve student outcomes across the state. This funding will cover the costs associated with delivering comprehensive, targeted support for principals and aspiring leaders, providing them with the skills, knowledge, and resources needed to foster high-quality teaching and learning environments.</p> <p>The <b>School Leadership Accelerator</b> is anticipated to directly benefit leaders across 79 school districts, including principals, assistant principals, and aspiring leaders from high-need schools and districts with significant achievement gaps. The program will employ evidence-based strategies, such as mentorship from experienced principals, intensive training in instructional leadership, data-driven decision-making, and action-based learning projects, ensuring that all participants are equipped to meet the diverse needs of their students and schools effectively.</p> <p>The effectiveness of the <b>School Leadership Accelerator</b> will be evaluated annually by the SCDE through a combination of state-summative assessments, performance evaluations, and participant feedback. Data from similar leadership development initiatives across the country indicate that strong school leadership can significantly impact student achievement, with effective principals contributing up to three months of additional learning annually. This program aims to build on these proven outcomes</p>
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by focusing on key leadership competencies that directly correlate with improved student performance, teacher retention, and overall school success.

By ensuring these funds are effectively allocated and utilized, the state reaffirms its commitment to strengthening school leadership, improving student outcomes, and closing achievement gaps, thereby investing in the future success of every student and school across the state.

*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

South Carolina Department of Education, School Districts, Pilot Schools, Universities and Higher Education Institutions, Professional Development Providers, and Data and Research Partners

These funds will be allocated with careful oversight and accountability to ensure they are used effectively to achieve the program's goals of building leadership capacity, improving student outcomes, and closing achievement gaps across the state.

*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 **School Leadership Accelerator** is a forward-thinking pilot program designed to strengthen school leadership by providing comprehensive, targeted support to enhance academic excellence and drive student achievement. Recognizing that effective school leadership is crucial for fostering high-quality teaching and learning, this program equips principals and aspiring leaders with the skills, knowledge, and resources necessary to create an environment where educational success can thrive.

The Accelerator features several core initiatives that address different aspects of school leadership and the school leadership pipeline. Activities may include:

1. **Principal Apprenticeship Program:** Develop a Principal Apprenticeship Program that provides aspiring school leaders hands-on experience, seasoned principals mentorship, and opportunities to "learn as they earn." This program will start with a few districts, particularly those with high needs or lacking qualified principal candidates, to create a structured pathway for developing future school leaders and address gaps in leadership preparation.
2. **University-School District Partnership Grants:** Provide grants to universities and school districts to collaboratively redesign principal preparation programs based on evidence-based practices. This initiative fosters innovation in principal preparation by aligning instructional leadership with a focus on student academic outcomes through close collaboration between universities and districts.
3. **Statewide Leadership Mentorship Network:** Establish a mentorship network for current principals and assistant principals, pairing less experienced leaders with veteran mentors. Begin with a cohort of 20-30 mentors and mentees from diverse districts across the state to build a robust support system that promotes growth, reflection, and professional development.
4. **Student-Centered Leadership Development Program:** Launch a leadership development program to enhance principals' skills in fostering academic excellence and improving student outcomes, particularly in underperforming schools. Focus on developing a cadre of school leaders skilled in creating and sustaining high-quality instructional environments that directly lead to measurable improvements in student achievement. Prioritize districts with low-performing schools or significant achievement gaps.
5. **Principal Supervisor Redesign Pilot:** Redefine the role of principal supervisors to emphasize instructional leadership over compliance. This initiative will improve the quality of support provided to principals, enhancing their capacity to lead instructional improvements. The pilot will begin with select districts willing to experiment with new roles and support structures for principal supervisors.
6. **Expanded Professional Development for Aspiring Leaders:** Offer statewide professional development opportunities for aspiring school leaders focused on key leadership competencies. This initiative aims to build a pipeline of qualified, well-prepared school leaders with the skills to lead effectively. Enrollment will be open to participants across the state, with a focus on educators in high-need areas.

Research consistently shows that strong school leadership is second only to classroom instruction among school-related factors influencing student learning. Effective principals can significantly impact student achievement, with studies indicating that high-quality leadership can add up to three months of learning

annually. However, many existing leadership preparation programs are not sufficiently focused on academic outcomes and do not adequately prepare principals for the challenges they face in today's schools.

The **School Leadership Accelerator** addresses these gaps by combining rigorous, research-based training with real-world application, ongoing mentorship, and data-driven improvement. It is designed to develop school leaders who are instructional leaders capable of fostering a culture of high standards and excellence.

By investing in this comprehensive development program, the Department demonstrates its commitment to supporting school leaders as they strive to create high-quality educational environments. The Accelerator aligns with state priorities by focusing on building leadership capacity to improve academic outcomes, close achievement gaps, and ensure access to high-quality education for all students.

**Anticipated Outcomes:**

- Improved student achievement and growth in participating schools, particularly in literacy and mathematics.
- Increased retention of high-performing teachers and reduced turnover among school leaders.
- Enhanced capacity for data-driven decision-making and continuous improvement within school leadership teams.
- Strengthened school culture and climate that supports teaching and learning.

The **School Leadership Accelerator** is a strategic initiative that lays the foundation for sustained academic excellence across the state. By prioritizing the development of skilled, effective school leaders, the program directly supports the goal of improving student outcomes and closing achievement gaps. This initiative represents a critical investment in the future of education and the success of every student. We invite all stakeholders to join us in shaping a future where every school benefits from strong, capable leadership committed to fostering excellence.

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



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

**FORM B1 – RECURRING OPERATING REQUEST**

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

TITLE	High Quality Charter School Leadership
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*Provide a brief, descriptive title for this request.*

AMOUNT	<b>General: \$272,750</b> <b>Federal: \$0</b> <b>Other: \$0</b> <b>Total: \$272,750</b>
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*What is the net change in requested appropriations for FY 2025-2026? 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:	
	X	Change in cost of providing current services to existing program audience
	X	Change in case load/enrollment under existing program guidelines
		Non-mandated change in eligibility/enrollment for existing program
		Non-mandated program change in service levels or areas
	X	Proposed establishment of a new program or initiative
		Loss of federal or other external financial support for existing program
		Exhaustion of fund balances previously used to support program
		IT Technology/Security related
		HR/Personnel Related
		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	Historically, the Department has been passive in the charter school sector. These funds will allow the Department to assertively implement the Charter School Act.
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*What specific strategy, as outlined in the most recent Strategic Planning and Performance Measurement template of agency’s accountability report, does this funding request support? How would this request advance that strategy? How would the use of these funds be evaluated?*

	South Carolina Department of Education (SCDE), vendors to develop content, conduct
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<b>RECIPIENTS OF FUNDS</b>	training and customize software.
<i>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?</i>	
<b>JUSTIFICATION OF REQUEST</b>	<p>The SCDE will play a role in cultivating the growth of high-quality charter authorizers and charter schools. To identify and recruit prospective operators and schools, the Department will partner with key stakeholder groups within the charter school sector of the state and nation as permitted within the limits of state statute.</p> <p>Implementing a streamlined and modern application process will allow the Department to respond to demand from the field. Moving away from the cumbersome, inefficient, and redundant charter school application process and separate charter school planning and implementation grant application process will increase efficiency for both prospective charter schools and the Department.</p> <p>Lastly, funding will give the Department the ability to provide ongoing training to leaders in charter schools using the learning progression model, an opportunity provided to traditional public school leaders but not offered to charter schools by establishing the Charter School Leadership Training Program. This will improve effectiveness and establish more stability in the charter school sector by addressing the knowledge-based issues that are contributing to lower charter school performance or poor charter leadership/charter board/charter sponsor relations. Existing grants will be leveraged to create a program to address charter school authorizer community of practices, charter school board training for new and veteran board members, and leadership training for charter school executive leadership.</p>
<i>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.</i>	

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

AMOUNT	<b>General: \$30,000,000</b> <b>Federal: \$0</b> <b>Other: \$0</b> <b>Total: \$30,000,000</b>
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*What is the net change in requested appropriations for FY 2025-2026? 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:	
	X	Change in cost of providing current services to existing program audience
		Change in case load/enrollment under existing program guidelines
		Non-mandated change in eligibility/enrollment for existing program
		Non-mandated program change in service levels or areas
		Proposed establishment of a new program or initiative
		Loss of federal or other external financial support for existing program
		Exhaustion of fund balances previously used to support program
		IT Technology/Security related
		HR/Personnel Related
	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	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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<b>FUNDS</b>	
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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?*

<b>JUSTIFICATION OF REQUEST</b>	<p>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.</p> <p>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 funded approximately 1,500 accounts at \$6,000 per eligible students, 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.)</p> <p>Per the provisions of Act 8 of 2023, the SCDE is requesting full funding for Year 2 (School Year 2025-2026) 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.</p>
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*Please thoroughly explain the request to include the justification for funds, potential offsets, matching funds, and method of calculation. Please include any explanation of impact if funds are not received. If new positions have been requested, explain why existing vacancies are not sufficient.*

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

**FORM B1 – RECURRING OPERATING REQUEST**

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

TITLE	Bus Lease/Purchase to Maintain 15-Year Replacement Cycle
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*Provide a brief, descriptive title for this request.*

AMOUNT	<b>General: \$35,000,000</b> <b>Federal: \$0</b> <b>Other: \$0</b> <b>Total: \$35,000,000</b>
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*What is the net change in requested appropriations for FY 2025-2026? 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	<b>Mark “X” for all that apply:</b>	
	<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"/>	HR/Personnel Related
	<input type="checkbox"/>	Consulted DTO during development
	<input type="checkbox"/>	Related to a Non-Recurring request – If so, Priority #

STATEWIDE ENTERPRISE STRATEGIC OBJECTIVES	<b>Mark “X” for primary applicable Statewide Enterprise Strategic Objective:</b>	
	<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.
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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**

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

This allocation will enable the SCDE 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 Purchases:**

FY19 – 408 Buses

FY20 – 537 Buses (105 Lease)

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

FY22 – 404 Buses

FY23 – 356 Buses (164 EPA EV Grant)

FY24 – 419 Buses

If the SCDE 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 SCDE to purchase approximately 250 new buses in FY24/25.

*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**

<b>AGENCY PRIORITY</b>	<b>13</b>
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*Provide the Agency Priority Ranking from the Executive Summary.*

<b>TITLE</b>	<b>Education Infrastructure Bank for Rural and Charter Schools</b>
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*Provide a brief, descriptive title for this request.*

<b>AMOUNT</b>	<b>General: \$100,000,000</b> <b>Federal: \$0</b> <b>Other: \$0</b> <b>Total: \$100,000,000</b>
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*What is the net change in requested appropriations for FY 2025-2026? This amount should correspond to the total for all funding sources on the Executive Summary.*

<b>NEW POSITIONS</b>	<b>0.00</b>
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*Please provide the total number of new positions needed for this request.*

<b>FACTORS ASSOCIATED WITH THE REQUEST</b>	<b>Mark “X” for all that apply:</b>	
	<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"/>	HR/Personnel Related
	<input type="checkbox"/>	Consulted DTO during development
	<input type="checkbox"/>	Related to a Non-Recurring request – If so, Priority #

<b>STATEWIDE ENTERPRISE STRATEGIC OBJECTIVES</b>	<b>Mark “X” for primary applicable Statewide Enterprise Strategic Objective:</b>	
	<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

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

<b>RECIPIENTS OF</b>	<b>School districts and charter schools with the greatest need for critical infrastructure improvements. Eligibility criteria may include, but is not limited to, enrollment size, capacity constraints, age and condition of existing academic buildings, life cycle of</b>
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## FUNDS

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

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

## JUSTIFICATION OF REQUEST

Since FY 2020, \$391 million non-recurring dollars were appropriated to address capital needs of consolidating “disadvantaged” or “growth” school districts with limited fiscal autonomy, bonding capacity, lower assessed property values, or significantly aged buildings. Additionally, \$195 million was made available from the Savannah River Site Settlement and SCDE’s ARP-ESSER state allocation funds to support school construction and renovation.

While approximately 25 eligible school districts are benefitting from this unprecedented \$586 million infusion of capital support, this support has been piecemeal insofar as it has addressed only a fraction of qualified districts’ construction and renovation needs for buildings aged 30 years or greater. Additionally, other eligible districts with significantly aged buildings and/or student growth (as evidenced by SCDE-commissioned Facilities Assessments) have not received any capital funding support.

South Carolina’s charter school movement also continues to grow across the state. With no access to local bonding capacity or state facility funding, the funds for charter school facilities by necessity come out of state dollars intended to support students in the classroom.

An Education Infrastructure Bank (EIB) would establish a permanent, comprehensive solution to provide sustainable funding for rural public and public charter school facility construction, renovation, and modernization through a combination of loan and financial assistance programs, to include but not be limited to:

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

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

AMOUNT	<p>General: \$0</p> <p>Federal: \$0</p> <p>Other: \$2,169,984</p> <p>Total: \$2,169,984</p>
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*What is the net change in requested appropriations for FY 2025-2026? 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:	
	X	Change in cost of providing current services to existing program audience
		Change in case load/enrollment under existing program guidelines
		Non-mandated change in eligibility/enrollment for existing program
		Non-mandated program change in service levels or areas
		Proposed establishment of a new program or initiative
		Loss of federal or other external financial support for existing program
		Exhaustion of fund balances previously used to support program
		IT Technology/Security related
		HR/Personnel Related
		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	Continuing to boost teacher pay is foundational 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	Teachers in state agencies. Funding is allocated using Proviso 1A.4 in the 2024 State Appropriations Act.
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**FUNDS**

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

**JUSTIFICATION OF  
REQUEST**

Using the formula in proviso 1A.4, \$2,169,984 corresponds to the amount needed to ensure state agencies can 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 \$3,000.

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 and Blind
- Palmetto Unified
- Governor's School for Agriculture at John de la Howe
- Clemson Agriculture Teachers
- Governor's School for Science and Mathematics

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

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

**FORM B2 – NON-RECURRING OPERATING REQUEST**

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

TITLE	Teacher Strategic Compensation Pilot Phase 2
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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 2025-2026? 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 type="checkbox"/>	HR/Personnel Related
	<input checked="" type="checkbox"/>	Request for Non-Recurring Appropriations
	<input type="checkbox"/>	Request for Federal/Other Authorization to spend existing funding
<input type="checkbox"/>	Related to a Recurring request – If so, Priority #	

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

ACCOUNTABILITY OF FUNDS	3 – Recruit and retain the highest quality teachers and administrators
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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	SCDE to award funds to eligible local districts that are selected via a competitive process and based upon an annual review of their program implementation.
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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

## JUSTIFICATION OF REQUEST

South Carolina's strategic compensation pilot, which builds-upon a successful public-private partnership already occurring in 20+ high needs schools, over 90% of the funding will go directly to districts and charter schools. Districts and charter schools that are selected as grantees will also be required to expend over 90% of their grant funding directly on educator strategic compensation.

In Fall 2024, the first set of districts/charters will be selected for program participation, with funds invested directly in strategic educator compensation (above and beyond base salary and benefits) for the 2024-2025 school year. We anticipate that the vast majority of districts/charters who participate in the first year (24-25) will be seeking to continue their strategic compensation pilot for an additional two years. Therefore, we are planning for these first "pilot sites" to be three-year commitments to be evaluated and studied by the Department (and external evaluators) for successful implementation.

This request represents the second year of that three-year process. If positive demand for strategic compensation exceeds the \$5M target for the first year of the pilot, the SCDE may request additional funds above the \$5M so that additional promising pilot district plans may be considered and implemented. The Department will have a stronger sense of the demand from the first round of applications that we are set to receive and review in November/December. Thus, we could foresee this becoming a recurring request based on district charter demand for strategic compensation, the success of the first 2-3 years of the pilots, and an evaluation of state and district capacity to sustain strategic compensation.

We do have early evidence from the public-private partnership schools (which includes three charter campuses in Greenville, fourteen schools in Charleston County, three public schools of innovation at Meeting Street, and Allendale and Williamsburg) that this initiative has promise.

The Charleston-specific campuses remains funded via philanthropy and will continue to serve as a lab of promising innovations (via work started at Meeting Street over the past five years) without needing any state funding.

Beyond the three-year pilot period, the SCDE will develop a plan for district-based modeling to complement the state appropriation. This will begin in year one with principal strategic compensation being co-funded by participating districts/charter schools.

*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	6
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*Provide the Agency Priority Ranking from the Executive Summary.*

TITLE	High-Quality Instructional Materials Aligned with SC Standards
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*Provide a brief, descriptive title for this request.*

AMOUNT	\$95,000,000
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*What is the net change in requested appropriations for FY 2025-2026? 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"/>	HR/Personnel Related
	<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>High quality instructional materials are essential to help students meet or exceed annual assessments such as SC READY in elementary and middle school as well as End of Course and Career Readiness assessments in high school. They further allow students to learn content aligned with South Carolina’s College and Career Readiness Standards and standards-aligned career and technology courses designed to achieve industry certifications.</p> <p>New Math SC Standards, approved in December 2024, necessitate updated instructional materials that align with these standards and provide comprehensive scope and sequence, robust teacher support, and engaging student learning experiences. Effective accountability measures are essential to ensure these resources are implemented correctly and contribute to achieving educational goals, including measurable improvements in student learning outcomes. Current assessments indicate low student achievement in math, highlighting an urgent need for targeted resources that support SCDE strategies to enhance math performance.</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>The SCDE 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.</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?

<b>JUSTIFICATION OF REQUEST</b>	<p>The Call for Bids and Review processes are taking place during 2024.</p> <p>Recommendations from statewide review panels go to the State Board of Education in January 2025. Once approved, districts will make their selections and place pre-orders.</p> <p>FY25 funds are needed to complete the K-12 math adoption and delivery of instructional materials to all districts, schools, and students.</p> <p><b>Academic Subject Areas for Adoption 2024-25 Mathematics</b> Mathematics, K-5 Mathematics, 6-8 Mathematics, 9-12 Algebra 1 and Algebra 2 with Probability Applications and Modeling Calculus Calculus AB, BC, Advanced Placement Discrete Mathematics Geometry with Statistics Precalculus Probability and Statistics AP Reasoning in Mathematics Statistical Modeling</p> <p><b>Alignment with New Standards:</b> The new math standards adopted in December 2024 necessitate instructional materials that are fully aligned with the updated SC Standards. Providing high-quality, standards-aligned materials ensures that teachers have the necessary tools to deliver instruction that meets state expectations, promoting consistency and equity in education across all districts.</p> <p><b>Support for Teacher Effectiveness and Student Outcomes:</b> High-quality instructional materials are crucial for supporting teacher effectiveness by providing clear guidance, resources, and examples aligned with the new standards. This support enables teachers to focus on delivering high-quality instruction rather than developing or adapting materials independently. Research shows that effective instructional materials contribute significantly to improving student learning outcomes, particularly in subjects like math, where achievement gaps have been identified.</p> <p><b>Addressing Low Achievement in Math:</b> Current assessments reveal low student achievement in math. To address this, it is vital to equip educators with resources specifically designed to meet the needs identified in these assessments. Investing in high-quality, aligned instructional materials is a targeted strategy to enhance math proficiency across the state, directly supporting the South Carolina Department of Education's (SCDE) goal of improving overall math achievement.</p>
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Please thoroughly explain the request to include the justification for funds, potential offsets, matching funds, and method of calculation. Please include any explanation of impact if funds are not received. If new positions have been requested, explain why existing vacancies are not sufficient.

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

**FORM B2 – NON-RECURRING OPERATING REQUEST**

AGENCY PRIORITY	11
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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 2025-2026? 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 type="checkbox"/>	HR/Personnel Related
	<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	1 - Develop and implement systems and supports to ensure a safe and a healthy school culture.
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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 1.77.
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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

JUSTIFICATION  
OF REQUEST

Since FY 2023-24, the General Assembly has allocated a total of \$40 million for school safety upgrades across the state. Through a competitive grant process, prioritized with insight from state law enforcement, the SCDE has encouraged districts to focus on the fundamentals, supporting the addition of classroom door locks, bullet-resistant window film, and communication signal boosters that aid districts in preventing catastrophe in the event of an intruder and in easing communications barriers in an emergency/medical event when seconds matter.

For FY 2024-25, funding requests for the allocation of \$20 million in school safety funding totaled \$72,799,365. Continuing to prioritize school safety upgrades by allocating an additional \$20M will allow the SCDE to continue to partner with districts and law enforcement to identify and fund facilities upgrades to keep students and educators in our school safe.

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 D – PROVISO REVISION REQUEST**

<b>NUMBER</b>	1.100
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*Cite the proviso according to the renumbered list (or mark “NEW”).*

<b>TITLE</b>	District Accounting Systems and Best Practices
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*Provide the title from the renumbered list or suggest a short title for any new request.*

<b>BUDGET PROGRAM</b>	N/A
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*Identify the associated budget program(s) by name and budget section.*

<b>RELATED BUDGET REQUEST</b>	N/A
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*Is this request associated with a budget request you have submitted for FY 2025-2026? If so, cite it here.*

<b>REQUESTED ACTION</b>	Delete
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*Choose from: Add, Delete, Amend, or Codify.*

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

<b>SUMMARY &amp; EXPLANATION</b>	<p>The proviso establishes a study committee. This study committee will only need one year to finish its work.</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

Deleting this proviso will not have a fiscal impact.

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

~~1.100. (SDE: District Accounting Systems and Best Practices) (A) The Department of Education shall convene and staff a study committee to examine and propose necessary revisions for improving district accounting systems and best practices;~~

~~(B) The study committee shall be comprised of the following individuals who each should have background and expertise in education finance:~~

~~(1) one member appointed by the Governor; who shall serve as Chair of the task force;~~

~~(2) the State Superintendent of Education or their designee;~~

~~(3) the Chief Financial Officer of the State Department of Education;~~

~~(4) one member of the South Carolina House of Representatives appointed by the Chair of the House of Representatives Education and Public Works Committee;~~

~~(5) one member of the South Carolina Senate appointed by the Chair of the Senate Education Committee;~~

~~(6) one member appointed by the Chair of the House of Representatives Ways and Means Committee;~~

~~(7) one member appointed by the Chair of the Senate Finance Committee;~~

~~(8) one member appointed by the Chair of the Board of the Revenue and Fiscal Affairs Office;~~

~~(9) one member appointed by the Governor upon recommendation of the South Carolina Association of School Administrators;~~

~~(10) one member appointed by the Governor upon recommendation of the South Carolina School Boards Association; and~~

~~(11) one member appointed by the Governor upon recommendation of the South Carolina Association of School Business Officials.~~

~~(C) Members of the task force shall receive no compensation but may receive per diem and mileage from the South Carolina Department of Education as provided for boards and commissions.~~

~~(D) The task force must submit recommendations for potential reforms to the Governor, the Speaker of the House of Representatives, and the President of the Senate no later than May 31, 2025. Recommendations shall include, but not be limited to, the following areas:~~

~~(1) increased transparency for school district personnel, stakeholders, and policymakers;~~

~~(2) ensuring alignment to accounting standards across the State;~~

~~(3) ease of reporting;~~

~~(4) consolidation of multiple reports into a streamlined reporting format;~~

~~(5) consistency of data across districts; and~~

~~(6) increased efficiency for school district financial staff.~~

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

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

**FORM D – PROVISIO REVISION REQUEST**

<b>NUMBER</b>	1.107
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*Cite the proviso according to the renumbered list (or mark “NEW”).*

<b>TITLE</b>	Strategic Compensation Pilot
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*Provide the title from the renumbered list or suggest a short title for any new request.*

<b>BUDGET PROGRAM</b>	CHE Scholarship Surplus
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*Identify the associated budget program(s) by name and budget section.*

<b>RELATED BUDGET REQUEST</b>	3 – Strategic Compensation Pilot Phase 2
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*Is this request associated with a budget request you have submitted for FY 2025-2026? If so, cite it here.*

<b>REQUESTED ACTION</b>	Amend
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*Choose from: Add, Delete, Amend, or Codify.*

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

<b>SUMMARY &amp; EXPLANATION</b>	These changes would enhance phase 2 of the Strategic Compensation Pilot.
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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

The associated budget request is \$5,000,000

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

1.107. (SDE: Strategic Compensation Pilot) (A) Of the funds appropriated to the Department of Education, the department shall establish as strategic compensation ~~for~~ certified teachers pilot program for which districts or charter schools may elect to apply. The department shall ensure through its awards that at least half of participants are in a "critical need geographic area" as designated annually by the State Board of Education.

(B) The criteria for the grant application shall include, but not be limited to:

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

(C) Districts and charters receiving funding under this grant shall provide data as requested by the department to produce a report on the effectiveness of the pilot to be provided to the General Assembly, with particular emphasis placed on year-end data once available.

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

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

**FORM D – PROVISIO REVISION REQUEST**

<b>NUMBER</b>	1.115
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*Cite the proviso according to the renumbered list (or mark “NEW”).*

<b>TITLE</b>	Williamsburg County School District
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*Provide the title from the renumbered list or suggest a short title for any new request.*

<b>BUDGET PROGRAM</b>	N/A
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*Identify the associated budget program(s) by name and budget section.*

<b>RELATED BUDGET REQUEST</b>	N/A
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*Is this request associated with a budget request you have submitted for FY 2025-2026? If so, cite it here.*

<b>REQUESTED ACTION</b>	Delete
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*Choose from: Add, Delete, Amend, or Codify.*

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

<b>SUMMARY &amp; EXPLANATION</b>	<p>This proviso required the Department to provide a report on the Williamsburg County School District to the Williamsburg County Legislative Delegation by January 1st. This report was not intended to be an annual report.</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

No fiscal impact.

*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

~~1.115. (SDE: Williamsburg County School District) Of the funds appropriated to the Department of Education, the department shall prepare a written report on the Williamsburg County School District which is under management by the department. The report must be provided to the Williamsburg County Legislative Delegation by January 1st. The report must include the initial reasons cited by the State Superintendent of Education for declaring a state of emergency that resulted in the department assuming management of the district, the year in which the declaration was made, and the steps taken by the department to address such matters. This report also must include recommended actions to end the management of the district, including a plan that contains stated benchmarks and timelines for returning management of the school district back to the locally elected school board.~~

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

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

**FORM D – PROVISO REVISION REQUEST**

<b>NUMBER</b>	1.20
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*Cite the proviso according to the renumbered list (or mark “NEW”).*

<b>TITLE</b>	Proviso Allocations
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*Provide the title from the renumbered list or suggest a short title for any new request.*

<b>BUDGET PROGRAM</b>	Section I Department of Education
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*Identify the associated budget program(s) by name and budget section.*

<b>RELATED BUDGET REQUEST</b>	
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*Is this request associated with a budget request you have submitted for FY 2025-2026? If so, cite it here.*

<b>REQUESTED ACTION</b>	Amend
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*Choose from: Add, Delete, Amend, or Codify.*

<b>OTHER AGENCIES AFFECTED</b>	No other agencies would be affected.
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*Which other agencies would be affected by the recommended action? How?*

<b>SUMMARY &amp; EXPLANATION</b>	The proviso currently adds the word "Carolina" after "Executive Budget Office" which is unnecessary. Requesting to remove the word "Carolina."
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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.*

<b>FISCAL IMPACT</b>	There is no fiscal impact.
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*Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.*

<b>PROPOSED PROVISO TEXT</b>	1.20. (SDE: Proviso Allocations) In the event an official General Fund revenue shortfall is declared by the Board of Economic Advisors, the Department of Education may reduce any allocation in Section 1 specifically designated by proviso in accordance with the lower Board of Economic Advisors revenue estimate as directed by the Executive Budget OfficeCarolina.
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*Paste existing text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.*

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

**FORM D – PROVISIO REVISION REQUEST**

<b>NUMBER</b>	1.77
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*Cite the proviso according to the renumbered list (or mark “NEW”).*

<b>TITLE</b>	Capital Funding for Schools
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*Provide the title from the renumbered list or suggest a short title for any new request.*

<b>BUDGET PROGRAM</b>	Capital Reserve Fund
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*Identify the associated budget program(s) by name and budget section.*

<b>RELATED BUDGET REQUEST</b>	11 -- School Facilities Safety Upgrades
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*Is this request associated with a budget request you have submitted for FY 2025-2026? If so, cite it here.*

<b>REQUESTED ACTION</b>	Amend
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*Choose from: Add, Delete, Amend, or Codify.*

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

<b>SUMMARY &amp; EXPLANATION</b>	<p>This amendment would move the date the State Board is required to approve the recommended awards from November 30 to December 31. The amendment also makes technical changes to the process of awarding funds.</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

The fiscal impact of the budget request is \$20,000,000

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

1.77. (SDE: Funding for Schools Safety) (A) The funds appropriated for Funding for Schools Safety shall be made available for the direct benefit of all children of South Carolina enrolled in K-12 schools by funding security assessments and 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.

(B) 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 awards~~ pursuant to this subsection. Criteria for prioritizing the awarding of ~~grants funding~~ 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.

(C) Applications must be submitted to the department by September 1, 2024. 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 award~~ to the State Board of Education no later than ~~November 30, 2024~~ December 31, 2025. Grants Funding shall be awarded upon an affirmative vote of the State Board.

(D) The financial assistance provided to public school districts and charter school districts 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~~ award 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. (E) 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 D – PROVISIO REVISION REQUEST**

<b>NUMBER</b>	1.85
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*Cite the proviso according to the renumbered list (or mark “NEW”).*

<b>TITLE</b>	Teaching Transformation Pilot Program
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*Provide the title from the renumbered list or suggest a short title for any new request.*

<b>BUDGET PROGRAM</b>	N/A
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*Identify the associated budget program(s) by name and budget section.*

<b>RELATED BUDGET REQUEST</b>	N/A
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*Is this request associated with a budget request you have submitted for FY 2025-2026? If so, cite it here.*

<b>REQUESTED ACTION</b>	Amend
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*Choose from: Add, Delete, Amend, or Codify.*

<b>OTHER AGENCIES AFFECTED</b>	University of South Carolina. This proviso is a passthrough to the University of South Carolina’s College of Education.
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*Which other agencies would be affected by the recommended action? How?*

<b>SUMMARY &amp; EXPLANATION</b>	<p>Currently the proviso requires the Department allocate \$1,000,000 in funding to the University of South Carolina even if there is no funding for this program in the budget. The amendment would ensure that if there is no funding for this program in the budget, the Department is not responsible for allocating the funds. Additionally, the language of the proviso has been updated to reflect the Department’s priorities.</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

Amending this proviso to include the "Subject to funding" language would ensure that the Department does not have to come up with \$1,000,000 if there is not the associated funding in the budget.

*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

1.85. (SDE: Teaching Transformation Pilot Program) Subject to funding, on or before ~~On or before~~ July 31st of the current fiscal year, \$1,000,000 shall be allocated to the University of South Carolina's College of Education for the design and implementation of a pilot program to reinvent and transform the state's teaching profession. The goals of the pilot program are to:

- (1) diversify the PK-12th grade educator workforce;
- (2) address teacher shortages through innovations in educator development; and
- (3) accelerate student learning ~~and systems of whole-child education.~~

The pilot program shall support at least three diverse school districts which shall include a minimum of one, with a maximum of two, large urban districts and a minimum of two, with a maximum of four, rural districts in order to:

- (1) incentivize the recruitment and preparation of high quality educators including a focus on diversifying the teaching workforce for high-need students and stipends for student teachers/residents;
- (2) support the development of a coherent and financially sustainable system, based on current school funding models, of teacher leadership that improves learning environments and educator retention and effectiveness; and
- (3) produce several models of the school-university-community partnerships in South Carolina, testing evidence-based elements of a coherent system of teacher development including, but not limited to:
  - (a) prototyping a paid teacher residency for South Carolina, modeled from the medical profession, to develop well-prepared new recruits to teaching and new school designs to support teacher learning and leadership ~~for whole-child education;~~
  - (b) applying state of the art technology and tools that save time, not only to help teachers problem-solve instructional challenges, but also to teach students across schools and districts;
  - (c) reinventing the school day and/or school year calendar as teachers work on different contracts to create expanded and more personalized student learning as well as more opportunities for educators to lead;
  - (d) reducing teaching loads for some of the state's top teachers, including over six thousand who are National Board certified, so they can lead without leaving the classrooms; and
  - (e) rethinking the teacher salary schedule to:
    - (i) include opportunities for additional pay for increased responsibility, leadership roles, and expanded impact; and
    - (ii) prototype a menu of financial and nonfinancial incentives for effective educators to work in priority schools, subjects, and grade levels.

State funding will support both an external evaluation of the pilot program as well as South Carolina districts participating in a national learning community of other school-university partnerships seeking to transform the educator workforce.

The pilot program to transform the teaching profession will be in partnership with selected South Carolina Historically Black Colleges and Universities which will be critical to recruiting and developing teachers of color. In addition, the pilot program will be designed and developed in collaboration with national partners, Education Resource Strategies and Bank Street College, bringing respective expertise in resource reallocations for innovative school staffing in public education and recruiting and preparing diverse teachers through teaching residences.

The pilot program will be anchored in data collection underway by SC-TEACHER, with a grant funded by the Carnegie Corporation of New York, as well as in effective educator practices from across the globe. The pilot program shall compliment and/or enhance the State's effective innovations in educator recruitment, induction, evaluation, and professional learning, and draw upon research evidence to create a transformative system of educator development including new ways to compensate teachers and principals that impact student learning and more efficient use of human capital across the State. Current teacher shortages cannot be addressed without transforming the teaching job and the profession itself.

A report detailing the pilot's success related to its stated goals including but not limited to the success of teacher recruitment and retention of those teachers is due to the Governor, the Chairman of House Ways and Means, the Chairman of Senate Finance and the Superintendent of Education is due by June 30th.

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

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

**FORM D – PROVISIO REVISION REQUEST**

<b>NUMBER</b>	1.89
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*Cite the proviso according to the renumbered list (or mark “NEW”).*

<b>TITLE</b>	Alternative Education Programs Options
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*Provide the title from the renumbered list or suggest a short title for any new request.*

<b>BUDGET PROGRAM</b>	N/A
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*Identify the associated budget program(s) by name and budget section.*

<b>RELATED BUDGET REQUEST</b>	No
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*Is this request associated with a budget request you have submitted for FY 2025-2026? If so, cite it here.*

<b>REQUESTED ACTION</b>	Amend
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*Choose from: Add, Delete, Amend, or Codify.*

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

<b>SUMMARY &amp; EXPLANATION</b>	<p>These amendments update the proviso to ensure that the correct students are provided the list of alternative education programs at the appropriate time.</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

There is no fiscal impact

*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

1.89. (SDE: Alternative Education Programs Options) The State Department of Education shall create, publish, and provide to all public schools in the State a list of alternative education programs that can award a high school diploma ~~degree~~ or high school equivalency credential. The list must include, but not be limited to, the Wil Lou Gray Opportunity School and the South Carolina Youth Challenge Academy.

~~As part of each student's annual review of his Individualized Graduation Plan, school counselors~~ Schools shall distribute information provided by the Wil Lou Gray Opportunity School, the South Carolina Youth Challenge Academy, and any other appropriate alternative diploma seeking education programs to students age sixteen or older who are not on track for on-time graduation or who otherwise are at risk of dropping out of school.

~~School counselors shall provide these institutions~~ The names and addresses of all students age sixteen or older who are not on track for on-time graduation or who are otherwise at risk of dropping out of school, except for students who have opted out of disclosure of directory information under the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g will be made available to these institutions. Parents or students age eighteen or older may complete a form to opt the student out of the disclosure of student contact information with these institutions. The department shall develop this opt-out and each district shall make the form available on its website

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



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

**FORM D – PROVISIO REVISION REQUEST**

<b>NUMBER</b>	117.167
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*Cite the proviso according to the renumbered list (or mark “NEW”).*

<b>TITLE</b>	JROTC Program
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*Provide the title from the renumbered list or suggest a short title for any new request.*

<b>BUDGET PROGRAM</b>	N/A
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*Identify the associated budget program(s) by name and budget section.*

<b>RELATED BUDGET REQUEST</b>	N/A
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*Is this request associated with a budget request you have submitted for FY 2025-2026? If so, cite it here.*

<b>REQUESTED ACTION</b>	Delete
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*Choose from: Add, Delete, Amend, or Codify.*

<b>OTHER AGENCIES AFFECTED</b>	Department of Veterans’ Affairs, Adjutant General, and the Education Oversight Committee. These agencies would not be required to collaborate on the report.
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*Which other agencies would be affected by the recommended action? How?*

<b>SUMMARY &amp; EXPLANATION</b>	The proviso was initially included in the FY 2023-24 budget. The required report was completed for FY 2023-24 and will be completed for FY 2024-25. This was not intended to be an annual report.
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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

Deleting this proviso will not have a fiscal impact.

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

## PROPOSED PROVISO TEXT

~~117.167. (GP: JROTC Program) By February 1, 2025, the Department of Education, in collaboration with the Department of Veterans' Affairs, the Adjutant General, and the Education Oversight Committee, shall submit a report to the General Assembly, the Governor, and the State Board of Education on the status of JROTC program offerings in South Carolina public schools. The report shall include recommendations for expanding JROTC program offerings to more South Carolina students.~~

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

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

**FORM D – PROVISO REVISION REQUEST**

<b>NUMBER</b>	1A.44
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*Cite the proviso according to the renumbered list (or mark “NEW”).*

<b>TITLE</b>	CDEPP Student Information and Reporting
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*Provide the title from the renumbered list or suggest a short title for any new request.*

<b>BUDGET PROGRAM</b>	N/A
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*Identify the associated budget program(s) by name and budget section.*

<b>RELATED BUDGET REQUEST</b>	N/A
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*Is this request associated with a budget request you have submitted for FY 2025-2026? If so, cite it here.*

<b>REQUESTED ACTION</b>	Amend
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*Choose from: Add, Delete, Amend, or Codify.*

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

<b>SUMMARY &amp; EXPLANATION</b>	<p>The Child Development Education Pilot Program (CDEPP) is now the South Carolina Child Early Reading and Development Education Program (CERDEP). This is only a technical change and will not impact programming.</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

There is no fiscal impact.

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

## PROPOSED PROVISO TEXT

1A.44. (SDE-EIA: ~~CDEPP~~ CERDEP Student Information and Reporting) For the current fiscal year, the Department of Education and the Office of First Steps to School Readiness must acquire unique student identifiers or SUNS numbers for each student enrolled in the ~~CDEPP~~ CERDEP program no later than the 45th day and must provide a report of such to the House Ways and Means Committee, the House Education Committee, the Senate Finance Committee, the Senate Education Committee and the Education Oversight Committee by November thirtieth. The Department of Education and the Office of First Steps to School Readiness must provide any information required by the Education Oversight Committee for the annual ~~CDEPP~~ CERDEP report no later than November thirtieth.

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

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

**FORM D – PROVISIO REVISION REQUEST**

<b>NUMBER</b>	NEW
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*Cite the proviso according to the renumbered list (or mark “NEW”).*

<b>TITLE</b>	CERDEP Foundational Literacy Skill Training
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*Provide the title from the renumbered list or suggest a short title for any new request.*

<b>BUDGET PROGRAM</b>	N/A
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*Identify the associated budget program(s) by name and budget section.*

<b>RELATED BUDGET REQUEST</b>	N/A
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*Is this request associated with a budget request you have submitted for FY 2025-2026? If so, cite it here.*

<b>REQUESTED ACTION</b>	Add
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*Choose from: Add, Delete, Amend, or Codify.*

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

<b>SUMMARY &amp; EXPLANATION</b>	<p>With the legislature’s \$39,000,000 investment into ensuring that all K-3 educators receive training based on the science of reading, it is important that children in CERDEP classrooms graduate kindergarten ready. One way to ensure this happens is for all CERDEP educators to be trained in the science of reading. Currently, XXX CERDEP teachers have signed up for this training. This proviso would ensure that the rest of these educators receive this valuable training.</p> <p>A similar proviso was in the FY 2023-24 budget.</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

There is no fiscal impact as these funds have already been allocated to the Department in FY 2024-25

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

## PROPOSED PROVISO TEXT

1A.NEW (SDE-EIA: CERDEP Foundational Literacy Skill Training) (A) Beginning in the 2025-26 Fiscal Year with funds available, the Department of Education will train public school educators and class aides working with children in South Carolina Early Reading Development and Education program (CERDEP) and to staff of the Office of First Steps to School Readiness in foundational literacy skills. Each school district with CERDEP classrooms shall participate in the implementation of this foundational literacy skills training.

(B) Selected educators shall participate in foundational literacy skills training provided and paid for by the Department of Education. Successful completion of this training shall satisfy the requirements of the literacy teacher endorsement. Educators who successfully complete the training, as determined by the department, shall receive a monetary stipend.

(C) The Department of Education is authorized to carry forward and expend any balance of funds authorized in the prior fiscal year for training for the same purposes in the current fiscal year.

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

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

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

<b>TITLE</b>	Agency Cost Savings and General Fund Reduction Contingency Plan
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<b>AMOUNT</b>	\$118,855,336
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*What is the General Fund 3% reduction amount? This amount should correspond to the reduction spreadsheet prepared by EBO.*

<b>ASSOCIATED FTE REDUCTIONS</b>	N/A- The department 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?*

<b>PROGRAM / ACTIVITY IMPACT</b>	<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. 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 (less First Steps amount of 576,850 and Public Charter School District amount of 7,248,179) \$126,680,365.00-\$576,850-\$7,248,179 = \$118,855,336</p>
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*What programs or activities are supported by the General Funds identified?*

<b>SUMMARY</b>	<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. 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.*

<b>AGENCY COST SAVINGS PLANS</b>	<p>Under the Every Student Succeeds Act (ESSA) the US Department of Education allows states to retain three percent of funds for direct student services. This new provision has allowed the agency to utilize existing federal funds to provide these services to students and target them to areas of high need. Additionally, the agency has worked to better blend state and federal funding to maximize services to districts and students, thus requiring less new funding from the state. Further, the agency is working to streamline requirements and obligations of districts in order to ensure that both the agency and districts have the opportunity to spend less funding on overhead and direct more funding to the classroom. While this is not a reduction in current levels of state funding, it does allow the agency to not require additional state support in administrative areas.</p>
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*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	Mark “X” for all that apply:	
	<input type="checkbox"/>	Repeal or revision of regulations.
	<input type="checkbox"/>	Reduction of agency fees or fines to businesses or citizens.
	<input 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			
	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?*