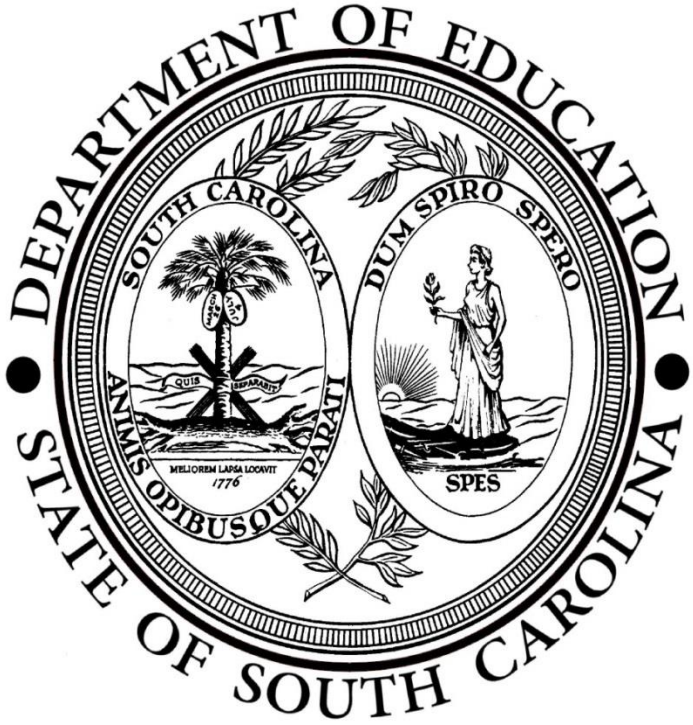
2014 – 2015
FUNDING MANUAL



CHIEF FINANCE OFFICE

FOREWORD

We are pleased to provide you with the *2014–2015 Funding Manual*. This document serves as an important resource for identifying fiscal and compliance criteria for most of the funds disbursed to South Carolina school districts through the South Carolina Department of Education (SCDE). This information should assist you in your analysis of funding allocations and should enhance your ability to maximize the financial resources to your district.

The format of the *Funding Manual* is designed for ease of use in identifying funding sources and program objectives. In our efforts to provide school districts with better tools, we are continuing to improve this document.

As additional or revised funding information becomes available during the school year, we will update the version posted to our Web site. This manual can be found on the Department's Web site at http://ed.sc.gov/agency/cfo/finance/Financial-Services/ManualsandGuidelines.cfm under the title *2014–2015 Funding Manual*.

The staff of the Office of the Chief Financial Officer is prepared to provide technical assistance to you throughout the year.

Mick Zais

Mick Zais, Ph.D.
State Superintendent of Education

ACKNOWLEDGMENTS

This manual has been prepared through the collaborative efforts of many individuals within the South Carolina Department of Education. Special appreciation is extended to the following team members who have made significant contributions in the coordination and preparation of this publication.

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Introduction

This funding manual is designed to provide the user with an organized, informative source of programmatic guidelines and expenditure guidelines associated with the various funding programs for South Carolina public schools.

This document details the funding levels and **allowed expenditures** of the following sources:

- Education Finance Act of 1977 (Act 163),
- Education Improvement Act of 1984,
- Early Childhood Development and Academic Assistance Act of 1993 (Act 135),
- Education Accountability Act of 1998,
- Child Development Education Pilot Program
- state restricted funding,
- education lottery act programs and
- federally funded programs.

The following format for legal citations is used in the *Funding Manual*. The text reference to the South Carolina Code of Laws is "S.C. Code Ann." [Annotated], followed by the appropriate section numbers. If a section has been amended and is included in the annual supplement, the abbreviation "Supp." and the appropriate year will follow the section number.

The text reference for the 2014-2015 General Appropriation Act will be listed as General Appropriation Act, 2014 followed by any applicable proviso number.

Any questions or comments concerning this manual may be directed to

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Section 1

REVENUE 3300 EDUCATION FINANCE ACT (EFA)

SUBFUND 100 GENERAL FUND

Allocation Formula

The EFA appropriation for 2014-15 is $1,470,506,649.

The ADM (average daily membership) for each student classification is multiplied by the weighting factor for the respective classification to determine the weighted pupil units (WPU) for each classification. The district's total WPU for all classifications is multiplied by the base student cost (BSC) to arrive at the total cost for the foundation program.

The amount of local support the district is required to provide is determined by computing the total statewide collective local share (approximately 30 percent) of the cost of the foundation program multiplied by the district's index of taxpaying ability. The district's index of taxpaying ability is the district's relative fiscal capacity compared to that of all other districts in the State, based on the full market value of all taxable property of the district.

The amount that the State provides to each school district is the difference between the total cost for the district to provide the foundation program and the district's required local support.

Eighty-five (85) percent of the funds allocated through state and local effort for each weighted classification, except the Speech classification, must be spent in direct and indirect aid in the specific program (classification) that serves the students who generated the funds. Districts failing to comply with this requirement are subject to a loss or reduction of state funds.

In order to qualify for state funds under this act, each school district is required to pay each certified teacher or administrator an annual salary in accordance with the State's minimum salary schedule for the employee's experience and class.

base student cost (BSC) = $2,120
state weighted pupil units (WPU) = 952,957

Allocations for EFA are paid as one-twelfth of the projected total district allocation each month on the following calculation:

Formula Calculation

(district WPU X BSC) – (state WPU X BSC X index X .3) = district allocation

Legal References

S.C. Code Ann. § 59-20-10 *et seq.* (2004)
Education Finance Act of 1977 (Act 163)
General Appropriation Act, 2014 Provisos 1.3, 1.4, and 1.8
Guidelines

The Education Finance Act of 1977 (Act 163) was developed through a spirit of cooperation among educational interests and legislative leadership. It was enacted to achieve school finance reform and was designed to ensure that every child in each public school receives an educational opportunity that meets state standards. It established a reasonable balance between the portion of the funds to be paid by the State (approximately 70 percent) and the portion of the funds to be paid by the districts collectively (approximately 30 percent) in support of the foundation program.

The purpose of the Act, according to its legislative background, can be summarized in three words: adequacy, equality, and accountability. These are accomplished by providing each public school student an equal educational opportunity in terms of financial support and by requiring each school district to report how these financial resources are used in the providing of educational programs.

So that funds will be equitably distributed to the school districts on the basis of student need, cost factors called "weightings" are used to provide for the relative cost difference among educational programs. A weighting of 1.0 is assigned to students in grades kindergarten through twelve who are being educated in regular classroom settings. These students are considered to be the most economically educated group. The funding level for this group is called the base student cost (BSC) and supports the costs necessary to meet the criteria established by the State Legislature.

Each school district must maintain a program membership for every school in that district by compiling the student membership for each of the fifteen classifications. The cumulative 135-day ADM of each school district by program classification determines the district's monetary entitlement. The district's ADM is computed and reported in accordance with the regulations of the State Board of Education. Funds are disbursed monthly to the school districts. The final allocation of state funds is based on the cumulative 135-day ADM in each classification.

The following is a list of the classifications, weightings, and revenue codes:

Revenue Codes	Program Code	Classification	Weighting
3311	K	Kindergarten	1.00
3312	P	Primary	1.00
3313	EL	Elementary	1.00
3314	HS	High School	1.00
3315	TM	Trainable Mentally Handicapped(1)	2.04

3316	SP	Speech Handicapped	1.90
3317	HO	Homebound	1.00
3321	EH	Emotionally Handicapped	2.04
3322	EM	Educable Mentally Handicapped	1.74
3323	LD	Learning Disabilities[(2)]	1.74
3324	HH	Hearing Handicapped	2.57
3325	VH	Visually Handicapped	2.57
3326	OH	Orthopedically Handicapped[(3)]	2.04
3327	V1	Vocational (Grades 9–12)	1.29
3327	V2	Vocational (Grades 9–12)	1.29
3327	V3	Vocational (Grades 9–12)	1.29
3331	AU	Autism	2.57
3332	HIAC	High Achieving	.15
3334	LEP	Limited English Proficiency	.20
3351	ACAS	Academic Assistance	.15
3352	PIP	Pupils in Poverty	.20

[(1)]Includes Profoundly Mentally Handicapped (PMD)
[(2)]Includes Developmentally Delayed (DD) and Other Health Impaired (OHI)
[(3)]Includes Traumatic Brain Injury (TBI)

For purposes of implementing Section 5 (3) of the SC Education Finance Act of 1977, in which eighty-five percent of the amount determined for each weighted classification in Section 4 (1) (d) shall have been expended in the program which generated the funds, the following expenditure tests shall be made.

A. Category I program standard required expenditure equals eighty-five percent times ADM times base student cost times program weight.
B. Category II program standard required expenditure equals eighty-five percent times ADM times base student cost times (program weight minus base student weight).
C. Category III program standard required expenditure equals ADM times base student cost times .04 plus district average FTE in vocational program times ADM times 1.25 times base student costs with results times eighty-five percent.

For these purposes, programs shall be classified as follows:

Category I Programs
1. Kindergarten
2. Primary
3. Elementary
4. High School
5. Trainable Mentally Handicapped
6. Homebound

Category II Programs
1. Kindergarten
2. Primary

3. Elementary
4. High School
5. Trainable Mentally Handicapped
6. Homebound

Category III Program

1. Vocational

Coding students as GTA under the EFA High Achieving tab indicates to our agency that the students have been officially identified as GTA students **and** are being served in Gifted and Talented courses. If this is not the case, meaning the students have been officially identified as GTA but are not being served in Gifted and Talented courses (or vice versa), then the student should not be coded as GTA under the EFA High Achieving tab.

If a student is enrolled in an AP or IB course, regardless to whether they are identified as GT or not, then they can be coded as AP or IB under the EFA High Achieving tab. AP or IB enrolled students who are not identified as GT should not be coded under GTA because to do so would send the message that they have been officially identified as GT. However students who are identified as GT and are enrolled in a Gifted and Talented, AP or IB course can be coded as either GTA, AP or IB as it applies for the student. Keep in mind that the High Achieving add-on weighting is only awarded once for the eligible student. There is no double dipping with this.

The appropriate accounts for **allowed expenditures** are

100-100-100**	100-200-100**
100-100-200	100-200-200
100-100-300	100-200-300
100-100-400	100-200-400
100-100-500	100-200-500
100-100-600	100-200-600

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with EFA guidelines. As a result, the function and object account codes displayed above are header codes only and not the detailed function and object account codes that **must be recorded by the district.

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Section 2

EDUCATION IMPROVEMENT ACT (EIA)

The Education Improvement Act of 1984 was South Carolina's original blueprint for enacting a quality program of public instruction for current and future generations. A one-cent state sales tax increase provided additional funds to

- raise student performance by increasing academic standards;
- strengthen the teaching and testing of basic skills;
- elevate the teaching profession;
- improve leadership, management, and fiscal efficiency;
- implement quality controls and reward productivity;
- create more effective partnerships among schools, parents, community, and business; and
- provide school buildings that are conducive to improved student learning.

The Education Improvement Act represents South Carolina's effort to improve the quality of its public education system. The Act is a comprehensive education reform plan containing specific programs and strategies for improving public education in the State, as well as mechanisms for distributing funds for the Act's implementation.

To guard against school districts' reducing their existing financial effort as a result of the increased level of state funding, the Act requires that each district increase its local tax revenue effort on a per-pupil basis by not less than the annual inflation factor. In addition, each school district is required to maintain the local salary supplement above the required state minimum paid to its certified employees.

In accordance with S.C. Code Ann. § 59-21-1020 (2005), "Any line item appropriation not fully expended for any program under the South Carolina Education Improvement Act of 1984 reverts to the fund."

However, the Office of Finance has determined that because of the nature of certain allocations, the following EIA program strategies are **excluded** from the carryover provision:

National Board Certification (NBC) Salary Supplement (Revenue 3532, Subfund 332)
Teacher Salary Increase (Revenue 3550, Subfund 350)
Teacher Salary Fringe (Revenue 3555, Subfund 355)
Technical Assistance – Palmetto Priority (Revenue 3571, Subfund 371)
Special Education – MOE (Revenue 3585, Subfund 385)
Teacher of the Year (Revenue 3533, Subfund 333)
Teacher Supply (Revenue 3577, Subfund 377)

Section 3

EARLY CHILDHOOD DEVELOPMENT AND ACADEMIC ASSISTANCE ACT (ACT 135)

The Early Childhood Development and Academic Assistance Act of 1993 (Act 135) offers the opportunity to focus on a planning process that will result in a renewal of schools and school districts in South Carolina. Through the input of all the members of a school community by way of the representatives on the School Improvement Council, these plans serve as a guide to

- place an emphasis on early childhood education and dropout prevention while promoting assistance for students at every grade level that is more flexible and tailored to individual needs and learning styles;
- focus the State's resources on academic success and prevention of academic problems;
- establish the expectation that through extra assistance and learning time that enables young students to attain essential skills and success, all children will be prepared for the fourth grade and all students will graduate from high school with their peers;
- promote the advancement of age-appropriate and individually appropriate curricula and coordinated programs from preschool through grade three that are supportive of the curriculum in grades four through twelve; and
- allow districts and schools greater flexibility in providing targeted, coordinated programs of student assistance.

Section 4

SOUTH CAROLINA EDUCATION ACCOUNTABILITY ACT

The South Carolina Education Accountability Act of 1998 was enacted to establish a performance-based accountability system. This new accountability system focuses on improving the teaching process and learning experiences to provide students with a strong academic foundation. The Act assigns responsibilities for improving student performance and for taking action to improve classroom practice and school performance to the Governor, the General Assembly, the Education Oversight Committee, the State Board of Education, the South Carolina Department of Education, local school boards, colleges and universities, administrators, teachers, and parents. Specifically the accountability system is designed to

- use academic achievement standards to encourage higher performance by aligning the state assessment to those standards and linking policies and criteria for performance standards, accreditation, reporting, school rewards and targeted assistance;
- provide an annual report card with a performance indicator system to provide clear and specific information to parents and the general public about the school's and the district's academic performance and their performance in other areas;
- require all districts to develop and implement local accountability systems to stimulate quality teaching and learning practices and to target assistance to low-performing schools;
- provide resources to strengthen teaching and learning in the classroom in order to improve student performance and to reduce gaps in performance;
- provide support for the professional development of teachers and other school staff; and
- expand the ability to evaluate the system and to conduct in-depth studies on implementation, efficiency, and effectiveness to measure academic improvement efforts.

Section 5

SOUTH CAROLINA PUBLIC CHARTER SCHOOL ACT

The South Carolina Public Charter School Act of 1996 was enacted to provide for the manner in which a charter school shall be formed, funded, regulated, and governed. The Act (S.C. Code Ann. § 59-40-10 *et seq.* (2005)) provides the capability to design and operate public charter schools in order to "improve student learning," "encourage the use of a variety of productive teaching methods," "establish new forms of accountability for schools," and "create new professional opportunities for teachers and create new, innovative, and more flexible ways of educating children within the public school system, with the goal of closing achievement gaps between low performing student groups and high performing student groups."

The South Carolina Department of Education (SCDE) awards public Charter School Planning-Implementation Grants to eligible applicants with funds provided by the U.S. Department of Education. Information on these federal grants is provided in Section 6 of this manual. Once a charter has been approved by a sponsoring school district, additional state, local, and federal funds are available for the operation of the public charter school. State and local funding is distributed to the charter school according to the following payment method:

The State will make payments for the district to the county treasurer. The county treasurer will disburse funds to the school district. The school district will disburse funds to the charter school based on the following formula:

For a charter school established on July 1, 2015, audited General Fund revenues from FY 2013-2014 will be divided by FY 2013-2014 weighted pupil units (WPUs) of the sponsor district. The result is then increased, or held to 0.00 percent, by the EFA inflation factor. This is then multiplied by the charter school's WPUs.

- Payments are to be made monthly beginning July 1. Before the first payment, the funding calculation must be verified by the SCDE. For new schools, the amount of the payment is based on a WPU estimate mutually agreed upon by the district and the charter school. For existing schools, the prior 135-day student counts are used in the calculation. An adjustment will be made at the 45-day pupil count, and a final allocation will be based on the 135-day pupil count.

- Districts should update a charter's monthly payments at the 45th day as well as adjusting for the FY 2013-14 audited general fund revenues.

- The charter school will utilize SCDE's pupil accounting and student accountability systems. The charter school will report its student data to the school district that will in turn report to the SCDE.

- The charter school may negotiate the purchase of other services from the school district (e. g., custodial, warehousing, maintenance).

- Of the funds appropriated, districts with locally approved charter schools will receive funds after verification of student attendance on the fifth day of school at the beginning of each school year for those charter schools with approved incremental growth and due to expansion as provided in their charter application. The Department of Education will release funds to districts on behalf of their charter schools no later than 15 days after receipt of verified enrollment. Districts must provide this funding to eligible charters no later than 30 days after receipt from the Department of Education. Funding will be adjusted at the 45-day school count as is currently the case with the Education Finance Act. This does not apply to schools approved and operating under the South Carolina Charter School District.

A proportionate share of federal and state categorical aid funds (EIA and state-restricted grants) will be disbursed to the public charter school based on the number of students eligible for such funds. In accordance with Section 10306(a) of Elementary and Secondary Education Act, as reauthorized by the No Child Left Behind Act of 2001, Title V, Part B, Public Charter Schools,

> each State educational agency shall take such measures as are necessary to ensure that every charter school receives the Federal funding for which the charter school is eligible not later than 5 months after the charter school first opens, notwithstanding the fact that the identity and characteristics of the students enrolling in that charter school are not fully and completely determined until that charter school actually opens. The measures similarly shall ensure that every charter school expanding its enrollment in any subsequent year of operation receives the Federal funding for which the charter school is eligible not later than 5 months after such expansion.

For additional information on the funding process for public charter schools, see Appendix B.

Responsible Offices:	Office of School Transformation Office of Finance
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Section 6

MEDICAID OVERVIEW

The Medicaid program was established by Title XIX of the Social Security Act to provide medical assistance to low-income individuals such as pregnant women, children, and the aged, blind or disabled. The Medicaid program is a cooperative federal-state program where both the federal and state governments participate in the funding. States' participation rates, established by the federal government, are based on the State's per capita income and are recalculated annually. For Fiscal Year 2014-2015, the state participation rate, effective July 1, 2014, is 29.46% with a federal participation rate of 70.54%.

The Act and implementing regulations define the types of services a state may and must offer and the categories of recipients it may and must cover. States design and administer the program under the oversight of the Centers for Medicare & Medicaid Services (CMS). A state's choice as to the medical assistance it offers to various categories of recipients are reflected in its Medicaid state plan, a comprehensive written document that describes the nature and scope of services and recipients of the state's Medicaid program.

In 1997, the State Children's Health Insurance Program (SCHIP) was enacted under Title XXI of the Social Security Act to enable more medical coverage for uninsured or under-insured children. The national reimbursement rate for this program is 79.38% FFP with 20.63% state participation. This law allows states to cover children at various poverty levels through State Plan Amendments. In South Carolina, this program was established as Partners for Healthy Children (PHC). Effective October 1, 2010, SC's PHC covers children at poverty levels at or below 200% FPL for children up to age 19. 200% FPL covers children in a family of four at an income limit of $4,134 monthly or $49,608 annually.

School-based health services are an effective method of providing essential medical care to Medicaid eligible children. Section 1905(a) (4) (B) of the Act includes early and periodic screening, diagnostic, and treatment services (EPSDT) as a mandatory Medicaid service for children. School-based services include routine preventive health care, primary treatment and services for children with special needs. South Carolina schools are Medicaid providers eligible to provide approximately 18 Medicaid services to pre-school and school age children.

The Medicaid program also allows reimbursement of costs for administration. The administrative reimbursement rates are the same for all states. The general administrative reimbursement rate is 50% FFP (federal financial participation) and 50% state funds. South Carolina schools presently participate in the Medicaid administrative claiming program, reimbursable at 50%.

Further information on Medicaid can be found by visiting the Department of Education Medicaid Services website at http://ed.sc.gov/agency/OS/Medicaid/ and the SC Department of Health and Human Services website at http://www.scdhhs.gov.

Section 7

EIA Descriptions, Guidelines and Funding (Listed by Revenue Code)

Revenue Code	EIA Subfund	EIA Program Description	2014-2015 Allocation	Page Number
3502	302	ADEPT	$ 873,909	16
3505	305	Technology Support	TBD	18
3509	309	Arts in Education	$ 1,487,571	20
3511	311	Professional Development	$ 4,136,933	23
3518	318	Formative Assessment	$ 3,096,281	25
3525	325	Career and Technology Education Equipment	$ 6,682,406	26
3526	326	Refurbish K-8 Science Kits	$ 3,000,000	31
3532	332	National Board Salary Supplement	$ 55,500,000	33
3533	333	Teacher of the Year Award	$ 155,000	35
3538	338	Students at Risk of School Failure	$ 79,551,723	36
3540	340	4-Year-Old Early Childhood Program	$ 15,513,846	38
3541	341	Child Development Education Pilot Program (CDEP)	$ 20,240,998	41
3544	344	High Achieving Students (Carryover Only)	$ 0	44
3550	350	Teacher Salary Increase	$ 127,640,691	48
3555	355	Teacher Salary Fringe	$ 15,766,752	50
3556	356	Adult Education	$ 13,573,736	51
3558	358	Reading	$ 3,271,026	57
3571	371	Technical Assistance Palmetto Priority	TBD	59
3577	377	Teacher Supplies	$ 13,596,000	61
3578	378	High Schools That Work/Making Middle Grades Work	$ 2,146,499	63
3581	381	Student Health and Fitness – Nurses	$ 6,000,000	66
3585	385	Special Education – MOE	TBD	68
3592	392	Work-Based Learning	$ 3,021,348	72
3595	395	EEDA – Supplies and Materials - Career Awareness	TBD	75
3597	397	Aid to Districts	TBD	76

REVENUE 3502 ADEPT

SUBFUND 302 SPECIAL REVENUE FUND

Allocation Formula

Funds to support the Assisting, Developing, and Evaluating Professional Teaching (ADEPT) system will be allocated to school districts based on the total available funds divided by the number of certified first-year induction contract teachers participating in ADEPT Induction Programs.

Unexpended ADEPT funds may be carried forward to the next fiscal year and expended for the same purposes.

Legal Reference

General Appropriation Act, 2014, Proviso 1A.44

Section 59-26-40 of the Code of Laws of South Carolina (1976), as amended in 2012, reads: *so as to increase the induction contract period from one year to three years.*

Guidelines

In order to be eligible to receive ADEPT funding, the **school district** must

- develop and submit an ADEPT plan that describes the district's induction and mentoring program, formal evaluation model, professional growth and development initiatives (e.g., diagnostic assistance, competence-building goals-based evaluation, research and development goals-based evaluation, communities advancing professional practices), and ADEPT program evaluation results and implications;
- implement the district's ADEPT plan for the current academic year, as submitted to and accepted by the South Carolina Department of Education (SCDE); and
- report to the SCDE on or before February 15 the names of all certified first-year induction-contract teachers who are participating in induction programs and receiving support from qualified mentors.

Allowed expenditures include costs that are directly associated with ADEPT-related planning, training, implementation, and program evaluation. Allowable expenditures include, but are not necessarily limited to, the following:

- ADEPT-related materials and resources;
- salary supplements and stipends for persons participating in training and/or professional development activities that directly relate to ADEPT;

- substitute teacher reimbursement for teachers participating in training and/or professional development activities that directly relate to ADEPT;
- salary supplements and stipends for personnel responsible for coordinating and/or implementing the ADEPT program (e.g., coordinators, administrative staff, evaluators, mentors);
- base salary and employee benefits for personnel responsible for coordinating and/or implementing the ADEPT program, in direct proportion to the extent of the employee's ADEPT-related job responsibilities. For example, if 30% of an employee's job responsibilities relate directly to coordinating or implementing the ADEPT system, then available ADEPT funds may be used to pay for up to 30% of the employee's base salary and benefits.

The appropriate accounts for **allowed expenditures** are

302-100-100	Instruction Salaries
302-100-200	Instruction Employee Benefits
302-100-120	Instruction Substitute/Temporary Salaries
302-100-130	Instruction Overtime Salaries/Stipends
302-100-200	Instruction Employee Benefits
302-223-100	Supervision of Special Programs Salaries
302-223-200	Supervision of Special Programs Employee Benefits
302-223-300	Supervision of Special Programs Purchased Services
302-223-400	Supervision of Special Programs Supplies and Materials
302-223-500	Supervision of Special Programs Capital Outlay
302-223-600	Supervision of Special Programs Other Objects
302-224-100	Improvement of Instruction In-service and Staff Training Salaries
302-224-200	Improvement of Instruction In-service and Staff Training Employee Benefits
302-224-300	Improvement of Instruction In-service and Staff Training Purchased Services
302-224-400	Improvement of Instruction In-service and Staff Training Supplies and Materials
302-224-500	Improvement of Instruction In-service and Staff Training Capital Outlay
302-224-600	Improvement of Instruction In-service and Staff Training Other Objects

Responsible Office: Office of Instructional Data and Evaluations
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REVENUE 3505 TECHNOLOGY SUPPORT

SUBFUND 305 EDUCATION IMPROVEMENT ACT

Allocation Formula

Funds will be allocated in the following manner: 75 percent on poverty and 25 percent on Average Daily Membership (ADM).

Note: The K–12 Technology Partnership Committee's core membership includes a representative from the State Department of Education (SCDE), State Budget and Control Board's Division of State Information Technology (DSIT), Education Oversight Committee, SC State Library, and SCETV. Additional membership includes representatives from private partners representing the telecommunications and Internet-provider communities.

Funding is dependent on decisions made by the K–12 Technology Committee and should be considered non-recurring dollars. This funding is not flexible and must be spent for technology infrastructure as outlined in these guidelines; however, the funds may be carried over into FY 2015–16 should the need arise.

Legal Reference

General Appropriation Act, 2014 Section 117.29

Guidelines

Expenditures made with these funds should support the local implementation of the South Carolina Educational Technology Plan, the district technology plan, the district strategic plans, school renewal plans, and the technology requirements of the No Child Left Behind Act (NCLB). Purchases should take into account issues projected in long-range plans such as the application of technology to teaching and learning. Funds are to be used for technology infrastructure in the support of educational initiatives such as 1:1 computing, digital learning, high speed connectivity, WiFi enhancement, and online testing.

NCLB states that "every student is [to be] technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location or disability." Each district must submit and receive approval of its district technology plan, including technology professional development plans and standards, by the Office of Total Quality Management in the SCDE prior to expenditure of these funds.

Additionally, districts are required to complete an annual online school district technology inventory site survey for the preceding school year. This survey must be completed for each year in which funds are received or expended, and as prescribed by the SCDE.

If either of these requirements is not currently met by the district, the district is not authorized to expend these funds. Failure to comply with either of these requirements can result in the return of these funds by the district. The SCDE has the right to assess the use of the funds at any time during the fiscal year.

To ensure the maximum impact in each school, the following guiding principles for allowed purchases should be considered. Purchases should

- provide for any hardware, software, or connectivity that is necessary to ensure extended connectivity and use of the dedicated telecommunications lines of the state network;
- supplement but not supplant the existing or projected school and district technology budgets;
- reflect equitable distribution of funds throughout the district;
- reflect planning by a broadly representative committee within the district; and
- match technologies to the local need, considering the fact that all technologies, video equipment, computers, network switches and routers, servers, wireless access hardware, cabling, and others are appropriate uses for these funds.

The appropriate accounts for **allowed expenditures** are

305-266-300	Technology and Data Processing Services Support
305-266-400	Technology and Data Processing Supplies and Materials
305-266-500	Technology and Data Processing Capital Outlay

Responsible Office: Chief Information Office
Contact: Don Cantrell, 803-734-3287
E-Mail Address: dcantrell@ed.sc.gov

REVENUE	**3509**	**ARTS IN EDUCATION**
SUBFUND	**309**	**EIA FUND**
PROJECT NUMBER		**TF**

Allocation Formula

A single school or district may submit ***only one*** grant application.

Arts Curricular Innovation Grants are provided in three grant categories.

Distinguished Arts Program Grant

A district may apply for a Distinguished Arts Program (DAP) Grant for up to $40,000 per year, not to exceed $120,000 for the three-year period. Districts with schools with fourth grade art and music may opt to participate in the South Carolina Arts Assessment Program (SCAAP) for an additional grant award of $7,500 each year for three schools to participate. Districts may receive an additional grant award for $3,000 per school each year in districts with fewer than three schools with fourth grade art and music classes.

A school may apply for a Distinguished Arts Program Grant for up to $18,000 per year, not to exceed $54,000 for the three-year period. Schools with fourth grade art and music classes may opt to participate in SCAAP and receive an additional $3,000 each year in funding.

Strategic Planning Grant

A school may apply for a Strategic Arts Planning Grant for up to $3,000.

A district may apply for a Strategic Arts Planning Grant for up to $5,000.

Districts and schools may both apply for a Strategic Arts Planning Grant during the same grant cycle. However, a district application for a District DAP Grant will deem any school in the district ineligible to apply for a DAP, Strategic Arts Planning, or Innovative Arts Works Grant.

Innovative Arts Works Grant

A school may apply for Innovative Arts Works Grant for up to $4,000. .

A district may apply for an Innovative Arts Works Grant for up to $6,000.

Districts and schools may both apply for an Innovative Arts Works Grant during the same grant cycle. However, a district application for a District DAP Grant will deem any school in the district ineligible to apply for a DAP, Strategic Arts Planning, or Innovative Arts Works Grant.

Legal References

S.C. Code Ann. § 59-29-220 (2004)

General Appropriation Act, 2014, Proviso 1A.10

Guidelines

The purpose of the Arts Curricular Innovation Grants (ACIG) Distinguished Arts Program (DAP), Strategic Arts Planning, and Innovative Arts Works Grant is to assist schools and districts to develop and implement arts initiatives that support quality arts education programs that significantly improve student achievement in the arts. ACIG-funded programs must promote innovative development and implementation of appropriate curricula, instruction, and assessment based on the 2010 South Carolina Academic Standards for the Visual and Performing Arts (SCASVPA). ACIG-funded programs must also serve as the foundation to support quality arts instruction and the growth of dance, music, theatre, and visual arts programs in South Carolina schools. Successful DAP proposals must include dance, music, theatre, and visual arts during the course of the three-year strategic plan.

Districts and schools receiving ACIG funding must plan to implement strategically a quality comprehensive and sequential arts education program that includes dance, music, theatre, and visual arts. Applicants wanting to address the Academic Standards for Media Arts must do so through the integration of these standards in dance, music, theatre, and visual arts courses.

There are three types of Arts Curricular Innovation Grants: Distinguished Arts Program Grants, Strategic Arts Planning Grants, and Innovative Arts Works Grants. Grants will be awarded on the basis of a competitive review of applications.

All K–12 public schools and school districts in South Carolina are eligible to apply for either a DAP Grant, a Strategic Arts Planning Grant, or an Innovative Arts Works Grant. An individual school or district may apply for only one type (DAP, Strategic Arts Planning, or Innovative Arts Works Grant) under the ACIG program. Only those districts and schools that complied with either DAP, Strategic Arts Planning, Innovative Arts Works Grant funding and reporting requirements from previous rounds are eligible to apply for funding. If a district submits a DAP grant application, schools within that district are ineligible to submit a DAP, a Strategic Arts Planning, or Innovative Arts Works Grant application. Multiple schools within a district may apply and receive school-level DAP grants, Strategic Arts Planning or Innovative Arts Works Grant if a district DAP grant application is not submitted.

DAP funding over the three-year period is contingent upon the quality of the applicant's continuation proposals for years two and three. Continued DAP funding is contingent on the successful completion/attainment of goals and objectives for the current grant cycle and on the fulfillment of all grant-reporting obligations, including submission of the final report. Schools and districts that have not submitted a final report for current funding will not be considered for future funding. A school or district that does not apply for DAP continuation funding for years two or three immediately following year one or two must reapply during the following grant cycle as a year-one applicant.

Allowed expenditures are limited to those identified in the approved application and include funding to

- plan, develop, and implement arts education curricula, instruction, and assessment;
- develop standards-based lessons and curriculum guides and purchase resources required to implement these lessons;
- hire certified arts specialists or contract with professional artists approved by the South Carolina Arts Commission; and/or
- provide for teacher professional development programs for arts specialists or appropriate classroom teachers.

The appropriate accounts for **allowed expenditures** are

309-100-100**	Instruction Salaries
309-100-200	Instruction Employee Benefits
309-100-300	Instruction Purchased Service
309-100-400	Instruction Supplies and Materials
309-100-500	Instruction Capital Outlay
	Other Objects needs to be added
309-200-100**	Support Services Salaries
309-200-200	Support Services Employee Benefits
309-200-300	Support Services Purchased Service
309-200-400	Support Services Supplies and Materials
309-200-500	Support Services Capital Outlay
	Other Objects needs to be added

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with EFA guidelines. As a result, the function and object account codes displayed above are header codes only and not the detailed function and object account codes that **must be recorded by the district.

Responsible Office: Office of Instructional Practices and Evaluations
Contact: R. Scot Hockman, 803-734-0323
E-Mail Address: shockman@ed.sc.gov

REVENUE 3511 PROFESSIONAL DEVELOPMENT

SUBFUND 311 EIA FUND

Allocation Formula

Funds are distributed on the number of weighted pupil units in each school district in proportion to the statewide weighted pupil units using the 135-day count of the prior year.

Legal Reference

General Appropriation Act, 2014, Proviso 1A.28

Guidelines

Professional Development funds must be expended on professional development for certified instructional and instructional leadership personnel in grades kindergarten through twelve across ***all*** content areas, including teaching in and through the arts. Efforts must be made to better link instruction and lesson plans to the standards, to develop classroom assessments consistent with the standards and state accountability measures, and to analyze these results for needed modifications in instructional strategies.

Specifically, these funds are to be directed toward:

- increasing teacher knowledge of subject-matter content in academic areas for which standards have been approved;
- increasing teacher knowledge of and practice in standards-based instructional strategies that promote the academic achievement of all children;
- increasing teacher skills in the development of classroom assessments and teacher skills, the use of assessment data to improve instructional practice; and
- supporting evaluation strategies designed to demonstrate that these funds attribute to the increased knowledge and skills of participating teachers, the improvement of student achievement, and the closing of academic performance gaps that exist among student subgroups;
- supporting professional development for principals and assistant principals as they guide instructional activities in their individual school buildings.

Allowed expenditures include the costs of registration fees, meals and lodging, travel to and from conferences, contract courses, stipends to teachers for additional duties; support for teacher released time (e.g., substitutes); printing, copying, data entry, postage; and honoraria to consultants who are not district employees. Equipment purchases are limited to items directly related to training on standards implementation defined in the program guidelines.

Funds are to be expended only for purposes and activities specified in the program guidelines and district strategic plan.

The appropriate accounts for **allowed expenditures** are

311-100-120	Instruction Salaries (Substitute/Temporary Teachers)
311-100-130	Instruction Salaries (Teachers Overtime/Stipends)
311-100-200**	Instruction Employee Benefits (Substitute/Temporary Teachers)
311-221-130	Improvement of Instruction Curriculum Development Salaries (Consultants Overtime/Stipends)
311-221-200	Improvement of Instruction Curriculum Development Employee Benefits (Consultants Overtime/Stipends)
311-221-300	Improvement of Instruction Curriculum Development Purchased Services
311-221-400	Improvement of Instruction Curriculum Development Supplies and Materials
311-224-130	Improvement of Instruction In-service and Staff Training Salaries (Consultants Overtime/Stipends)
311-224-200	Improvement of Instruction In-service and Staff Training Employee Benefits (Consultants Overtime/Stipends)
311-224-300	Improvement of Instruction In-service and Staff Training Purchased Services
311-224-400	Improvement of Instruction In-service and Staff Training Supplies and Materials
311-233-130	School Administration Salaries (Consultants Overtime/Stipends
311-233-200	School Administration Employee Benefits
311-223-300	School Administration Purchases Services
311-223-400	School Administration Supplies and Materials

******Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with the program guidelines. As a result, the function and object account codes displayed above are header codes only and not the detailed function and object account codes that **must** be recorded by the district.

Responsible Office: Office of Instructional Practices and Evaluations
Contact: Briana Timmerman, 803-734-8046
E-Mail Address: BTimmerman@ed.sc.gov

REVENUE 3518 FORMATIVE ASSESSMENT

SUBFUND 318 EIA FUND

Allocation Formula

25 percent based on the district Poverty Index and 75 percent based on the number of students tested in reading/language and mathematics.

Legal References

Education Accountability Act revised, 2009 Acts 282 (to amend S.C. Code Ann. § 59-18-310 (Supp. 2007))

General Appropriation Act, 2014

Guidelines

A statewide adoption list of formative assessments for grades one through nine has been created that aligns with the state academic standards in English/language arts and mathematics and satisfies professional measurement standards.

Districts may use the allocated funds to purchase products on the Adoption List of Formative Assessments. These products include 1) Blending Assessment and Instruction Program (BAIP) published by Computerized Assessment and Learning (CAL), 2) STAR Reading and STAR Mathematics published by Renaissance Learning; 3) Measures of Academic Progress (MAP) reading, language usage, and mathematics published by Northwest Evaluation Association (NWEA); and, 4) Istation reading.

The appropriate accounts for **allowed expenditures** are

318-100-300	Instructional Purchased Services
318-100-400	Instructional Supplies and Materials
318-224-300	Improvement of Instruction Purchased Services
318-224-400	Improvement of Instruction Supplies and Materials

Responsible Office: Office of Assessment
Contact: Susan D. Creighton, 803-734-8535
E-Mail Address: screight@ed.sc.gov

REVENUE	**3525**	**CAREER AND TECHNOLOGY EDUCATION EQUIPMENT**
SUBFUND	**325**	**EIA FUND**
PROJECT NUMBER		**VA**

Allocation Formula

School district allocations for equipment are determined by the Office of Career and Technology Education on a formula basis. The formula includes a base allocation of $20,000 for all school districts and official multi-district career centers that meet minimum requirements. The remaining funds are distributed to school districts and multi-district career centers based on the prior year student enrollments for career and technology education courses.

Legal References

S.C. Code Ann. §§ 59-53-1950 and 59-53-1960 (2005)

General Appropriation Act, 2014

Guidelines

See applicable subprogram codes for Career and Technology Education (CATE) programs listed under Revenue Code 4210, Perkins Aid, Title I.

The General Assembly provides funds in the annual General Appropriation Act for the purchase of equipment for CATE training. In the "Local Plan for Career and Technology Education" submitted annually to the Office of Career and Technology Education, school districts identify the courses for which equipment will be purchased.

The highest priority in funding must be given to job preparatory and occupational proficiency programs.

Career and Technology Education funds may be used for costs related to leasing of equipment.

The appropriate accounts for **allowed expenditures** are

325-115-325	CTE Programs Rentals (Leasing of Equipment)
325-115-410	CTE Programs Supplies
325-115-445	CTE Programs Technology and Software Supplies
325-115-540	CTE Programs Equipment

325-115-545	CTE Programs Technology Equipment and Software
325-116-325	CTE Programs Rentals (Leasing of Equipment)
325-116-410	CTE Programs Supplies
325-116-445	CTE Programs Technology and Software Supplies
325-116-540	CTE Programs Equipment
325-116-545	CTE Programs Technology Equipment and Software

The following guidelines provide the Office of Career and Technology Education's (OCTE) policy and procedures for the management and disposition of Career and Technology Education (CATE) equipment (including replacement equipment) purchased in whole or in part with **federal** or **state** funds. **These guidelines apply to:**

- All tangible, non-consumable CATE property items having a useful life of more than one year and an acquisition cost of **$500** or more.
- **ALL** computers purchased with **federal** or **state** CATE funds, regardless of cost.

In the event of a conflict between federal (EDGAR, Section 80.32), state, or local educational agency (LEA) requirements for equipment management and disposition, the most restrictive requirement prevails.

I. Management Requirements for CATE Equipment

LEA procedures for managing **CATE equipment** (including replacement equipment), until disposition takes place, will meet the following minimum requirements:

A. The LEA (school district or multi-district career center) must use the CATE equipment in the **CATE course/program/activity** for which it was acquired as long as needed, whether or not the CATE course/program/activity continues to be supported by federal/state funds.

B. The LEA must maintain **property records** that include a description of the property; a serial number or other identification number; the vendor (source of the property); who holds title; the acquisition date and cost of the property; percentage of federal/state participation in the cost of the property; the location, use, and condition of the property; and any ultimate disposition data including the date of disposal and sale price of the property.

C. The LEA must conduct a **physical inventory** of the property and reconcile the results with the property records at least once every year.

D. The LEA must develop a **control system** to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft shall be investigated and the findings shall be maintained on file for audit purposes.

E. The LEA must develop adequate **maintenance procedures** to keep the property in good condition.

II. Disposition of CATE equipment that is no longer needed, inoperable, or obsolete (and the CATE course/program is continued)

A. The LEA must adhere to the following procedures and maintain **written documentation for audit purposes** of the action taken to ensure the proper disposition of CATE equipment purchased using federal/state funds.

B. CATE equipment with current per-unit fair market value of **less than $5,000**:

a) The LEA may transfer the equipment to another CATE course/program within the district.
b) The LEA may trade the equipment in for another item of equipment needed for the CATE course/program.
c) The LEA may transfer the equipment to a CATE program in another district.
d) If not needed in any CATE course/program/activity, the LEA may transfer the equipment to other federally funded programs in the district.
e) If the equipment is not needed in a CATE course/program/activity or in any federal program, the item of equipment with a current per-unit fair market value of less than $5,000 may be sold or otherwise disposed of with no further obligation to the Office of Career and Technology Education (OCTE). The date of disposal and sale price must be retained in the LEA's equipment inventory files. Proper sales procedures must be established by the LEA to ensure the highest possible return. LEA proceeds from the sale of CATE equipment must be used in support of CATE programs.

C. CATE equipment with current per-unit fair market value of **more than $5,000:**

a) The LEA may transfer the equipment to another CATE course/program within the district.
b) The LEA may trade the equipment in for another item of equipment needed for the CATE course/program.
c) The LEA may transfer the equipment to a CATE program in another district.
d) If not needed in any CATE course/program/activity, the LEA may transfer the equipment to other federally funded programs in the district.
e) Items of equipment with a current per-unit fair market value in excess of $5,000 may be retained or sold and the OCTE shall have a right to an amount calculated by multiplying the current market value or proceeds from sale by the federal/state share of the equipment. The date of disposal and sale price must be retained in the LEA's equipment inventory files. Proper sales procedures must be established by the LEA to ensure the highest possible return. LEA proceeds from the sale of CATE equipment must be used in support of CATE programs.

III. Disposition of CATE equipment when a CATE course is discontinued

Federal and state funds allocated to school districts and multi-district career centers for CATE equipment are provided to expand and improve secondary CATE courses and programs for South Carolina students. When an LEA closes or discontinues a CATE course, special provisions must be implemented to ensure accountability for the federal/state investment in CATE equipment for the course. LEA failure to comply with the following procedures may jeopardize future federal/state allocations approved for CATE equipment.

A. When a school district or multi-district career center determines that a **CATE course will be discontinued**, the LEA must **notify the OCTE** in writing to obtain approval for the disposition of CATE equipment purchased in whole or in part with **federal** or **state** funds. The OCTE's highest priority for disposition will be to transfer the operable equipment to a comparable CATE course/program (either within the LEA or in another district or multi-district career center) where there is a **need** for the equipment.

B. The LEA must complete and submit the *Disposition of CATE Equipment for Discontinued Course* form to the OCTE for review and **approval prior to** the disposition of the CATE equipment. A link to the form may be found on the CATE Web page at http://ed.sc.gov/agency/programs-services/162/ Completed forms should be addressed to: Director, Office of Career and Technology Education, South Carolina Department of Education, 912-A Rutledge Building, 1429 Senate Street, Columbia, SC 29201.

C. The OCTE's CATE program associate will approve or disapprove the LEA's proposed disposition of CATE equipment items and will notify the LEA within 30 days of receipt of the completed *Disposition of CATE Equipment for Discontinued Course* form. Additional instructions will be provided for any disposition options that are not approved by the OCTE. The LEA may proceed with the approved disposition upon receipt of the form signed by the OCTE. Note: LEA proceeds from the sale of CATE equipment no longer needed for a closed or discontinued course must be used in support of CATE programs.

D. Documentation to verify the final disposition of the CATE equipment may be required at the discretion of the OCTE's CATE program associate. If additional documentation is required, specific instructions will be provided to the LEA along with the signed *Disposition of CATE Equipment for Discontinued Course* form.

E. CATE program associate contact information for the various career cluster areas and a listing of the CATE courses and programs by cluster may be found in the current CATE Student Reporting Procedures Guide on the Web at http://ed.sc.gov/agency/programs-services/152/documents/StudentReportingProceduresGuide2013-14.pdf

Responsible Office: Office of Career and Technology Education
Contact: Maria Swygert, 803-734-8456
E-Mail Address: nmswyger@ed.sc.gov

REVENUE 3526 REFURBISHMENT OF K–8 SCIENCE KITS

SUBFUND 326 EIA FUND

Allocation Formula

Available funds refurbishing science kits will be allocated based on prior year K–8 135-Day ADM

Legal Reference

General Appropriation Act, 2014, Proviso 1A.46

Guidelines

Funds appropriated for the purchase of textbooks and other instructional materials may be used for reimbursing school districts to offset the costs of refurbishing science kits on the state-adopted textbook inventory, purchasing new kits from the central textbook depository, or a combination of refurbishment and purchase. The refurbishing cost of kits may not exceed the cost of the state-adopted refurbishing kits plus a reasonable amount for shipping and handling. Costs for staff development, personnel costs, equipment, or other costs associated with refurbishing kits on state inventory are not allowable costs.

- Districts cannot order state-adopted refurbishment kits and also order consumable items unless the consumable items are not available in the refurbishment kit (e.g., batteries, plastic spoons, paper cups).
- Districts may order non-consumable items that need replacing due to loss or damage but not for additional items that increase functionality beyond that of state-adopted kits.
- Districts must keep copies of inventory records, bids, invoices, and other documentation related to the purchase and refurbishment of kits to provide an audit trail.
- Districts must comply with state procurement regulations and follow cost-effective refurbishment practices.
- Some kits do not meet any state grade-level-specific science standards. Costs of refurbishment of these kits is not an allowable expenditure.
- Schools may purchase new kits to replace kits that no longer meet grade-level-specific science standards or where the refurbishment cost is greater than the replacement cost.

Allowed Expenditures

Funds may be used for the purchase of materials, supplies, and freight and for travel costs associated with the delivery of kits at the state reimbursement rate for mileage.

Disallowed Expenditures

Funds may not be used for personnel costs, staff development, travel, and equipment purchases.

The appropriate account codes for **allowed expenditures** are

326-111-300	Kindergarten Programs Purchased Services
326-111-400	Kindergarten Programs Supplies and Materials
326-112-300	Primary Programs Purchased Services
326-112-400	Primary Programs Supplies and Materials
326-113-300	Elementary Programs Purchased Services
326-113-400	Elementary Programs Supplies and Materials

Responsible Office: Office of Finance
Contact: Kriss Stewart, 803-832-8210
E-mail Address: kstewart@ed.sc.gov

REVENUE	**3532**	**NATIONAL BOARD SALARY SUPPLEMENT (No Carryover Provision)**
SUBFUND	**332**	**EIA FUND**

Allocation Formula

Public school classroom teachers and classroom teachers working directly with other classroom teachers who are certified by the State Board of Education and who have been certified or completed the application process by the National Board for Professional Teaching Standards prior to July 1, 2010 will be paid a $7,500 salary supplement in the year of their achieving certification.
Teachers who applied and complete the NBC certification process after July 1, 2010 will be paid a $5,000 salary supplement.

The salary supplement shall be added to the annual pay of the teacher for the period of time that the national certificate is valid.

Legal Reference

General Appropriation Act, 2014, Proviso 1A.32 and 1A.49

SC Code of Laws Section 59-26-85

Guidelines

1. Eligible staff certified by the National Board for Professional Teaching Standards shall enter a recertification cycle for their South Carolina certificate consistent with the recertification cycle for National Board certification. National Board certified teachers moving to this state are exempted from initial certification requirements and are eligible for continuing-contact status. Their recertification cycle will be consistent with National Board certification.

2. Partial full-time equivalents (FTEs) will be paid a pro-rata share of the salary supplement. The NBC supplement should be disbursed in accordance with the district's payroll procedures. Districts who make the decision to furlough teachers, **must** adjust the NBC supplement by the same number of days.

3. In order for teachers to receive the salary supplement, they must work under the following criteria—School-based non-administrative personnel who work with classroom teachers in an instructional or curriculum coordinator capacity or any other school-based personnel not requiring principal/administrative supervisory certification. Applicable PCS position codes are as follows: 03-12, 17, 44, 87 and 97.

4. In order to receive the NBC supplement, eligible staff need not be teaching in the same area in which they hold their NB certification. This is different from state certification.

5. Teachers who complete the process after July 1, 2010 shall receive a $5,000 salary supplement added to the annual pay of the teacher, not to exceed 10 years.

6. If a teacher enters into a renewal cycle (in their 8th or 9th year of certification), they will receive a 2nd 10 year salary supplement, at the $7,500 level if the process was initially started prior to July 1, 2010. The July 1, 2010 deadline refers to their initial application to NB.

Allowed expenditures include costs that are in accordance with the program guidelines.

The appropriate accounts for **allowed expenditures** are

332-100-100**	Instruction Salaries
332-100-200	Instruction Employee Benefits
332-212-100	Guidance Counselor Salaries
332-212-200	Guidance Counselor Employee Benefits
332-221-100	Improvement of Instruction Curriculum Development Salaries
332-221-200	Improvement of Instruction Curriculum Development Employee Benefits
332-222-100	Library and Media Services Salaries
332-222-200	Library and Media Services Employee Benefits

Responsible Office: Office of Finance
Contact: Sue Martinez, 803-734-8145
E-Mail Address: smartine@ed.sc.gov

REVENUE **3533** **TEACHER OF THE YEAR AWARDS**
(No Carryover Provision)

SUBFUND **333** **EIA FUND**

Allocation Formula

Of the funds appropriated, each school district Teacher of the Year shall receive an award of $1,000 plus applicable employee benefits. In addition, the state Teacher of the Year shall receive $25,000, and each of the four Honor Roll Teachers will receive an award of $10,000.

Legal Reference

General Appropriation Act, 2014, Proviso 1A.12

Guidelines

For a teacher to be eligible, his or her school district must participate in the state Teacher of the Year program sponsored by the South Carolina Department of Education. The award will be paid to the teacher as a bonus. The bonus will be subject to withholding for tax purposes but will not be considered as salary for retirement earnings. These awards shall not be subject to SC income taxes.

The appropriate accounts for **allowed expenditures** are

333-100-110	Instruction Regular Salaries
333-100-200**	Instruction Employee Benefits

Responsible Office: Office of Finance
Contact: Sue Martinez, 803-734-8145
E-Mail Address: smartine@ed.sc.gov

REVENUE 3538 STUDENTS AT RISK OF SCHOOL FAILURE

SUBFUND 338 EIA FUND

Allocation Formula

Funds will be allocated to school districts based on 2 factors:

(1) the poverty index of the district as documented on the most recent district report card, which measures student eligibility for the free or reduced price lunch program and Medicaid; and (2) the number of students not in poverty or eligible for Medicaid but who fail to meet state standards on state standards-based assessments in either reading or mathematics.

Legal References

Early Childhood Development and Academic Assistance Act of 1993 (Act 135)

Education Accountability Act of 1998

S.C. Code Ann. § 59-1-450 (2004), S.C. Code Ann. § 59-139-05 *et seq.* (2004),
S.C. Code Ann. § 59-63-65 (2004), S.C. Code Ann. § 59-63-1300 (2008)

General Appropriation Act, 2014, Provisos 1A.27

State Board of Education Regulations
24 S.C. Ann. Regs. 43-265, 24 S.C. Ann. Regs. 43-240,
24 S.C. Ann. Regs. 43-267, 24 S.C. Ann. Regs. 43-268

Guidelines

At least 85 percent of the funds allocated for students classified as at academic risk must be spent on Instruction and Instructional Support for these students who generated the funds. Instructional support may include family literacy and parenting programs to students at-risk for school failure and their families.

Students at academic risk are defined as students who failed a high school assessment program and who score not met in grades 3 through 9 in reading and mathematics state assessments.

Assistance for these students could take place in the form of reduced classes sizes, remediation and academic assistance programs, summer school programs, family parenting and literacy program, and/or alternative education programs.

Alternative School Programs

Under provisions of Section 59-63-1300 of the South Carolina Code of Laws districts are "to provide appropriate services to students who for behavioral or academic reason are not benefiting from the regular school program or may be interfering with the learning of others." Students in grades six through twelve may be served with alternative programs.

A. Any alternative schools must be at a site separate from other schools or operated at a time when those schools are not in session or operated in another building on the school campus that would provide complete separation from other students. The selected site must meet state and local requirements for facilities and be approved by the South Carolina Department of Education's Office of School Facilities according to the requirements of the *South Carolina School Facilities Planning and Construction Guide*. Requests for waivers to the requirements must be submitted to the Office of School Facilities at the South Carolina Department of Education and approved prior to occupancy.

The appropriate accounts for allowed expenditures are:

338-100-100**	Instructional Salaries
338-100-200	Instructional Employee Benefits
338-100-300	Instructional Purchased Services
338-100-400	Instructional Supplies and Materials
338-100-500	Instructional Capital Outlay
338-200-100**	Support Services Salaries
338-200-200	Support Services Employee Benefits
338-200-300	Support Services Purchased Services
338-200-400	Support Services Supplies and Materials
338-200-500	Support Services Capital Outlay

******Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with the program guidelines. As a result, the function and object account codes displayed above are header codes only and not the detailed function and object account codes that **must** be recorded by the district.

For questions concerning the specific guidelines for programs allowed under this funding, the contacts are as follows:

Alternative Schools:

Responsible Office: Office of Student Intervention Services
Contact: Aveene Coleman, 803-734-3057
E-Mail Address: acoleman@ed.sc.gov

REVENUE	**3540**	**EARLY CHILDHOOD PROGRAM (4K PROGRAMS SERVING FOUR-YEAR-OLD CHILDREN)**
SUBFUND	**340**	**EIA FUND**

Allocation Formula

Funds appropriated for half-day programs for four-year-olds shall be based on the number of kindergarten children who are eligible for free and reduced lunch. However, no district shall receive less than 90 percent of the amount it received in the prior fiscal year.

Legal References

S.C. Code Ann. § 59-5-65 (2004)

S.C. Code Ann. § 59-139-05 *et seq*. (2004)

General Appropriation Act, 2014, Provisos 1A.3 and 1A.24

24 S.C. Code Ann. Regs. 43-264.1 (State Board of Education Regulation)

Guidelines

The regulations require all school districts to provide at least half-day early childhood development programs for four-year-olds who have indicated significant readiness deficiencies. The school districts may contract with appropriate groups and agencies to provide part or all of the programs. Districts shall integrate the planning and direction of the half-day program with the Early Childhood Initiative of Act 135. Three-year-old children may be served if the district can demonstrate to the South Carolina Department of Education that this strategy is most useful in meeting the readiness needs of the local school district.

Regulation 43-264.1 requires that classroom programs be developmentally appropriate, space must be a minimum of 35 square feet per child inside and a minimum of 75 square feet per child outside, and classroom enrollment must never exceed 20 children per early childhood certified teacher and teaching assistant. For evaluative purposes and in lieu of state requirements for licensing, programs will be evaluated on a five-year cycle using the environmental check sheet and SC Instructional Review document. For additional explanation of “developmentally appropriate” please see the Guidelines for Regulations 43-264.1.

Funds are allotted strictly to serve “children most likely to experience school failure”. Districts will be required to provide evidence (documentation of efforts to recruit) that they have used all appropriate measures to meet the needs of children and families who are in most need of 4K services.

Four-year-old children of parents who are served in school based or district based family literacy programs are primary targets for service in EIA funded child development or 4K programs.

A minimum of 10 percent of the total allocation for this program must be utilized in supplies and equipment for classroom purposes, unless a waiver has been granted by the Reading and Early Learning Team in the Office of School Transformation. Requests for waivers must be received by the Department on or before **April 1**.

EIA funds allocated for the provision of four-year-old kindergarten shall be utilized for the provision of services to age-eligible children qualifying for free or reduced-price lunch or Medicaid or documented developmental delays. In the event that more students seek to enroll than available space permits, students shall be prioritized (at the time of acceptance) on the basis of family income expressed as a percentage of the federal poverty guidelines, with the lowest family incomes given highest enrollment priority.

Disallowed expenditures include costs of construction and remodeling; non-educational equipment such as air conditioners, kitchen stoves, and minibuses; and the purchase or relocation of mobile structures.

Allowed expenditures include staff development for teachers and teaching assistants. Child- care salaries and related fringe benefits may be included only when there is direct support of the requirements of an approved parenting/family literacy program. An example of these expenditures is the cost of providing child care while teachers and parenting program personnel conduct home visits.

The appropriate accounts for **allowed expenditures** are

340-139-100	Early Childhood Programs Salaries
340-139-200	Early Childhood Programs Employee Benefits
340-139-300	Early Childhood Programs Purchased Services
340-139-410	Early Childhood Programs Supplies
340-139-445	Early Childhood Programs Technology and Software Supplies
340-139-470	Early Childhood Programs Energy
340-139-540	Early Childhood Programs Equipment
340-139-545	Early Childhood Programs Technology Equipment and Software
340-188-100	Parenting/Family Literacy Salaries
340-188-200	Parenting/Family Literacy Employee Benefits
340-188-300	Parenting/Family Literacy Purchased Services
340-188-410	Parenting/Family Literacy Supplies
340-188-445	Parenting/Family Literacy Technology and Software Supplies
340-188-470	Parenting/Family Literacy Energy
340-188-540	Parenting/Family Literacy Equipment
340-188-545	Parenting/Family Literacy Technology Equipment

and Software

340-221-100	Improvement of Instruction Curriculum Development Salaries
340-221-200	Improvement of Instruction Curriculum Development Employee Benefits
340-221-300	Improvement of Instruction Curriculum Development Purchased Services
340-221-410	Improvement of Instruction Curriculum Development Supplies
340-221-445	Improvement of Instruction Curriculum Development Technology and Software Supplies
340-221-540	Improvement of Instruction Curriculum Development Equipment
340-221-545	Improvement of Instruction Curriculum Development Technology Equipment and Software
340-224-100	Improvement of Instruction In-service and Staff Training Salaries
340-224-200	Improvement of Instruction In-service and Staff Training Employee Benefits
340-224-300	Improvement of Instruction In-service and Staff Training Purchased Services
340-224-410	Improvement of Instruction In-service and Staff Training Supplies
340-224-445	Improvement of Instruction In-service and Staff Training Technology and Software Supplies
340-224-540	Improvement of Instruction In-service and Staff Training Equipment
340-224-545	Improvement of Instruction In-service and Staff Training Technology Equipment and Software
340-271-660	Pupil Service Activities Support Services (for field trips and other pupil transportation costs not provided by state law) **Since expenditure reporting by object-level detail is optional for pupil activity functions, please use object codes that are consistent with the district's accounting system to report costs for field trips under Function Code 271.**
340-350-100	Custody and Care of Children Salaries
340-350-200	Custody and Care of Children Employee Benefits

Responsible Office: Office of School Transformation, Reading and Early Learning Team
Contact: Penny Danielson, 803-734-8251
E-Mail Address: pdanielson@ed.sc.gov

REVENUE	**3541**	**CHILD DEVELOPMENT EDUCATION PROGRAM (CDEP)**
SUBFUND	**341**	**SPECIAL REVENUE FUND**

Allocation Formula

Approved providers will receive a per pupil allocation for each "at risk" child participating in the program.

Legal References

General Appropriations Act, 2014 Proviso 1A.33

Guidelines

The South Carolina Child Development Education Program (CDEP) shall be available for the 2014 -2015 school year on a voluntary basis and shall focus on the developmental and learning support that children must have in order to be ready for school and must incorporate parenting education.

Each child residing in the CDEP funded districts, who will have attained the age of four years old on or before September 1, of the school year, and meets the at-risk criteria is eligible for enrollment in the CDEP for one year. For purposes of this funding, at risk is defined as "on free-reduced lunch or Medicaid eligible".

Services for this program will be considered full time. The instructional day will consist of 6.5 hours and for 180 days.

For purposes of the funding, the Provider is considered the approved school.

Providers shall:

1. comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services;
2. comply will all state and local health and safety laws and codes;
3. comply with all state laws that apply regarding criminal background checks for employees and exclude from employment any individual not permitted by state law to work with children;
4. be accountable for meeting the education needs of the child and report at least quarterly to the parent/guardian on his progress;
5. comply with all program, reporting, and assessment criteria required of providers;

6. maintain individual student records for each child enrolled in the program to include, but not be limited to, assessment data, health data, records of teacher observations, and records of parent/guardian and teacher conferences;
7. designate whether extended ay services will be offered to the parents/guardians of children participating in the program; and
8. be approved, registered, or licensed by the Department of Social Services and,
9. comply with all state and federal laws and requirements specific to program providers.

Providers may limit student enrollment based upon space available.

Providers must also:

1. employ a lead teacher with a two-year degree in early childhood education or related field or be granted a waiver of this requirement form the Department of Education. It is imperative to remember, that teachers working in public schools must be certified in order for the school to be in compliance with No Child Left Behind regulations regarding “high qualified”;
2. employ an education assistant with pre-service or in-service training in early childhood education; Districts may request a waiver of the ECD 101 requirement by providing written documentation as to the qualifications of the teaching assistant.
3. maintain classrooms with at least 10 four-year-old children, but no more than 20 four-year-old children with an adult to child ratio of 1:10. With classrooms having a minimum of 10 children, the 1:10 ratio must be a lead teacher to child ratio. Waivers of the minimum class size requirement may be granted by the South Carolina Department of Education on a case-by-case basis;
4. offer a full day, center-based program with 6.5 hours of instruction daily for 180 school days;
5. provide an approved research-based preschool curriculum that focuses on critical child development skills, especially early literacy, numeracy, and social/emotional development;
6. engage parents’ participation in their child’s educational experience that shall include a minimum of two documented conferences per year; and
7. adhere to professional development requirements.

The appropriate accounts for **allowed expenditures** are

341-147-100	CDEP Salaries
341-147-200	CDEP Employee Benefits
341-147-300	CDEP Purchased Services
341-147-400	CDEP Supplies and Materials
341-147-500	CDEP Capital Outlay
341-189-300	CDEP (Parenting) Purchased Services
341-189-400	CDEP (Parenting) Supplies
341-224-300	Teacher In-service Purchased Services
341-224-400	Teacher In-service Supplies and Materials

Responsible Office:	Office of School Transformation, Reading and Early Learning Team
Contact:	Penny Danielson, 803-734-8251
E-Mail Address:	pdanielson@ed.sc.gov

REVENUE	**3544**	**HIGH ACHIEVING STUDENTS (Carryover Only)**
SUBFUND	**344**	**EIA FUND**

Allocation Formula

No funds will be allocated under this sub fund for the 2014-15 school year.

Legal Reference

General Appropriation Act, 2014, Provisos 1A.29

S.C. Code Ann. § 59-29-170 (2004)

24 S.C. Code Ann. Regs. 43-258.1 (State Board of Education Regulation)
24 S.C. Code Ann Regs 43-220 (State Board of Education Regulation)

Education Improvement Act of 1984, Division II, Subdivision A, Subpart 4, § 1, as amended 1985-90

Guidelines

Funds should be spent to support activities for students who have demonstrated high academic achievement. Expenditures for Gifted and Talented Academic, Gifted and Talented Artistic, Junior Scholars and Advanced Placement, Advanced Placement Singleton and International Baccalaureate programs are allowed under this funding.

Of the total allocation, 12% must be spent on programs serves artistically gifted students.

Jr. Scholars

High Achieving funding may be used to provide PSAT to eighth graders who qualify for the Junior Scholar designation.

Gifted and Talented Academic/Artistic

Gifted and Talented academic students at the elementary and secondary levels must be provided programming during the regular school year to develop their unique talents in the manner specified by State Board of Education regulations. Gifted and talented students are those who are identified in grades one through twelve as demonstrating high performance ability or potential in academic and/or artistic areas and therefore require educational programming beyond that normally provided by the general school programming in order to achieve their potential. Gifted and Talented artistic students at the elementary and secondary levels must be provided services during the regular school year or during the

summer. For the Gifted and Talented artistic services, where funds are insufficient to serve all students, the district may determine which particular students shall be served.

The district may also expend funding for the following:

- the Gifted and Talented Program coordinator's salary,
- the Gifted and Talented Program secretary's salary,
- the costs of travel for professional development and to other districts for the purpose of program observation, conference registration fees, and consultant fees and,
- the costs of transportation to and from school sites for program services.

Dual Credit is currently not an option to receive the High Achieving Add-on Weighting funding.

Students coded as GTR or GTA on the PowerSchool High Achieving page must be identified as GTR or GTA and served in a GT class (as outlined in South Carolina Board Regulation 43-220) in order to receive the High Achieving Add-on Weighting funding.

All high school students who are enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses are eligible for the High Achieving Add-on Weighting funding.

Advanced Placement

Each school district is required to provide Advanced Placement (AP) courses in all secondary schools that enroll an adequate number of students to support such courses. State Board of Education regulations specifies that all secondary schools whose organization structure includes grades eleven and or twelve shall offer at least one AP course either (a) in the school, (b) through a cooperative agreement with other secondary schools in the district, (c) through independent study, or (d) through an agreement with other districts. Schools may also utilize the South Carolina Virtual School Program to offer the courses to students. Students successfully completing the AP requirements may receive credit in postsecondary public colleges in South Carolina.

Districts may also provide AP courses for a subpopulation of uniquely qualified academically talented students regardless of the incident of low enrollment and exceptionally high per-student costs through AP Singleton or through the South Carolina Virtual School Program.

The costs of AP exams are paid directly to College Board by the South Carolina Department of Education (SCDE) through an annual contract for all students who meet the stated criteria: Public school student (includes charter schools) in grades 9 -12. Completed the required and approved AP course (on site, virtually, at a partnering school, etc.).

Per the contract with College Board, the school and the district are responsible for properly coding the test booklets for option 1 (fee reduction) and option 2 (state contract full price). Districts are required to submit an approved invoice to the SCDE and to the College Board. The state then pays the examination costs. Any extra items ordered (labels, CD data files, etc.), late fees, unused examination fees, and examinations for students outside the stated criteria are borne by the school.

International Baccalaureate

School districts who choose to offer the International Baccalaureate Diploma Programme in one or more of the high schools may be eligible to receive a partial examination fee for each exam administered. Participating schools must go through the rigorous vetting process to become an approved Diploma Programme through the International Baccalaureate Organization. The school must fulfill all requirements to remain a member in good standing with IBO. Students successfully completing the IB requirements may receive credit in postsecondary public colleges in South Carolina.

Districts may be eligible to receive a partial reimbursement of the exam fee based on numbers reported to the SCDE in the fall. Allocations will be updated at the 45th day reporting period.

The appropriate accounts for **allowed expenditures** are

344-113-300**	Elementary Programs Purchased Services
344-113-400	Elementary Programs Supplies and Materials
344-141-100**	Gifted and Talented Academic Instructional Salaries
344-141-200	Gifted and Talented Academic Employee Benefits
344-141-300	Gifted and Talented Academic Purchased Services
344-141-400	Gifted and Talented Academic Supplies and Materials
344-141-500	Gifted and Talented Academic Capital Outlay
344-143-400**	Advanced Placement Supplies and Materials
344-143-500	Advanced Placement Capital Outlay
344-148-100**	Gifted and Talented Artistic Instructional Salaries
344-148-200	Gifted and Talented Artistic Employee Benefits
344-148-300	Gifted and Talented Artistic Purchased Services
344-148-400	Gifted and Talented Artistic Supplies and Materials
344-148-500	Gifted and Talented Artistic Capital Outlay
344-174-100**	Gifted and Talented Summer School Instructional Salaries
344-174-200	Gifted and Talented Summer School Employee Benefits
344-174-300	Gifted and Talented Summer School Purchased Services
344-174-400	Gifted and Talented Summer School Supplies and Materials
344-200-100**	Support Services Salaries
344-200-200	Support Services Employee Benefits
344-200-300	Support Services Purchased Services
344-200-400	Support Services Supplies and Materials
344-200-500	Support Services Capital Outlay

******Because a variety of programs are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with the above guidelines, school technology and renewal plans, and district strategic plans. As a

result, the function and object accounts displayed above are header accounts only and not the detailed object-level expenditure account codes that **must** be recorded by the district.

Responsible Office: Office of Instructional Practices and Evaluations
Contact: Lamont Moore, 803-734-8335
E-mail Address: lmoore@ed.sc.gov

REVENUE 3550 TEACHER SALARY INCREASE
(No Carryover Provision)

SUBFUND 350 EIA FUND

Allocation Formula

A. The initial allocation is based on the prior year's professional certified staff listing using the EIA factor and a growth factor.

B. Final allocation is based on the current year's professional certified staff listing as of the 135th day of school. Eligibility for staff members is determined by each member's position code, instructional FTE, and term of employment for the first 135 days of school. Entitlement for each full-time eligible certified staff member is calculated by multiplying the prior year's base state minimum salary (first figures) as listed in each cell of the teacher salary schedule for educational level and years of experience by the EIA supplement factor as shown on the final "Current Year's State Minimum Salary Schedule."

C. The name, current-year salary, and other required variables for noncertified staff members must be entered on the staff listing by the school district.

Salary supplement for noncertified personnel in position codes 18, 36, 37, 38, 39, and 40 is calculated as follows:

$$\frac{\text{annual salary} - \text{federal funds} \times \text{current EIA factor}}{1 + \text{current EIA factor}}$$

Legal References

S.C. Code Ann. § 59-20-50(b) (2004)

General Appropriation Act, 2014, Provisos 1A.6 and 1A.42

Guidelines

Revenue for the teachers' salary increase may be received and accounted for in Subfund 350, Teacher Salary Increase. All expenditures for the EIA salary increase must be reflected in this subfund under the applicable function and object classification.

An alternate method of accounting for these funds permits the receipting of the revenue in Subfund 350, Teacher Salary Increase, with a subsequent transfer of the revenue to the General Fund. Expenditures should be reflected in the General Fund under the applicable function and object classification. If this method is used for Subfund 350, the same method must be used for Subfund 355, Teacher Salary Fringe.

Regardless of the method the district selects, *expenditures for the mandatory EIA salary increase may not be reflected in any EIA subfund except Subfund 350, Teacher Salary Increase.*

School districts are required to maintain local salary supplements per teacher, no less than their prior year's level. Teacher pay raises, through adjustments in the State's minimum salary schedule, shall be provided only to teachers who demonstrate minimum knowledge proficiency by meeting at least one of the following criteria:

- holding a valid professional certificate,
- having a score of 425 or greater on the commons examination of the National Teacher Examination,
- meeting the minimum qualifying score on the appropriate subject area of the teacher exam, or
- meeting the minimum standards on the basic skills examination as prescribed by the State Board of Education provided in Section 2 of the Education Improvement Act (Act 187) of 1979.

Responsible Office:	Office of Finance
Contact:	Sue Martinez, 803-734-8145
E-Mail Address:	smartine@ed.sc.gov

REVENUE	**3555**	**TEACHER SALARY FRINGE (No Carryover Provision)**
SUBFUND	**355**	**EIA FUND**

Allocation Formula

The allocation is based on the district's actual EIA salary increase revenue as derived from the current year professional certified staff (PCS) system.

district PCS salary supplement	X	(employer % retirement)	+	(employer % FICA)	=	district allocation

Legal Reference

S.C. Code Ann. § 59-20-50 (b) (2004)

General Appropriation Act, 2014, Provisos 1A.6 and 1A.42

Guidelines

The purpose of these funds is to defray the costs for the additional employee benefits resulting from the teachers' salary increase.

The school districts may opt for either of the methods of accounting for these funds permitted for Subfund 350, Teacher Salary Increase. Expenditures should be recorded under the appropriate function. Districts should be consistent in the method used to account for Subfund 350 and 355.

Responsible Office: Office of Finance
Contact: Sue Martinez, 803-734-8145
E-Mail Address: smartine@ed.sc.gov

REVENUE 3556 ADULT EDUCATION

SUBFUND 356 EIA FUND

Allocation Formula

For 2014-15, funds will be allocated to districts based on a formula which includes target populations without a high school credential, program enrollment the previous school year, performance measures met the previous school year, and performance factors such as number of high school credentials and career readiness certificates awarded the previous school year.

Legal References

General Appropriation Act, 2014; S.C. Acts 23, Proviso 1A.30

24 S.C. Code Ann. Reg. 43-237.1 (State Board of Education Regulation)

Overall levels of state funding must meet the federal requirement for state maintenance of effort.

Guidelines

ADULT EDUCATION

Funds are allocated to adult education programs in local school districts to provide academic services to adults for (1) adult education and literacy services, including workplace literacy services, (2) family literacy services, and (3) English literacy services. Adult education and literacy services include, but are not limited to, the following: basic-education instruction, preparation for a high school equivalency test, the development of academic skills and in contextual workplace basic skills, or the completion of requirements for a high school diploma.

In order to be served by an adult education program, an individual must meet the federal definition of an adult education student. In accordance with that definition, students who possess a high school credential may be served if they lack sufficient mastery of basic educational skills to enable them to function effectively in society.

All out-of-state travel paid with adult education funds must be directly related to the operation and improvement of the adult education program.

In order for 100 percent of the salary of a school district's adult education director to be paid from the adult education allocation, the following criteria must be met:

a. The 2013-14 enrollment of the school district's adult education program, or consortium of school districts, must meet the minimum number determined by the Office of Adult Education based on Census data of individuals without a high school education.

b. **The adult education director must devote 100 percent of his or her time to the adult education program.**

In school districts that have an enrollment less than the minimum number outlined in Item a. above for the 2013-14 academic year or districts in which the adult education director is not employed 100 percent in that position, a percentage of the adult education director's salary may be paid from the adult education allocation.

Example 1:

> If the enrollment of the adult education program for the 2013-14 school year is 500, and the target enrollment is 1,000 and the adult education director is employed 100 percent in adult education, then one-half of the adult education director's salary may be paid from the allocation. (If the adult education director has an annual salary of $60,000, then the amount of the adult education director's salary that can be paid from the allocation is $30,000.)
>
> $60,000 X 50% = $30,000

Example 2:

> If the enrollment of the adult education program for the 2013-2014 school year is 500 and the target enrollment is 1,000 and the adult education director is employed 50 percent in adult education and 50 percent in alternative education, then one-half of the adult education director's salary may be paid from the allocation. However, since the adult education director was employed in the adult education program only one-half of the time, only one-half of the allowed amount of salary may be paid. (If the adult education director has an annual salary of $60,000 but is employed only on a half-time basis and the program has an enrollment of 500, the allocation for the director's salary is $15,000.)
>
> $60,000 X 50% = $30,000 X 50% = $15,000

The target student enrollment requirement to fully fund the adult education director's salary may be waived by the Director of the Office of Adult Education based on consideration of unforeseen enrollment drops due to changes in funding regulations or establishment of new adult education programs.

The adult education director must be certified in one the following areas: 70, 71, 72, 73, or 74 or must hold an advanced degree in the field of adult education and a South Carolina teaching certificate.

The adult education director must be listed on the **professional certified staff (PCS) listing** at the same percentage of job responsibility as stated on the **"Administration of Adult Education Program"** form. Acceptable position codes are 16 or 56.

Adult education services must be offered on a year-round basis. Summer months may have abbreviated course offerings. Programs in which the adult education director's salary is paid entirely with state adult education funds must offer a sufficient instructional program during the summer months to meet the needs of the local community.

YOUNG ADULT POPULATION (YAP)

For 2014-15, thirty percent of Adult Education funds are available to school districts to serve adult education students between the ages of 17–21 who are enrolled in programs leading to a high school diploma or in preparation to sit for a high school equivalency test or prepare for the career readiness certificate exam (WorkKeys).

YAP funds will be allocated based on a formula, which is a combination of three factors:

Factor 1: The number of 17–21 year old students enrolled in a high school completion program with at least 12 hours of instruction the previous school year who complete their incoming educational functioning level, as determined by approved assessments.

Factor 2: The number of 17–21 year old students, with at least 12 hours of instruction the previous school year who meet the goal of obtaining a gold, silver, or platinum Career Readiness Certificate. The goal of obtaining a bronze Career Readiness Certificate will not be included.

Factor 3: The number of 17–21 year old students with at least twelve hours of instruction who meet the goal of obtaining either a high school diploma or who successfully passed a high school equivalency examination the previous school year.

20 percent of the allocation will be based on Factor 1.
30 percent of the allocation will be based on Factor 2.
50 percent of the allocation will be based on Factor 3.

FAMILY LITERACY

South Carolina Family Literacy Collaborative Projects must contain all of the following components:

- adult education/literacy instruction,**
- early childhood instruction,
- PACT (Parent and Child Together), and
- parenting instruction.

** Adult education programs are encouraged to work with early childhood education and family literacy programs; however, only the adult education portion of the family literacy program may be paid with adult education funds.

EQUIPMENT

All equipment purchased with funds budgeted under "Equipment" (181-500, 182-500, 183-500, and 223-500) must meet the following guidelines:

- Property records must be maintained that include a description of the property, a serial number or other identification number, the vendor's name, the acquisition date, the cost of the property, and the location of the property.

- A physical inventory of the property must be taken and the results reconciled with the property records every year

- Disposal of obsolete equipment shall be documented in the inventory report. *Obsolete or inoperable equipment* is defined as equipment that is worn out, that is irreparable or not economically feasible to repair, or that has been replaced by new technology.

- Prior approval by the Office of Adult Education must be obtained in order to sell obsolete equipment. Funds generated from the sale of obsolete equipment must be reported to the Office of Adult Education.

EXPENDITURES

Allowed expenditures include costs that are necessary and prudent to the successful operation of the program. However, expenditures will be limited to those identified in the approved plan.

The appropriate accounts for **allowed expenditures** are

356-181-100	Adult Basic Education Programs Salaries
356-181-200	Adult Basic Education Programs Employee Benefits
356-181-300	Adult Basic Education Programs Purchased Services
356-181-400	Adult Basic Education Programs Supplies and Materials
356-181-500*****	Adult Basic Education Programs Capital Outlay
356-182-100	Adult Secondary Education Programs Salaries
356-182-200	Adult Secondary Education Programs Employee Benefits
356-182-300	Adult Secondary Education Programs Purchased Services
356-182-400	Adult Secondary Education Programs Supplies and Materials
356-182-500*****	Adult Secondary Education Programs Capital Outlay
356-183-100	Adult English Literacy (ESL) Salaries
356-183-200	Adult English Literacy (ESL) Employee Benefits
356-183-300	Adult English Literacy (ESL) Purchased Services

356-183-400	Adult English Literacy (ESL) Supplies and Materials
356-183-500*	Adult English Literacy (ESL) Capital Outlay
356-221-100	Improvement of Instruction Curriculum Development Salaries
356-221-200	Improvement of Instruction Curriculum Development Employee Benefits
356-221-300	Improvement of Instruction Curriculum Development Purchased Services
356-221-400	Improvement of Instruction Curriculum Development Supplies and Materials
356-223-100	Supervision of Special Programs Salaries
356-223-200	Supervision of Special Programs Employee Benefits
356-223-300	Supervision of Special Programs Purchased Services
356-223-400	Supervision of Special Programs Supplies and Materials
356-223-500*	Supervision of Special Programs Capital Outlay
356-224-100	Improvement of Instruction In-service and Staff Training Salaries
356-224-200	Improvement of Instruction In-service and Staff Training Employee Benefits
356-224-300	Improvement of Instruction In-service and Staff Training Purchased Services
356-224-400	Improvement of Instruction In-service and Staff Training Supplies and Materials
356-254-100	Operation and Maintenance of Plant Salaries
356-254-200	Operation and Maintenance of Plant Employee Benefits
356-254-300	Operation and Maintenance of Plant Purchased Services
356-254-400	Operation and Maintenance of Plant Supplies and Materials

*****Requests for budget items in these categories **must be submitted in writing** and **must be approved in writing** by the Office of Adult Education.

Budget amendments must be received in the Office of Adult Education no later than May 15 of the current fiscal year. If May 15 falls on a weekend, all amendments will be due the following Monday.

Responsible Office:	Office of Adult Education
Contacts:	David Stout, 803-734-8348 (budget questions)
Fax:	803-734-3643
	Janet Thompson, 803-734-8472 (program questions)
	Terry Fetner Phillips, 803-734-8080 (program questions)
	Mike King, 803-734-8300 (program questions)
	Tonya Creamer, 803-734-8069 (program questions)

	Harriette Jenerette, 803-734-4708 (program questions) Jennifer Cooper-Keels, 803-734-8070 (data questions)
E-Mail Addresses:	dstout@ed.sc.gov hjeneret@ed.sc.gov tfphillips@ed.sc.gov mrking@ed.sc.gov tcreamer@ed.sc.gov jckeels@ed.sc.gov jthompso@ed.sc.gov

REVENUE 3558 READING

SUBFUND 358 EIA FUND

Allocation Formula

Funds are distributed on the number of weighted pupil units in each school district in proportion to the statewide weighted pupil units using the 135-day count of the prior year.

Legal References

General Appropriation Act, 2014, Proviso 1A.25

Guidelines

Districts must expend the funds on teaching teachers how to teach reading at all levels and across all content areas.

The goal of the this funding is to help teachers develop the knowledge base they need in order to make informed and effective curricular and instructional decisions about reading and readers. Because of this, districts must make the choice on which reading programs will best serve their students.

Of the funds appropriated for reading/literacy, the Department of Education, schools, and districts shall ensure that resources are utilized to improve student achievement in reading/literacy. To focus on the importance of early reading and writing skills and to ensure that all students acquire reading/literacy skills by the end of grade 3, fifty percent of the appropriation shall be directed toward acquisition of reading proficiency to include, but not be limited to, strategies in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Forty percent of the appropriation shall be directed toward classroom instruction and intervention to focus on struggling readers and writers in grades 4-8. Ten percent of the appropriation should be directed toward acceleration to provide additional opportunities for deepening and refinement of literacy skills.

Disallowed expenditures include salaries for aides, classroom furniture, and non-instructional equipment, maintenance and computers.

Allowed expenditures include salaries, fringe benefits, consultation services, travel to and from schools and conferences, instructional materials and computers and software used to implement a successful reading program.

The appropriate accounts for **allowed expenditures** are

358-100-100	Instructional Salaries
358-100-200	Instructional Employee Benefits

358-100-300	Instructional Purchased Services
358-100-400	Instructional Supplies and Materials
358-221-100	Improvement of Instruction–Curriculum Development Salaries
358-221-200	Improvement of Instruction–Curriculum Development Employee Benefits
358-221-300	Improvement of Instruction–Curriculum Development Purchases Services
358-221-400	Improvement of Instruction–Curriculum Development Supplies and Materials
358-224-100	Improvement of Instruction In-service and Staff Training Salaries
358-224-200	Improvement of Instruction In-service and Staff Training Employee Benefits
358-224-300	Improvement of Instruction In-service and Staff Training Purchases Services
358-224-400	Improvement of Instruction In-service and Staff Training Supplies and Materials

Because a variety of program activities are permissible, appropriate account numbers will be determined based on services provided and goods delivered in accordance with program guidelines. As a result, the function and object codes displayed above are header codes only and not the detailed function and object account codes which **must be recorded by the district.

Responsible Office: Office of School Transformation, Read to Succeed Section
Contact: Candice Walsh, 803-734-0091
E-Mail Address: CLwalsh@ed.sc.gov

REVENUE 3571 PALMETTO PRIORITY SCHOOLS

SUBFUND 371 EIA FUND

Allocation Formula

Funding will be allocated with a base amount of $140,000 and will be awarded to all Priority Schools with an additional allotment of $20 per student based on student enrollment used for the previous year's allocation.

Legal Reference

General Appropriations Act, 2014, Proviso 1A.14

Guidelines

The funds must be expended on strategies and activities as expressly outlined in the Challenge to Achieve Plan and the Memorandum of Agreement (MOA). The SC Department of Education provides technical assistance in designing and implementing the Challenge to Achieve Plan and in brokering for technical assistance personnel, as needed and as stipulated in the MOA. Schools may amend their budget through required quarterly updates.

Disallowed expenditures

Supplanting is not allowed and this funding may not be used for non-instructional Capital Outlay expenditures.

The appropriate accounts for **allowed expenditures** are

371-100-100**	Instruction Salaries
371-100-200	Instruction Employee Benefits
371-100-300	Instruction Purchased Service
371-100-400	Instruction Supplies and Materials
371-100-500	Instruction Capital Outlay
371-100-600	Instruction Other Objects
371-200-100**	Support Services Salaries
371-200-200	Support Services Employee Benefits
371-200-300	Support Services Purchased Service
371-200-400	Support Services Supplies and Materials
371-200-600	Support Services Other Objects

**Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with the program guidelines. As a result, the function and object account codes displayed above

are header codes only and not the detailed function and object account codes that **must** be recorded by the district.

Responsible Office:	Office of School Transformation
Contact:	Tina Jamison, 803-734-3397
E-Mail Address:	tjamison@ed.sc.gov

REVENUE **3577** **TEACHER SUPPLIES**
(No Carryover Provision)

SUBFUND **377** **EIA FUND**

Allocation Formula

To offset expenses incurred by eligible employees for supplies directly related to the education of students, an allocation of *up to* $275 will be made to each eligible individual who is employed by a school district or a special school as of November 30 of the current fiscal year. *In the 2014-2015 school year, the per-teacher allocation will be $*250.

Legal Reference

General Appropriation Act, 2014, Proviso 1A.11

Guidelines

All certified public school or special school classroom teachers, media specialists, and guidance counselors (position codes 03–11, 17 and 18) who are employed by a school district as of November 30 of the current fiscal year, shall receive reimbursement of *up to* $275 each to offset expenses incurred by them for teaching supplies and materials. Funds shall be disbursed by the Department to school districts by July 15, based on the last reconciled Professional Certified staff (PCS) listing from the previous year. Any deviation in the PCS and actual teacher count will be reconciled by December 31 or as soon as practicable thereafter. School districts shall disburse these funds on the first day that teachers are required to be in attendance at school for the current contract year. Funds will be disbursed in a manner separate and distinct from their payroll check.

Funds distributed to school districts or allocated to school districts must not supplant existing supply money paid to teachers from other sources.

Any district requiring receipts, must notify teachers who have not submitted receipts between November 25 and December 6 that they must submit receipts to the district. Any funds not disbursed to teachers must be returned to the Department and may not be retained by the districts.

Special Note: Any supplies/materials/equipment purchased with the teacher supply funding is that of the teacher and not the school district in which the teacher is employed. If a teacher leaves the employment of the district, supplies are taken by the teacher upon their departure.

The appropriate accounts for **allowed expenditures** are

377-100-410	Instruction Supplies and Materials
377-212-410	Guidance Services Supplies and Materials
377-222-410	Library and Media Services Supplies and Materials

Responsible Office: Office of Finance
Contact: Sue Martinez, 803-734-8145
E-Mail Address: smartine@ed.sc.gov

REVENUE	**3578**	**HIGH SCHOOLS THAT WORK/MAKING MIDDLE GRADES WORK**
SUBFUND	**378**	**EIA FUNDS**

Allocation Formula

Funds will be made available for new and existing High Schools That Work (HSTW), Making Middle Grades Work (MMGW), and Career Centers That Work (CCTW) sites.

Legal Reference

General Appropriation Act, 2014, Proviso 1A.18

Guidelines

Allowed expenditures include costs to

- establish High Schools That Work (HSTW), Making Middle Grades Work (MMGW), and Career Centers That Work (CCTW) sites to enable South Carolina's schools to participate in a nationally recognized total school reform initiative(s);
- provide professional development opportunities through the Southern Regional Education Board (SREB), existing HSTW/MMGW/CCTW site leadership, or other HSTW/MMGW/CCTW leadership professionals;
- purchase instructional materials that would support the implementation/integration of the ten (10) Key Practices associated with both the HSTW and MMGW school reform initiatives and Career Centers That Work reform initiatives;
- enable prospective sites to visit other HSTW/MMGW/CCTW sites in order to more completely and successfully join the state's network; and
- provide leadership, training, and equipment in support of Project Lead The Way (PLTW) and Gateway to Technologies; pre-engineering curricula with a focus on rigorous math and science instruction and integration that directly support the career and technology emphasis that is a component of HSTW/MMGW/CCTW.
- pay membership fees to SREB

The appropriate accounts for **allowed expenditures** are

378-113-311	Elementary Programs Instructional Services (Grades 6-8 only)
378-113-312	Elementary Programs Instructional Program Improvement Services (Grades 6-8 only)
378-113-314	Elementary Programs Staff Services (Grades 6-8 only)
378-113-332	Elementary Programs Travel (Grades 6-8 only)
378-113-340	Elementary Programs Communications (Grades 6-8 only)

378-113-410	Elementary Programs Supplies (Grades 6-8 only)
378-113-640	Dues and Fees
378-114-311	High School Programs Instructional Services
378-114-312	High School Programs Instructional Program Improvement Services
378-114-314	High School Programs Staff Services
378-114-332	High School Programs Travel
378-114-340	High School Programs Communications
378-114-410	High School Programs Supplies
378-114-640	Dues and Fees
378-115-120	CTE Programs Substitute/Temporary Salaries
378-115-311	CTE Programs Instructional Services
378-115-312	CTE Programs Instructional Program Improvement Services
378-115-314	CTE Programs Staff Services
378-115-332	CTE Programs Travel
378-115-340	CTE Programs Communications
378-115-345	CTE Programs Technology
378-115-410	CTE Programs Supplies
378-115-445	CTE Programs Technology and Software
378-115-540	CTE Programs Equipment
378-115-545	CTE Programs Technology Equipment and Software
378-115-640	Dues and Fees
378-116-314	CTE Programs Staff Services
378-116-332	CTE Programs Travel
378-116-340	CTE Programs Communications
378-116-345	CTE Programs Technology
378-116-410	CTE Programs Supplies
378-116-445	CTE Programs Technology and Software
378-116-540	CTE Programs Equipment
378-116-545	CTE Programs Technology Equipment and Software
378-116-640	Dues and Fees
378-224-311	Improvement of Instruction In-service and Staff Training Instructional Services
378-224-312	Improvement of Instruction In-service and Staff Training Instructional Program Improvement Services
378-224-314	Improvement of Instruction In-service and Staff Training Staff Services
378-224-332	Improvement of Instruction In-service and Staff Training Travel
378-224-340	Improvement of Instruction In-service and Staff Training Communications

378-224-410	Improvement of Instruction In-service and Staff Training Supplies

Responsible Office:	Office of School Transformation
Contact:	Tina Jamison, 803-734-3397
E-Mail Address:	tjamison@ed.sc.gov

REVENUE	**3581**	**STUDENT HEALTH AND FITNESS—NURSES**
SUBFUND	**381**	**SPECIAL REVENUE FUND**
PROJECT NUMBER		**IN**

Allocation Formula

The South Carolina General Assembly makes appropriations to fund the elementary school nurse grants during its annual state budget approval process. Based on the amount appropriated by the General Assembly, the SCDE makes these funds available to school districts through formula (non-competitive) grants. The formula is based on a "per school allocation" which will be determined by dividing the amount appropriated by the total number of eligible schools for which funding is requested. To determine each school district's grant award, the "per school allocation" will be multiplied by the number of eligible schools for which the district requested funding. No districts will receive more funding than requested. Any funds remaining after the initial calculations will be distributed to districts that were not fully funded.

Legal References

S.C. Code Ann. § 59-10-210 (2005); General Appropriation Act, 2014

Guidelines

To provide a *healthy school* that enhances academic achievement for all students, the U.S. Centers for Disease Control and Prevention suggests that districts and schools adopt a coordinated school health approach. The coordinated school health approach includes eight components that work together to keep students in school, in class, healthy and ready to learn: 1) Health Education, 2) Physical Education, 3) Health Services, 4) Nutrition Services, 5) Counseling, Psychological & Social Services, 6) Healthy School Environment, 7) Health Promotion for Staff, and 8) Family and Community Involvement.

Health Services is a critical component of the coordinated school health program model. School nurses provide health services to manage acute and chronic health conditions, assist students in developing good health-related decision-making skills, and provide education to students, staff, and parents/guardians regarding health issues. The health services that school nurses provide enable students to attend school and succeed academically.

Grants must be used to improve the school health services infrastructure by employing licensed nurses in public elementary schools. These funds help to move schools closer to meeting the national standards of having at least one registered nurse for every 750 students in the general school population, one registered nurse for every 225 students

requiring daily professional school nursing services or interventions, one registered nurse for every 125 students with complex health care needs, and additional registered nurses to meet the individual needs of students requiring daily and continuous professional nursing services.

Requirements:

- Funds must be used to place licensed nurses in elementary public schools.
- Grants are available to local school districts on a per school basis.
- School districts must submit all required components of the grant application to receive funding.

Disallowed expenditures: Funds provided through this grant may not be used for office space, office space construction, health office equipment, health office supplies, medical services, computers, software purchases, professional development, or travel.

Allowed expenditures: Expenditures are restricted to covering the cost of salaries and fringe benefits for licensed nurses employed to work in elementary public schools.

The appropriate accounts for **allowed expenditures** are:

381-213-100	Health Services Regular Salaries
381-213-200	Health Services Employee Benefits

Responsible Office: Office of Nutrition Programs
Contact: Juanita Bowens-Seabrook, 803-734-8205
E-Mail Address: JBowens@ed.sc.gov

REVENUE 3585 AID TO DISTRICTS - MOE

SUBFUND 385 EIA FUND

Allocation Formula

Funds will be allocated based on the ADM of special education students.

Legal Reference

General Appropriation Act, 2014 Proviso 1A.37

Guidelines

Funds are allocated to provide special education and related services for students with disabilities under the IDEA.

The appropriate accounts for **allowed expenditures** are

385-120-100	Exceptional Programs Salaries
385-120-200	Exceptional Programs Employee Benefits
385-120-300	Exceptional Programs Purchased Services
385-120-400	Exceptional Programs Supplies/Materials
385-120-500	Exceptional Programs Capital Outlay
385-120-600	Exceptional Programs Other Objects
385-131-100	Preschool Handicapped Speech (5-yr.-Olds) Salaries
385-131-200	Preschool Handicapped Speech (5-yr.-Olds) Employee Benefits
385-131-300	Preschool Handicapped Speech (5-yr.-Olds) Purchased Services
385-131-400	Preschool Handicapped Speech (5-yr.-Olds) Supplies/Materials
385-131-500	Preschool Handicapped Speech (5-yr.-Olds) Capital Outlay
385-131-600	Preschool Handicapped Speech (5-yr.-Olds) Other Objects
385-132-100	Preschool Handicapped Itinerant (5-yr.-Olds) Salaries
385-132-200	Preschool Handicapped Itinerant (5-yr.-Olds) Employee Benefits
385-132-300	Preschool Handicapped Itinerant (5-yr.-Olds) Purchased Services
385-132-400	Preschool Handicapped Itinerant (5-yr.-Olds) Supplies/Materials
385-132-500	Preschool Handicapped Itinerant (5-yr.-Olds) Capital Outlay
385-132-600	Preschool Handicapped Itinerant (5-yr.-Olds) Other Objects
385-133-100	Preschool Handicapped Self-Contained (5-yr.-Olds) Salaries

385-133-200	Preschool Handicapped Self-Contained (5-yr.-Olds Employee Benefits
385-133-300	Preschool Handicapped Self-Contained (5-yr.-Olds) Purchased Services
385-133-400	Preschool Handicapped Self-Contained (5-yr.-Olds) Supplies/ Materials
385-133-500	Preschool Handicapped Self-Contained (5-yr.-Olds) Capital Outlay
385-133-600	Preschool Handicapped Self-Contained (5-yr.-Olds) Other Objects
385-134-100	Preschool Handicapped Homebased (5-yr.-Olds) Salaries
385-134-200	Preschool Handicapped Homebased (5-yr.-Olds) Employee Benefits
385-134-300	Preschool Handicapped Homebased (5-yr.-Olds Purchased Services
385-134-400	Preschool Handicapped Homebased (5-yr.-Olds Supplies/Materials
385-134-500	Preschool Handicapped Homebased (5-yr.-Olds) Capital Outlay
385-134-600	Preschool Handicapped Homebased (5-yr.-Olds) Other Objects
385-135-100	Preschool Handicapped Speech (3- & 4-yr.-Olds) Salaries
385-134-200	Preschool Handicapped Speech (3- & 4-yr.-Olds) Employee Benefits
385-135-300	Preschool Handicapped Speech (3- & 4-yr.-Olds) Purchased Services
385-135-400	Preschool Handicapped Speech (3- & 4-yr.-Olds) Supplies/Materials
385-135-500	Preschool Handicapped Speech (3- & 4-yr.-Olds) Capital Outlay
385-135-600	Preschool Handicapped Speech (3- & 4-yr.-Olds) Other Objects
385-136-100	Preschool Handicapped Itinerant (3- & 4-yr.-Olds) Salaries
385-136-200	Preschool Handicapped Itinerant (3- & 4-yr.-Olds) Employee Benefits
385-136-300	Preschool Handicapped Itinerant (3- & 4-yr.-Olds) Purchased Services
385-136-400	Preschool Handicapped Itinerant (3- & 4-yr.-Olds) Supplies/Materials
385-136-500	Preschool Handicapped Itinerant (3- & 4-yr.-Olds) Capital Outlay
385-136-600	Preschool Handicapped Itinerant (3- & 4-yr.-Olds) Other Objects

385-137-100	Preschool Handicapped Self-Contained (3- & 4-yr.-Olds) Salaries
385-137-200	Preschool Handicapped Self-Contained (3- & 4-yr.-Olds) Employee Benefits
385-137-300	Preschool Handicapped Self-Contained (3- & 4-yr.-Olds) Purchased Services
385-137-400	Preschool Handicapped Self-Contained (3- & 4-yr.-Olds) Supplies/ Materials
385-137-500	Preschool Handicapped Self-Contained (3- & 4-yr.-Olds) Capital Outlay
385-137-600	Preschool Handicapped Self-Contained (3- & 4-yr.-Olds) Other Objects
385-138-100	Preschool Handicapped Homebased (3- & 4-yr.-Olds) Salaries
385-138-200	Preschool Handicapped Homebased (3- & 4-yr.-Olds) Employee Benefits
385-138-300	Preschool Handicapped Homebased (3- & 4-yr.-Olds) Purchased Services
385-138-400	Preschool Handicapped Homebased (3- & 4-yr.-Olds) Supplies/ Materials
385-138-500	Preschool Handicapped Homebased (3- & 4-yr.-Olds) Capital Outlay
385-138-600	Preschool Handicapped Homebased (3- & 4-yr.-Olds) Other Objects
385-145-100	Homebound* Salaries
385-145-200	Homebound Employee Benefits
385-145-300	Homebound Purchased Services
385-145-400	Homebound Supplies/Materials
385-145-500	Homebound Capital Outlay
385-145-600	Homebound Other Objects
385-161-100	Autism Salaries
385-161-200	Autism Employee Benefits
385-161-300	Autism Purchased Services
385-161-400	Autism Supplies and Materials
385-161-500	Autism Capital Outlay
385-161-600	Autism Other Objects
385-200-100**	Support Services Salaries
385-200-200	Support Services Employee Benefits
385-200-300	Support Services Purchased Services
385-200-400	Support Services Supplies/Materials
385-200-500	Support Services Capital Outlay
385-200-600	Support Services Other Objects

***** for students with disabilities only
******Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with IDEA spending guidelines. Function and object accounts displayed above are only header codes. Detailed function and object account codes **must** be recorded by the district.

Responsible Office:	Office of Finance
Contact:	Shatika Spearman, 803-734-8008
E-Mail Address:	sspearman@ed.sc.gov

REVENUE **3592 WORK-BASED LEARNING**

SUBFUND **392 EIA FUND**

PROJECT NUMBER **VA**

Allocation Formula

$75,000 of the funds appropriated for the Work-Based Learning Program shall be used by the South Carolina Department of Education to provide for professional development in contextual methodology and integration of curriculum, professional development in career guidance for teachers and guidance counselors and for training mentors. In addition, $500,000 shall be allocated for Regional Career Specialists in the WIA geographic areas to provide career development activities throughout all schools within the region.

The remaining funds for the Work-Based Learning Program will be allocated to school districts based on the following formula:

(2PY DWPU X base) – (2PY SWPU X 2PY DTI X 0.3 X base)

2PY	=	2d preceding year
DWPU	=	district weighted pupil units
base	=	per-pupil base amount
SWPU	=	state weighted pupil units
DTI	=	district tax index

Note: Proviso 1A.18 stipulates that unexpended funds appropriated in the prior fiscal year may be carried forward to the current fiscal year and expended for the same purposes.

Legal References

General Appropriation Act, 2014, Proviso 1A.7

24 S.C. Code Ann. Regs. 43-225 (State Board of Education Regulation)

Guidelines

See applicable subprogram codes for Career and Technology Education programs listed under Revenue Code 4210, Perkins Aid, Title I.

The following are **allowed expenditures**

- Consultant fees; substitute teacher pay; per diem expenses for workshops for teachers, administrators, counselors and volunteers; to implement activities; to provide

opportunities for academic and career and technology education teachers to work together to plan integrated instruction for students; implement strategies and action plans to address accelerated learning for students who are behind their age peers; provide professional development activities to train teachers in identifying, assessing and accommodating different learning styles; provide professional development activities in the areas of applied techniques and workshops on career guidance for teachers and counselors; provide training for mentors; and provide supplies and equipment for the applied academic courses.

- Salary, fringe benefits, travel, and routine office supplies and equipment for the Work-based Learning coordinator.
- Travel for students to work sites. Please ensure that travel funds expended are for approvable, work-based learning activities. The work-based learning must complement and relate to the school-based career majors that the students are pursuing. Travel records must be maintained by the school district.
- Salary, fringe benefits, travel, supplies, and equipment for a career specialist.

The appropriate accounts for **allowed expenditures** are

392-100-120	Instruction Substitute/Temporary Salaries
392-100-200**	Instruction Substitute/Temporary Employee Benefits
392-100-410	Instruction Supplies (for applied academic courses)
392-100-445	Instruction Technology and Software Supplies
392-100-500**	Instruction Equipment (for applied academic courses)
392-212-100	Guidance Services Salaries
392-212-200	Guidance Services Employee Benefits
392-212-300	Guidance Services Purchased Services
392-212-400	Guidance Services Supplies and Materials
392-212-500	Guidance Services Capital Outlay
392-212-600	Guidance Services Other Objects
392-221-100	Improvement of Instruction Curriculum Development Salaries
392-221-200	Improvement of Instruction Curriculum Development Employee Benefits
392-221-300	Improvement of Instruction Curriculum Development Purchased Services
392-221-400	Improvement of Instruction Curriculum Development Supplies and Materials
392-221-500	Improvement of Instruction Curriculum Development Capital Outlay
392-221-600	Improvement of Instruction Curriculum Development Other Objects
392-223-100	Supervision of Special Programs Salaries
392-223-200	Supervision of Special Programs Employee Benefits
392-223-300	Supervision of Special Programs Purchased Services
392-223-400	Supervision of Special Programs Supplies and Materials

392-223-500	Supervision of Special Programs Capital Outlay
392-223-600	Supervision of Special Programs Other Objects
392-224-100	Improvement of Instruction In-service and Staff Training Salaries
392-224-200	Improvement of Instruction In-service and Staff Training Employee Benefits
392-224-300	Improvement of Instruction In-service and Staff Training Purchased Services
392-224-400	Improvement of Instruction In-service and Staff Training Supplies and Materials
392-224-500	Improvement of Instruction In-service and Staff Training Capital Outlay
392-224-600	Improvement of Instruction In-service and Staff Training Other Objects
392-251-100	Student Transportation (Federal/District Mandated) Salaries
392-251-200	Student Transportation (Federal/District Mandated) Employee Benefits
392-251-331	Student Transportation (Federal/District Mandated) Purchased Services
392-251-400	Student Transportation (Federal/District Mandated Supplies and Materials
392-251-500	Student Transportation (Federal/District Mandated Capital Outlay

******Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with the program guidelines. As a result, the function and object account codes displayed above are header codes only and not the detailed function and object account codes that **must** be recorded by the district.

Responsible Office: Office of Career and Technology Education
Contact: Maria Swygert, 803-734-8456
E-Mail Address: nmswyger@ed.sc.gov

REVENUE **3595** **EEDA SUPPLIES AND MATERIALS**

SUBFUND **395** **SPECIAL REVENUE FUND**

Allocation Formula

Funds were allocated on a per pupil basis by the number of 6 – 12 graders in each district.

Legal References

The Education and Economic Development Act of 2005; General Appropriation Act 2014

Guidelines

Funds are to provide students in grades 6–12 with career interest inventories/assessments and career information, subscriptions, and resources to assist them in becoming more informed about and prepared for the career(s) in which they have expressed interest. These funds can also be used to provide guidance personnel (school counselors and/or career specialists) professional development opportunities related to career development.

These funds may not be used for technology supplies (computers, iPads, tablets, etc.) or any costs associated with student transportation.

The appropriate accounts for **allowed expenditures** are

395-212-300	Guidance Purchased Services
395-212-400	Guidance Supplies and Materials

Responsible Office: Office of Student Intervention Services
Contact: Sabrina Moore, 803-734-8433
E-Mail Address: smoore@ed.sc.gov

REVENUE **3597** **AID TO DISTRICTS**

SUBFUND **397** **EIA FUND**

Allocation Formula

Allocations will be based on weighted pupil units.

Legal References

General Appropriation Act, 2014, Proviso 1A.34

Guidelines

Aid to District funding should be used to support programs implemented in SC school districts, similar to those of the Education Finance Act.

The appropriate accounts for **allowed expenditures** are

397-100-100**	397-200-100**
397-100-200	397-200-200
397-100-300	397-200-300
397-100-400	397-200-400
397-100-500	397-200-500
397-100-600	397-200-600

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with guidelines. As a result, the function and object account codes displayed above are header codes only and not the detailed function and object account codes that **must be recorded by the district

Responsible Office: Office of Finance
Contact: Shatika Spearman, 803-734-8008
E-Mail Address: sspearman@ed.sc.gov

Section 8

Restricted State Funding
(Listed by Revenue Code)

Revenue Code	Subfund	State Restricted Program Description	2014-2015 State Allocation	Page Number
3118	928	EEDA Career Specialists	$ 21,362,113	78
3127	937	Student Health and Fitness (PE Teacher Ratio)	$ 5,480,326	80
3131	100	Handicapped Transportation – Bus Driver Aides	$ 129,548	82
3131	100	Handicapped Transportation – Special Needs Students Contract Reimbursement	$ 298,390	83
3132	100	Home Schooling	TBD	85
3134	924	CDEPP Expansion	$ 16,566,439	86
3135	935	Reading Coaches	$ 29,483,100	89
3136	936	Student Health and Fitness – Nurses	$ 14,817,176	91
3142	600	School Lunch Program Aid	$ 326,039	93
3160	100	School Bus Driver Salary	$ 36,233,620	94
3161	100	EAA Bus Driver Salary and Fringe	TBD	96
3162	100	Transportation Workers Compensation	$ 2,996,195	98
3165	100	EEDA Transportation	$ 608,657	99
3170	500	State School Building Aid	$ 0	100
3172	500	Children's Education Endowment (Barnwell)	TBD	102
3177	926	Summer Reading Camps	$ 6,000,000	104
3180	100	Fringe Benefits Employer Contributions	$ 601,849,043	105
3181	100	Retiree Insurance	$ 136,796,735	107
3193	919	Education License Plates	TBD	108
3350	100	Residential Treatment Facilities (RTF)	TBD	109

REVENUE 3118 EEDA CAREER SPECIALISTS

SUBFUND 928 SPECIAL REVENUE FUND

Allocation Formula

Funds are distributed based on the 45-day student count. Schools are funded based on the difference between the 300:1 student to counselor ratio required by the Education and Economic Development Act (EEDA) and the 500:1 ratio required by previous law.

Legal References

The Education and Economic Development Act of 2005

General Appropriation Act, 2014, Proviso 1A.60 and 1A.61

Guidelines

These funds may only be used for salary and benefits for guidance personnel (school counselors and career specialists) to meet the 300:1 student to guidance personnel ratio of the Education and Economic Development Act (EEDA). Career specialists were funded for middle schools and high schools in 2007–08. Districts have the flexibility to move the allocated FTEs between eligible schools within the district to achieve the 300:1 ratio.

The school-based middle school and high school career specialists who provide career services to school districts must hold both a bachelor's degree and Global Career Development Facilitator (GCDF) certification from the Center for Credentialing and Education (CCE). A certified school counselor who has earned the CCE's Career Development Facilitator (CDF) certification is not required to obtain the GCDF certification.

An individual who holds a bachelor's degree but has not completed the required 120 hours of classroom training in the GCDF competency areas may be hired as a career specialist in the South Carolina public school system. However, that individual must complete the required 120-hour CDF course and become GCDF certified within two years. If the individual who was hired without GCDF certification fails to complete the requirements for the GCDF credential within the two-year period, he or she will not meet the minimum qualification requirements for the position, and the district will no longer receive state funding for that person.

The appropriate accounts for **allowed expenditures** are

928-212-100	Guidance Salaries
928-212-200	Guidance Employee Benefits
928-217-100	Career Development Facilitator Salaries

928-217-200 Career Development Facilitator Employee Benefits

Responsible Office: Office of Student Intervention Services
Contact: Sabrina Moore, 803-734-8433
E-Mail Address: smoore@ed.sc.gov

REVENUE 3127 STUDENT HEALTH AND FITNESS – PE TEACHERS

SUBFUND 937 SPECIAL REVENUE FUND

Allocation Formula

Funds allocated to districts based on average daily membership of grades K-5 from the preceding year.

Legal References

S.C Code Ann. §59-10-10 to 59-10-60 (2005)

General Appropriation Act, 2014 Provisos 1.59

Guidelines

Students in kindergarten through fifth grade must be provided a minimum of one hundred fifty minutes a week of physical education and physical activity. The student to certified physical education teacher ratio in the elementary schools of the State must be 600 to 1. The student to teacher ratio in physical education may not exceed the average ratio of 28 to 1. The certified physical education teacher to student ratio is designed to provide students in kindergarten through fifth grade with scheduled physical education either every day or on alternate days throughout the school year and must be based on the South Carolina Physical Education Academic Standards. During each year of implementation of the reduced student to teacher ratio, each district shall report to the South Carolina Department of Education by June 15 the number of minutes of physical education instruction and physical activity minutes. The report must be listed by elementary school and by individual class and grade level. Each district shall make every effort to ensure that elementary schools in its district have age appropriate equipment and facilities to implement the physical education standards.

Allowable expenditure is hiring certified physical education teachers to meet the mandated student to teacher ratio of 600 to 1. If sufficient numbers of teachers have been hired, funds should be used to support elementary physical education programs.

The appropriate accounts for **allowed expenditures** are

937-111-100	Kindergarten Programs Salaries
937-111-200	Kindergarten Programs Employee Benefits
937-111-300	Kindergarten Programs Purchased Services
937-111-400	Kindergarten Programs Supplies and Materials
937-112-100	Primary Programs Salaries
937-112-200	Primary Programs Employee Benefits

937-112-300	Primary Programs Purchased Services
937-112-400	Primary Programs Supplies and Materials
937-113-100	Elementary Programs Salaries
937-113-200	Elementary Programs Employee Benefits
937-113-300	Elementary Programs Purchased Services
937-113-400	Elementary Programs Supplies and Materials
937-224-300	Improvement of Instruction In-service and Staff Training Purchased Services

Responsible Office: Office of Instructional Practices and Evaluations
Contact: Christine Beyer, 803-734-2782
E-Mail Address: Cbeyer@ed.sc.gov

REVENUE	**3131**	**HANDICAPPED TRANSPORTATION—BUS DRIVER AIDES** **HANDICAPPED TRANSPORTATION—SPECIAL NEEDS STUDENTS CONTRACT REIMBURSEMENT**
SUBFUND	**100**	**GENERAL FUND**

Allocation Formula

BUS DRIVERS AIDES

Districts with five or more special needs buses receive one aide slot for every five special needs buses that are operated by the district. That total (rounded down to the whole number) is multiplied by the rate established by the Office of Transportation for the current fiscal year. Districts with fewer than five special needs buses receive one aide slot. That number is multiplied by the rate established by the Office of Transportation for the current fiscal year.

Legal References

S.C. Code Ann. § 59-5-60 (2004)

24 S.C. Code Ann. Regs. 43-80.B (State Board of Education Regulation)

General Appropriation Act, 2014

Guidelines

The State allocates these funds to districts to offset the cost of salaries for school bus aides.

State Board Regulation 43-80.B states “A student that is disabled shall be accompanied by an aide if the student’s Individual Education Program so specifies.”

Allowed expenditures include salary and fringe cost for aides employed to assist students while being transported on special needs school buses that are state owned and operated.

The appropriate accounts for **allowed expenditures** are

100-255-100	Student Transportation (State Mandated) Salaries
100-255-200	Student Transportation (State Mandated) Employee Benefits

SPECIAL NEEDS STUDENTS CONTRACT REIMBURSEMENT

School districts are reimbursed on the basis of the mileage rate specified in the annual State Appropriation Act up to a maximum of sixty-four miles per day. To determine a district's total allocation, the number of miles is multiplied by the number of days a child attends school each semester.

Legal Reference

S.C. Code Ann. § 59-67-520 (2004)

Guidelines

These funds are allocated to districts to pay for contract student transportation services for students with special needs. Contract student transportation services may be purchased for any period of time and should be used when the cost of the contract is less than the cost of operating a school bus.

Vehicles certified by the manufacturer to transport fewer than eleven passengers or vehicles certified as school buses are the only vehicles approved for use under a contract.

School districts submit contract requests to the South Carolina Department of Education for approval. The SCDE bus shop supervisor must receive the contract prior to October 15 to qualify for the full 180-day reimbursement. Contracts received by the SCDE bus shop supervisor after October 15, can qualify for funds effective ten school days from receipt of the contract by the SCDE bus shop supervisor or initiation of service, whichever comes last. The total number of days that transportation services have been delivered prior to this ten-day grace period will be deducted from the days and the funding amount of the contract request.

Contracts are approved for first-semester and/or second-semester funding since funding for this program has not been adequate to cover all the approved contract expenses. Each semester's contract will receive its pro rata share of one half of the funds appropriated by the legislature.

School districts must submit first-semester reimbursement requests by February 15 of the current fiscal year. School districts must submit second-semester reimbursement requests by June 15 of the current fiscal year. Reimbursement requests not received by these dates may be subject to total loss of funding.

Allowed Expenditures

Contract student transportation services that reimburse contractors for transportation are based on a mileage rate as specified in the current year's state appropriation act, for a maximum of sixty-four miles per day. No contract may exceed the maximum of sixty-four miles per day for the first student. Each additional student transported by a contractor qualifies for reimbursement at a rate of $1.11 per day with a maximum of $100 per student

per semester. School districts that contract with SCDE to transport students on district-owned buses will be reimbursed at a rate of $1.48 per mile.

The appropriate account for **allowed expenditures** is

100-255-331	Student Transportation

Responsible Office:	Office of Transportation
Contact:	Bill Tindal, 803-734-8255
E-Mail Address:	btindal@ed.sc.gov

REVENUE	**3132**	**HOME SCHOOLING** **(No Carryover Provision)**
SUBFUND	**100**	**GENERAL FUND**

Allocation Formula

	EFA base student cost	X	.25 weighting factor	
X	number of students reported	=	district allocation	

Legal Reference

S.C. Code Ann. §§ 59-20-40(1)(C) and 59-65-40 (2004)

General Appropriation Act, 2014

Guidelines

Districts must retain the approved documentation for each pupil, a copy of the "Home Schooling" form, and a by-name listing of all approved pupils.

Data must be submitted to the Office of Finance to report the number of students under Home Schooling. Report only those students that are supervised by your district. Students whose instruction is conducted under the auspices of the South Carolina Association of Independent Home Schools ***are not eligible for funding***.

Allowed expenditures include those activities designed for the overall supervision, coordination, and direction of this special program. The appropriate accounts are

100-223-100	Supervision of Special Programs Salaries
100-223-200	Supervision of Special Programs Employee Benefits
100-223-300	Supervision of Special Programs Purchased Services
100-223-400	Supervision of Special Programs Supplies and Materials
100-223-500	Supervision of Special Programs Capital Outlay
100-223-600	Supervision of Special Programs Other Objects

Responsible Office: Office of Finance
Contact: Sue Martinez, 803-734-8145
E-Mail Address: smartine@ed.sc.gov

REVENUE	**3134**	**CHILD DEVELOPMENT EDUCATION PILOT PROGRAM (CDEPP)**
SUBFUND	**924**	**SPECIAL REVENUE FUND**

Allocation Formula

Approved providers will receive a per pupil allocation for each "at risk" child participating in the program.

Legal References

General Appropriations Act, 2014 Proviso 1.85

Guidelines

The South Carolina Child Development Education Pilot Program (CDEPP) shall be available for the 2014-2015 school year on a voluntary basis and shall focus on the developmental and learning support that children must have in order to be ready for school and must incorporate parenting education.

Each child residing in the pilot districts, who will have attained the age of four years old on or before September 1, of the school year, and meets the at-risk criteria is eligible for enrollment in the CDEPP for one year. For purposes of this funding, at risk is defined as "on free-reduced lunch or Medicaid eligible".

Services for this program will be considered full time. The instructional day will consist of 6.5 hours and for 180 days.

For purposes of the funding, the Provider is considered the approved school.

Providers shall:

1. comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services;
2. comply will all state and local health and safety laws and codes;
3. comply with all state laws that apply regarding criminal background checks for employees and exclude from employment any individual not permitted by state law to work with children;
4. be accountable for meeting the education needs of the child and report at least quarterly to the parent/guardian on his progress;
5. comply with all program, reporting, and assessment criteria required of providers;

6. maintain individual student records for each child enrolled in the program to include, but not be limited to, assessment data, health data, records of teacher observations, and records of parent/guardian and teacher conferences;
7. designate whether extended ay services will be offered to the parents/guardians of children participating in the program; and
8. be approved, registered, or licensed by the Department of Social Services and,
9. comply with all state and federal laws and requirements specific to program providers.

Providers may limit student enrollment based upon space available.

Providers must also:

10. employ a lead teacher with a two-year degree in early childhood education or related field or be granted a waiver of this requirement form the Department of Education. It is imperative to remember, that teachers working in public schools must be certified in order for the school to be in compliance with No Child Left Behind regulations regarding “high qualified”;
11. employ an education assistant with pre-service or in-service training in early childhood education; Districts may request a waiver of the ECD 101 requirement by providing written documentation as to the qualifications of the teaching assistant.
12. maintain classrooms with at least 10 four-year-old children, but no more than 20 four-year-old children with an adult to child ratio of 1:10. With classrooms having a minimum of 10 children, the 1:10 ratio must be a lead teacher to child ratio. Waivers of the minimum class size requirement may be granted by the South Carolina Department of Education on a case-by-case basis;
13. offer a full day, center-based program with 6.5 hours of instruction daily for 180 school days;
14. provide an approved research-based preschool curriculum that focuses on critical child development skills, especially early literacy, numeracy, and social/emotional development;
15. engage parents’ participation in their child’s educational experience that shall include a minimum of two documented conferences per year; and
16. adhere to professional development requirements.

The appropriate accounts for **allowed expenditures** are

341-147-101	CDEPP Salaries
341-147-201	CDEPP Employee Benefits
341-147-300	CDEPP Purchased Services
341-147-400	CDEPP Supplies and Materials
341-147-500	CDEPP Capital Outlay
341-189-300	CDEPP (Parenting) Purchased Services
341-189-401	CDEPP (Parenting) Supplies
341-224-300	Teacher In-service Purchased Services
341-224-400	Teacher In-service Supplies and Materials

Responsible Office:	Office of Instructional Practices and Evaluations
Contact:	Penny Danielson, 803-734-8227
E-Mail Address:	pdanielson@ed.sc.gov

REVENUE 3135 READING COACHES

SUBFUND 935 GENERAL FUND

Allocation Formula

For each elementary school in which 20% or more of the students scored not met on state assessments, the school will receive up to $62,730. For FY 14-15, the per school allocation will be $60,500.
For each elementary school in which less than 20% of the students scored not met on state assessments, the school will receive up to $31,365. For FY 14-15, the per school allocation will be $30,500.

Legal Reference

General Appropriation Act, 2014, Read to Succeed Act of 2014, Proviso 1.88

Guidelines

Districts must expend the funds to cover salaries and benefits for school level Reading Coaches. The goal of this funding is to provide school level reading coaches to:

- Conduct a needs assessments based on school, teacher, and student data in order to develop professional development areas of opportunity.
- Assist with the development of the school's Reading Plan.
- Model effective instructional strategies for teachers by working weekly with students in whole/small groups or individually. (Reading Coaches will use the teacher's students he or she is working with to model these strategies.)
- Facilitate study groups.
- Train teachers in data analysis and using data to differentiate instruction.
- Coach and mentor colleagues.
- Provide daily support to classroom teachers.
- Work with teaches to ensure that research-based reading programs are implemented with fidelity.
- Help to increase instructional density to meet the needs of students.
- Help lead and support reading leadership teams at his or her school.
- Continue to increase his or her knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.
- Work with all teachers (content teachers and elective areas) in the school he or she serves, prioritizing time for those teachers, activities, and roles that will have the greatest impact on student achievement, namely coaching and mentoring in classrooms.

Allowed expenditures include salaries and fringe benefits.
Disallowed expenditures include instructional materials, equipment, travel to and from professional development, maintenance, and computers.

935-221-100	Improvement of Instruction Curriculum Development Salaries
935-221-200	Improvement of Instruction Curriculum Development Employee Benefits

Responsible Office:	Office of School Transformation, Read to Succeed
Contact:	Candice Walsh, 803-734-0091
E-Mail Address:	CLWalsh@ed.sc.gov

REVENUE 3136 STUDENT HEALTH AND FITNESS - NURSES

SUBFUND 936 SPECIAL REVENUE FUND

PROJECT NUMBER FN

Allocation Formula

The South Carolina General Assembly makes appropriations to fund the elementary school nurse grants during its annual state budget approval process. Based on the amount appropriated by the General Assembly, the SCDE makes these funds available to school districts through formula (non-competitive) grants. The formula is based on a "per school allocation" which will be determined by dividing the amount appropriated by the total number of eligible schools for which funding is requested. To determine each school district's grant award, the "per school allocation" will be multiplied by the number of eligible schools for which the district requested funding. No districts will receive more funding than requested. Any funds remaining after the initial calculations will be distributed to districts that were not fully funded.

Legal References

S.C. Code Ann. § 59-10-210 (2005); General Appropriation Act, 2014; Proviso 1.59

Guidelines

To provide a *healthy school* that enhances academic achievement for all students, the U.S. Centers for Disease Control and Prevention suggests that districts and schools adopt a coordinated school health approach. The coordinated school health approach includes eight components that work together to keep students in school, in class, healthy and ready to learn: 1) Health Education, 2) Physical Education, 3) Health Services, 4) Nutrition Services, 5) Counseling, Psychological & Social Services, 6) Healthy School Environment, 7) Health Promotion for Staff, and 8) Family and Community Involvement.

Health Services is a critical component of the coordinated school health program model. School nurses provide health services to manage acute and chronic health conditions, assist students in developing good health-related decision-making skills, and provide education to students, staff, and parents/guardians regarding health issues. The health services that school nurses provide enable students to attend school and succeed academically.

Grants must be used to improve the school health services infrastructure by employing licensed nurses in public elementary schools. These funds help to move schools closer to meeting the national standards of having at least one registered nurse for every 750 students in the general school population, one registered nurse for every 225 students requiring daily professional school nursing services or interventions, one registered nurse for

every 125 students with complex health care needs, and additional registered nurses to meet the individual needs of students requiring daily and continuous professional nursing services.

Requirements:

- Funds must be used to place licensed nurses in elementary public schools.
- Grants are available to local school districts on a per school basis.
- School districts must submit all required components of the grant application to receive funding.

Disallowed expenditures: Funds provided through this grant may not be used for office space, office space construction, health office equipment, health office supplies, medical services, computers, software purchases, professional development, or travel.

Allowed expenditures: Expenditures are restricted to covering the cost of salaries and fringe benefits for licensed nurses employed to work in elementary public schools.

The appropriate accounts for **allowed expenditures** are:

936-213-100	Health Services Regular Salaries
936-213-200	Health Services Employee Benefits
936-213-300	Health Services Purchased Services

Responsible Office: Office of Nutrition Programs
Contact: Juanita Bowens-Seabrook, 803-734-8205
E-Mail Address: jbowens@ed.sc.gov

REVENUE 3142 SCHOOL LUNCH PROGRAM AID

SUBFUND 600 FOOD SERVICE FUND

Allocation Formula

$$\frac{\text{number of district cafeteria units}}{\text{number of county cafeteria units}} \times \text{county allocation} = \text{district allocation}$$

Legal References

S.C. Code Ann. § 59-63-750 (2004)

General Appropriation Act, 2014, Proviso 1.13

Guidelines

The funds provided under School Lunch Program Aid are distributed to each school district in the State based on the number of cafeteria units operating in each county/district at the end of the prior school year. The travel expenses of the county school lunch supervisor shall be paid from this appropriation at the prevailing rate of mileage allowed by the State.

The appropriate accounts for **allowed expenditures** are

600-256-100	Food Services Salaries
600-256-200	Food Services Employee Benefits
600-256-300	Food Services Purchased Services
600-256-400	Food Services Supplies and Materials
600-256-500	Food Services Capital Outlay
600-256-600	Food Services Other Objects

Responsible Office: Office of Nutrition Programs
Contacts: Juanita Bowens-Seabrook, 803-734-8205
Andrew Thomas, 803-734-8194
Heather Snelgrove, 803-734-8197
E-Mail Addresses: jbowens@ed.sc.gov
athomas@ed.sc.gov
hsnelgro@ed.sc.gov

REVENUE 3160 SCHOOL BUS DRIVER SALARY

SUBFUND 100 GENERAL FUND

Allocation Formula

Allocations to school districts will be based on the time necessary to accomplish all school bus driver functions. These times will be calculated from documents that are already part of the Annual Route Plan process.

The two essential components of this formula are the route minutes on the approved state funded R-16s/R-17s "School Bus Route Descriptions" and the number of route buses operated on the approved R-16s/R-17s. R-16s/R-17s are due by October 15 of each year. Amendments or corrections must be finalized by February 15.

School districts may contact the Office of Transportation for specific district allocations.

Legal References

S.C. Code Ann. § 59-67-480 (2004)

General Appropriation Act, 2014

Guidelines

SCHOOL BUS DRIVER SALARY

Funding is used by districts to pay for school bus driver salaries and fringe benefits for the delivery of student transportation services in support of state-required public educational programs. The funding is based upon school districts' following the South Carolina Department of Education's recommended amounts in the driver salary 22-step pay scale. A school bus driver is placed in the appropriate pay step based on his or her number of years of qualified school bus driving service. A year of qualified school bus driving service is achieved when a bus driver performs state financial school transportation services for at least 135 days in a school year, including Summer School Sessions. The district may disburse these funds to support the fringe benefit costs for the full-time school bus drivers of the district. A "full-time bus driver" must drive thirty or more hours per week.

These funds may also be used to transport qualified students via contract service. Districts may use contracting, when the cost of the contract is less than the cost of operating a school bus. All contracts must be preapproved by the Department. Contracts may use only approved vehicle types. Vehicles certified by the manufacturer to transport fewer than eleven passengers or certified as school buses may be used. A special exception for boat service to an outlying island can be granted.

HAZARDOUS CONDITION TRANSPORTATION

No driver salary funding is available for the district to pay drivers salary for authorized hazardous transportation services. Each school district may submit an application for transportation of children not qualifying for state-funded transportation service who live within an area determined by the school district as having hazardous transportation conditions.

Under the provisions of Section 59-67-420 of the South Carolina Code of Laws, the district will be required to pay for driver salary cost associated with the delivery of hazardous transportation service.

Allowed expenditures include bus driver wages and benefits necessary to fulfill all school bus driver functions as defined in the South Carolina Department of Education's funding allocation formula:

a. ten hours of annual in-service training;
b. pre-trip and post-trip inspections;
c. time for breakdown, waiting, daily housekeeping, and discipline/parent conferences;
d. washing and disinfectant cleaning of the interior of each bus (six times a year); and
e. funding of substitute drivers (at a ratio of one substitute driver for every ten route buses operated).

The district may also add costs for regular transportation services delivered via approved contract (Form R-60).

The appropriate accounts for **allowed expenditures** are

100-255-100	Student Transportation (State Mandated) Salaries
100-255-200	Student Transportation (State Mandated) Employee Benefits
100-255-331	Student Transportation (State Mandated) Student Transportation (Contracted Transportation Services)

Responsible Office: Office of Transportation
Contact: Bill Tindal, 803-734-8255
E-Mail Address: btindal@ed.sc.gov

REVENUE 3161 EAA BUS DRIVER SALARY AND FRINGE

SUBFUND 100 SPECIAL REVENUE FUND (EIA)

Allocation Formula

To determine the total driving time, the school bus route driving time, as approved on the Education Accountability Act (EAA) route descriptions, is multiplied by the number of school days that the route is operated. To determine the total reimbursement for the route, the total driving time is multiplied by the average per-minute funding established by the standard driver salary formula. School districts will receive funding for driver salary and fringe costs up to the total amount of the allotted funds.

Legal References

S.C. Code Ann. § 59-5-60 (2004)

General Appropriation Act, 2014

Guidelines

These funds may be used to pay for bus driver wage and benefit costs associated with providing student transportation to education programs funded under the EIA At Risk Student program using Revenue Code 3538 funds:

To be eligible for reimbursement from these funds, a school district needs only to complete the route description form (R-16/17) for each bus route operated and to submit the forms to the SCDE county supervisor for approval. On the basis of this approval, the SCDE Office of Transportation will authorize the operation of route buses for EAA program routes at no cost to the school districts.

Each school district has been allotted EAA bus driver salary funds based upon the number of students who score below basic on the spring 2009 PACT. School districts will receive funding for driver salary and fringe costs not to exceed the total of the allotted funds.

The SCDE may reimburse school districts for the use of district-owned school buses if this method of transportation is determined to be the most efficient for providing such a service for the EAA programs.

The appropriate accounts for **allowed expenditures** are

100-255-100	At Risk Student Funding Student Transportation (State Mandated) Salaries

100-255-200	At Risk Student Funding Student Transportation (State Mandated) Employee Benefits

Responsible Office:	Office of Transportation
Contact:	Bill Tindal, 803-734-8255
E-Mail Address:	Btindal@ed.sc.gov

REVENUE	**3162**	**TRANSPORTATION WORKERS' COMPENSATION**
SUBFUND	**100**	**GENERAL FUND**

Allocation Formula

To establish the funding rate per route bus, the total number of State funded route buses from the prior school year is divided into the amount appropriated by the General Assembly to fund School Bus Driver Workers' Compensation Insurance cost. The funding rate per route is multiplied by the number of state funded route buses that were operated by a district during the prior school year to determine the total funding for a school district.

Legal Reference

General Appropriation Act, 2014

Guidelines

The State allocates these funds to districts to offset the cost of workers' compensation insurance premiums.

The appropriate account for **allowed expenditures** is

100-255-270	Student Transportation (State Mandated) Worker's Compensation Tax

Responsible Office: Office of Transportation
Contact: Bill Tindal, 803-734-8255
E-Mail Address: btindal@ed.sc.gov

REVENUE **3165** **EEDA TRANSPORTATION**

SUBFUND **100** **GENERAL FUND**

Allocation Formula

To determine the total driving time, the school bus route driving time that qualifies per the ECONOMIC EDUCATION DEVELOPMENT Act (EEDA) for delivering transportation is multiplied by the number of school days each route is operated. To determine the total reimbursement for each route, the total driving time is multiplied by the average per-minute funding established by the standard driver salary formula. School districts will receive funding for driver salary and fringe costs up to the total amount of the allotted funds for Driver Wages and Benefits.

Legal References

General Appropriation Act, 2014

The Education and Economic Development Act of 2005

Guidelines

The appropriate accounts for **allowed expenditures** are

100-255-100	Student Transportation (State Mandated) Salaries
100-255-200	Student Transportation (State Mandated) Employee Benefits
100-255-300	Student Transportation (State Mandated) Contracted Services

Responsible Office: Office of Transportation
Contact: Bill Tindal, 803-734-8255
E-Mail Address: btindal@ed.sc.gov

REVENUE	**3170**	**STATE SCHOOL BUILDING AID**
SUBFUND	**500**	**SCHOOL BUILDING FUND**
PROJECT NUMBER		**DA/DB**

Allocation Formula

There is no current appropriation; however districts may continue to draw down any available balances.

Legal References

S.C. Code Ann. §§ 59-21-310 and 59-21-320 (2004)

General Appropriation Act, 2014, Provisos 1.20

Guidelines

School districts are required to include in their annual audits a verification of compliance with all applicable state laws associated with the use of these funds.

Funds are allocated to school districts for the following purposes:

A. **Capital improvements** as specified in Section 59-21-310 of the South Carolina Code of Laws, including facilities needs and school site acquisition: "For the purpose of this article . . . the term 'capital improvement' shall mean the cost of constructing, improving, equipping, renovating and repairing school buildings or other school facilities or the cost of the acquisition of land whereon to construct or establish school facilities. . . ."

B. **Retirement of debt** (principal, interest, and related fees).

   Distribution requires completion of a simple application form that is used for all three school facility funding sources available (Public School Facilities Assistance Act of 1996 (Barnwell Funds); SC Education Improvement Act (EIA) Funds of 1984; and State Public School Building Funds). This form is similar to those used in the past, and thus the content is familiar to all school districts.

The appropriate accounts for **allowed expenditures** are

500-253-100	Facilities Acquisition and Construction Services Salaries
500-253-200	Facilities Acquisition and Construction Services Employee Benefits
500-253-300	Facilities Acquisition and Construction Services

	Purchased Services
500-253-400	Facilities Acquisition and Construction Services Supplies and Materials
500-253-500	Facilities Acquisition and Construction Services Capital Outlay
500-253-600	Facilities Acquisition and Construction Services Other Objects
500-500-350	Debt Service Advertising
500-500-610	Debt Service Redemption of Principal
500-500-620	Debt Service Interest
500-500-630	Debt Service Discount on Bonds Sold
500-500-690	Debt Service Other Objects (Fees for Servicing Bonds)

Responsible Office: Office of School Facilities
Contact: Delisa Clark, 803-734-4837
E-Mail Address: dclark@ed.sc.gov

REVENUE	**3172**	**CHILDREN'S EDUCATION ENDOWMENT (BARNWELL FACILITIES FUNDS)**
SUBFUND	**500**	**SCHOOL BUILDING FUND**
PROJECT NUMBER		**DC**

Allocation Formula

There is no current appropriation; however districts may continue to draw down any available balances.

Legal References

S.C. Code Ann. §§ 59-144-10 through 59-144-150 and 59-63-65 (2004)

24 S.C. Code Ann. Regs. 43-191 (State Board of Education Regulation)

General Appropriation Act, 2014

Guidelines

Funds may be used for the following purposes:

- permanent school instructional facilities and associated fixed equipment, including costs of construction, improvement, enlargement, or renovation; debt service but only after all construction and renovation needs have been met; and
- according to Proviso 1.57 for fiscal year 2005–06, all school districts and special schools may expend funds from the Children's Education Endowment Fund for any instructional program.

All projects must be in accordance with the *South Carolina School Facilities Planning and Construction Guide*.

Distribution requires completion of a simple application used for all three school facility funding sources available (Public School Facilities Assistance Act of 1996 (Barnwell Funds); SC Education Improvement Act (EIA) Funds of 1984; and State Public School Building Funds). This form is similar to those used in the past and thus the content is familiar to all school districts.

Allowed expenditures include the following accounts. Note that using funds for debt service requires that all facilities needs be met first.

500-253-300	Facilities Acquisition and Construction Purchased Services
500-253-520	Facilities Acquisition and Construction

	Construction Services
500-253-525	Facilities Acquisition and Construction Buildings
500-500-610	Debt Service Redemption of Principal
500-500-620	Debt Service Interest
500-420-710	Transfer to General Fund (for instructional program use) Fund Modifications
500-423-710	Transfer to Debt Service Fund Fund Modifications

Responsible Office: Office of School Facilities
Contact: Delisa Clark, 803-734-4837
E-Mail Address: dclark@ed.sc.gov

REVENUE 3177 SUMMER READING CAMPS

SUBFUND 926 GENERAL FUND

Allocation Formula

A per pupil allocation based on the number of students scoring Not Met on Third Grade Reading Assessment of the state's assessment for third grade

Legal Reference

General Appropriation Act, 2014, Proviso 1.79

Guidelines

The purpose of the reading camp is to provide students who are significantly below third-grade reading proficiency with the opportunity to receive quality, intensive instructional services and support. Summer reading camps must be at least six weeks in duration with a minimum of four days of instruction per week and four hours of instruction per day, or the equivalent minimum hours of instruction in the summer. School transportation shall be provided. The camps must be taught by compensated teachers who have at least an add-on literacy endorsement or who have documented and demonstrated substantial success in helping students comprehend grade- level texts.

Disallowed expenditures include computers, tablets, computer software, computer programs, etc.

Allowed expenditures include salaries, fringe benefits, professional development for Summer Reading Camps, and instructional materials.

The appropriate accounts for **allowed expenditures** are:

926-100-100	Instructional Salaries
926-100-200	Instructional Employee Benefits
926-100-300	Instructional Purchased Services
926-100-400	Instructional Supplies & Materials

Responsible Office: Office of School Transformation, Read to Succeed
Contact: Candice Walsh, 803-734-0091
E-Mail Address: CLWalsh@ed.sc.gov

REVENUE	**3180**	**FRINGE BENEFITS EMPLOYER CONTRIBUTIONS (No Carryover Provision)**
SUBFUND	**100**	**GENERAL FUND**

Allocation Formula

In accordance with Section 59-21-160 of the South Carolina Code of Laws, the Department of Education shall allocate 100 percent of the available funds based on the Education Finance Act (EFA) formula. Allocations will be updated at the 45th day of the current school year.

Funds are allocated monthly to cover the employer portion of the state retirement, group life insurance, social security, and health insurance for public school employees.

Legal References

S.C. Code Ann. § 59-21-160 (2004)

General Appropriation Act, 2014, Proviso 1.5

S.C. Code Ann. § 1-11-710(A)(2) (2004)

Guidelines

Proviso 1.5 states that "funds allocated for school district employer contributions . . . must be used first by each district to cover the cost of fringe benefits for personnel required by the Defined Program, **food service personnel** and other personnel required by law. Once a district has expended all state allocated funds for fringe benefits, the district may utilize food service revenues to fund a proportionate share of fringe benefits costs for food service personnel."

The appropriate accounts for **allowed expenditures** are

100-100-200**	Instruction Employee Benefits
100-200-200**	Support Services Employee Benefits
100-300-200**	Community Services Employee Benefits

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered. The function and object accounts above are only header codes. Detailed function and object account codes **must be recorded by the district.

Responsible Office:	Office of Finance
Contact:	Shatika Spearman, 803-734-8008
E-Mail Address:	sspearman@ed.sc.gov

REVENUE **3181** **RETIREE INSURANCE**
(No Carryover Provision)

SUBFUND **100** **GENERAL FUND**

Allocation Formula

School district allocations are based on the total payroll reported to the South Carolina Retirement System. The South Carolina Department of Education (SCDE) receives this information for each district annually in the month of August. The result is multiplied by the percentage for retiree insurance as determined by the State Budget and Control Board's Budget Division. This figure becomes the district's allocation, provided that adequate funds are appropriated.

Legal References

General Appropriation Act, 2014, Proviso 1.6

S.C. Code Ann. § 1-11-710(A)(2) (2004)

Background

Retiree insurance is managed by the Budget and Control Board's Division of Insurance Services. Individuals who have retired from state government and public school districts are eligible for medical benefits (health and dental) under the State Retirement System. As with active/current employees, the total premium cost for these benefits are shared partially by the State and the individual employee. Funds are appropriated to cover only the premium cost associated with State General Fund agency and public school employees. The portion of the actual cost paid by the State is a fixed amount regardless of the coverage. Cost to the employee/retiree is a function of the type of coverage, plan, and other factors. The actual payment is to meet the health and dental premium liability for current retirees.

The appropriate accounts for **allowed expenditures** are

100-100-210	Instruction Retiree Group Health and Life Insurance
100-200-210	Support Services Retiree Group Health and Life Insurance
100-300-210	Community Services Retiree Group Health and Life Insurance

Responsible Office: Office of Finance
Contact: Shatika Spearman, 803-734-8008
E-Mail Address: sspearman@ed.sc.gov

REVENUE 3193 EDUCATION LICENSE PLATES

SUBFUND 919 SPECIAL REVENUE FUND

Allocation Formula

Funds will be distributed at the end of each quarter based on the number of license plates sold. For each $54 plate sold, $34 will be returned to the district or school chosen by the license plate purchaser. The remaining $20 will be distributed to districts using the ratio of the district's free/reduced lunch count for grades one through three to the statewide free/reduced lunch count for grades one through three of the second preceding year.

Prior year funds may be carried over to the current year.

Legal References

S.C. Code Ann. § 56-3-5010 (2004)

General Appropriation Act, 2014

Guidelines

Public education license plates will be sold statewide at all offices of the Division of Motor Vehicles. Proceeds from the sales will be transferred to the South Carolina Department of Education to distribute to school districts for further distribution to schools chosen by the license plate purchaser. These funds will be used to supplement the technology funds appropriated by the General Assembly and must be used to purchase computer hardware for classroom instruction.

The appropriate accounts for allowed expenditures are

919-100-445	Instruction Technology Software and Supplies
919-100-545	Instruction Technology Equipment and Software

Responsible Office: Office of Finance
Contact: Sue Martinez, 803-734-8145
E-Mail Address: smartine@ed.sc.gov

REVENUE 3350 RESIDENTIAL TREATMENT FACILITIES (RTF)

SUBFUND 100 GENERAL FUND

Allocation Formula

Facility school districts are entitled to receive the current year base student cost multiplied by the Education Finance Act pupil weighting for Homebound pupils of 2.10

Legal Reference

General Appropriation Act, 2014, Proviso 1.49

Guidelines

1. A facility school district must provide the necessary educational programs and services directly to the student at the RTF's facility, provided that the RTF facility provides and maintains comparable adequate space for the educational programs and services consistent with all federal and state least restrictive environment requirements.
2. A facility school district may choose to provide the necessary educational programs and services by contracting with the RTF provided that the RTF agrees to provide educational services to the student at the RTF's facility. Under these circumstances, the facility school district must enroll the student and pay the RTF for the educational services provided.
3. Funds may be retained by the facility school districts for the purpose of providing the educational programs and services directly to students referred or placed by the State or the facility school districts may use these funds to reimburse RTF's for the educational programs and services provided directly by the RTFs.
4. A facility school district is entitled to reimbursement from a resident school district for the difference between (1) the reasonable costs expended for the educational services provided directly by the facility school district or the amount paid to the RTF and (2) the aggregate amount of federal and state funding received by the facility school district for that student. However, the reimbursement rate may not exceed $45 per student per day.
5. Out-of-state students provided educational services by a facility school district shall not be eligible for funding through the Education Finance Act.
6. If a child is placed in a RTF by the child's parent or guardian, the facility school district may choose to provide the educational program to the child, and upon doing so, must negotiate with the resident school district for services through medical homebound procedures. A facility school district is responsible for compliance with all child find requirements under Section 504 of the Rehabilitation Act of 1973 and IDEA.
7. All students with disabilities who are eligible for special education and related services under IDEA, as amended, and the State Board of Education (SBE)

regulations, as amended, shall receive special education and related services in the least restrictive environment by appropriately certified personnel.

Allowed expenditures include those activities designed for the overall supervision, coordination, and direction of this special program. The appropriate accounts for allowed expenditures are:

100-100-100**	100-200-100**
100-100-200	100-200-200
100-100-300	100-200-300
100-100-400	100-200-400
100-100-500	100-200-500
100-100-600	100-200-600

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with guidelines. As a result, the function and object account codes displayed above are header codes only and not the detailed function and object account codes that **must be recorded by the district

Responsible Office: Office of Finance
Contact: Mellanie Jinnette, 803-734-3605
E-Mail Address: mjinnett@ed.sc.gov

Section 9

Education Lottery Act Programs[a]
(Listed by Subfund Code)

Revenue Code	Subfund	Lottery Program Description	2014-15 Allocation	Page Number
3607	967	6-8 Enhancement	$ 2,000,000	112
3610	960	K-5 Enhancement	$ 24,591,798	116
3620	965	Digital Instructional Materials	TBD	121
3630	963	K–12 Technology Initiative	$ 29,288,976	123

REVENUE 3607 6–8 ENHANCEMENT

SUBFUND 967 SPECIAL REVENUE FUND

Allocation Formula
Each district will receive a base amount and an additional per pupil allocation based on the 6–8 135-day ADM.

Legal References

S.C. Code Ann. § 59-1-525 (2004)

General Appropriation Act 2014, Proviso 3.5

Guidelines

These funds must be used to enhance the teaching of the grade-specific standards adopted by the State Board of Education and to improve the teaching of the standards and the academic performance of 6–8 students in the core academic areas of reading, mathematics, social studies, and science. Funds are to supplement and not supplant existing 6–8 academic programs. Recipients of these funds shall implement an evaluation component to measure the success of the efforts to increase student performance and the teaching of the standards.

This allocation is based upon the likelihood that the schools' receiving such funds will increase overall student competence and strengthen the academic performance of historically underachieving students in the core academic areas. All geographic areas of the state are represented, with an additional allocation being made to schools rated as below average or unsatisfactory. The funds are to be used to promote the goals of providing every student with the ability to

- read, view, and listen to complex information in the English language;
- write and speak effectively in the English language;
- solve problems by applying mathematics;
- conduct research and communicate findings;
- understand and apply scientific concepts;
- obtain a working knowledge of the history, government, economics, and geography of South Carolina, the United States, and the world; and
- use information to make decisions.

Schools with any combination of 6–8 grades will generate funds for each district to be used to enhance the teaching of grade-specific standards in reading, mathematics, social studies, and science. Each participating school district will, through a Web-based process, identify

strategies aimed at increasing the academic performance of students, including those strategies that incorporate instructional technology.

Strategies may include

- literacy, mathematics, or science coaches;
- programs for serving limited-English-proficient students;
- social studies initiatives;
- academic mentoring programs;
- school- and classroom-based grant awards; and
- other innovative district programs.

Specifically, these funds are to be directed toward

- improving the academic performance of all students in grades 6–8 in the core academic areas of English language arts, mathematics, science, and social studies;
- increasing 6–8 teacher knowledge of subject-matter content in the core academic areas;
- increasing 6–8 teacher knowledge of and practice in standards-based instructional strategies that promote the academic achievement of all children;
- increasing 6–8 teacher skills in developing classroom assessments and teacher skills in using assessment data to improve instructional practice; and
- supporting evaluation strategies designed to demonstrate that these funds contribute to the increased knowledge and skills of participating teachers, the improvement of student achievement, and the closing of academic performance gaps that exist among student subgroups.

Disallowed expenditures include costs of non-instructional expenditures such as building renovations and construction, the purchase or relocation of mobile structures, equipment such as air conditioners, classroom furniture, cell phones and other communication devices; and equipment (duplicating/copying equipment, operation and maintenance items, typewriters).

Other non-instructional expenditures that are specifically excluded are salaries, benefits, travel, and other expenses incurred by district-level employees; costs of professional membership dues, out-of-state travel; snacks or other food services and stipends for students; costs of services for mental health counselors and costs for expenditures related to general school safety, such as metal detectors, vehicles, security cameras, and drug dogs; costs of motivational materials, novelties, incentives, as well as supplies and materials for guidance and health services.

Allowed expenditures include the salary and benefits of instructional coaches and other instruction-oriented school-based staff; costs associated with classroom teachers' participation and attendance at state, regional, or local conferences whose programs support the goal of this program (these expenditures include registration fees, meals, lodging, and travel using state guidelines); costs of contract courses; reimbursement of graduate-level content course fees, stipends to teachers for additional duties; support for teacher released time (e.g., substitutes); printing and copying classroom materials; part-time

data entry and clerical support for classroom teachers; and honoraria and travel expenses for consultants who are not district employees. Consumable materials, mathematics manipulatives, maps, science kits and materials, and trade books that are essential to the enhancement of instructional improvement efforts may also be purchased with these funds. Extended-day activities, summer school programs, and field trip experiences must focus exclusively on strengthening student competencies on grade-specific content standards. Equipment purchases, software, and lease agreements are limited to items directly related to the improvement strategies described in the plan submitted to the program contact.

Funds are to be expended only for purposes and activities specified in the guidelines and delivered according to the state's professional development standards. All strategies are to be directed to improve teacher quality and student achievement and must be included in the district's strategic plan.

The appropriate accounts for **allowed expenditures** are

967-113-100	Elementary Programs Salaries
967-113-200	Elementary Programs Employee Benefits
967-113-300	Elementary Programs Purchased Services
967-113-400	Elementary Programs Supplies and Materials
967-113-500	Elementary Programs Capital Outlay
967-172-100	Elementary Summer School Salaries
967-172-200	Elementary Summer School Employee Benefits
967-172-300	Elementary Summer School Purchased Services
967-172-400	Elementary Summer School Supplies and Materials
967-175-100	Instructional Programs Beyond Regular School Day Salaries
967-175-200	Instructional Programs Beyond Regular School Day Employee Benefits
967-175-300	Instructional Programs Beyond Regular School Day Purchased Services
967-175-400	Instructional Programs Beyond Regular School Day Supplies and Materials
967-175-500	Instructional Programs Beyond Regular School Day Capital Outlay
967-190-100	Instructional Pupil Activity Salaries
967-190-200	Instructional Pupil Activity Employee Benefits
967-190-300	Instructional Pupil Activity Purchased Services
967-190-400	Instructional Pupil Activity Supplies and Materials
967-221-100	Improvement of Instruction Curriculum Development Salaries
967-221-200	Improvement of Instruction Curriculum Development Employee Benefits
967-221-300	Improvement of Instruction Curriculum Development Purchased Services

967-221-400	Improvement of Instruction Curriculum Development Supplies and Materials
967-221-500	Improvement of Instruction Curriculum Development Capital Outlay
967-224-100	Improvement of Instruction In-service and Staff Training Salaries
967-224-200	Improvement of Instruction In-service and Staff Training Employee Benefits
967-224-300	Improvement of Instruction In-service and Staff Training Purchased Services
967-224-400	Improvement of Instruction In-service and Staff Training Supplies and Materials
967-224-500	Improvement of Instruction In-service and Staff Training Capital Outlay
967-266-100	Technology and Data Processing Services Salaries
967-266-200	Technology and Data Processing Services Employee Benefits
967-266-300	Technology and Data Processing Services Purchased Services
967-266-400	Technology and Data Processing Services Supplies and Materials
967-266-500	Technology and Data Processing Services Capital Outlay
967-271-660	Pupil Service Activities Support Services (for field trips and other pupil transportation costs not provided by state law)

Responsible Office: Office of Instructional Practices and Evaluations
Contact: Briana Timmerman, 803-734-8046
E-Mail Address: BTimmerman@ed.sc.gov

REVENUE 3610 K–5 ENHANCEMENT

SUBFUND 960 SPECIAL REVENUE FUND

Allocation Formula

Each district will receive a base amount, an additional per pupil allocation based on the K–5 135-day ADM and an allocation based on students in the district in poverty.

Legal References

S.C. Code Ann. § 59-1-525 (2004)

General Appropriation Act 2014, Proviso 3.5

Guidelines

Section 59-1-525 of the South Carolina Code of Laws requires the SCDE to implement a schoolwide program to enhance the teaching of the grade-specific standards adopted by the State Board of Education and to improve the teaching of the standards and the academic performance of K–5 students in the core academic areas of reading, mathematics, social studies, and science. These funds must be used to supplement and not supplant existing K–5 academic programs. The program shall include an evaluation component to measure the success of the effort to increase student performance and the teaching of the standards.

This allocation is based upon the likelihood that the schools' receiving such funds will increase overall student competence and strengthen the academic performance of historically underachieving students in the core academic areas. All geographic areas of the state are represented, with an additional allocation being made to schools rated as below average or unsatisfactory. The funds are to be used to promote the goals of providing every student with the ability to

- read, view, and listen to complex information in the English language;
- write and speak effectively in the English language;
- solve problems by applying mathematics;
- conduct research and communicate findings;
- understand and apply scientific concepts;
- obtain a working knowledge of the history, government, economics, and geography of South Carolina, the United States, and the world; and
- use information to make decisions.

Plans received by the SCDE will be reviewed by a panel of individuals with knowledge and expertise of the particular subject areas and the programs that have proven to be successful within the state or throughout the nation.

Schools with any combination of K–5 grades will generate funds for each district to be used to enhance the teaching of grade-specific standards in reading, mathematics, social studies, and science. Each participating school district will, through an application process, choose strategies aimed at increasing the academic performance of students, including those strategies that incorporate instructional technology.

Strategies may include

- literacy, mathematics, or science coaches;
- programs for serving limited-English-proficient students;
- social studies initiatives;
- academic mentoring programs;
- school- and classroom-based awards; and
- other innovative district programs.

Specifically, these funds are to be directed toward

- improving the academic performance of all students in grades K–5 in the core academic areas of English language arts, mathematics, science, and social studies;
- increasing K–5 teacher knowledge of subject-matter content in the core academic areas;
- increasing K–5 teacher knowledge of and practice in standards-based instructional strategies that promote the academic achievement of all children;
- increasing K–5 teacher skills in developing classroom assessments and teacher skills in using assessment data to improve instructional practice; and
- supporting evaluation strategies designed to demonstrate that these funds contribute to the increased knowledge and skills of participating teachers, the improvement of student achievement, and the closing of academic performance gaps that exist among student subgroups.

Disallowed expenditures include costs of non-instructional expenditures such as building renovations and construction, the purchase or relocation of mobile structures, equipment such as air conditioners, classroom furniture, cell phones and other communication devices; and equipment (duplicating/copying equipment, operation and maintenance items, typewriters).

Other non-instructional expenditures that are specifically excluded are salaries, benefits, travel, and other expenses incurred by district-level employees; costs of professional membership dues, out-of-state travel; snacks or other food services and stipends for students; costs of services for mental health counselors and costs for expenditures related to general school safety, such as metal detectors, vehicles, security cameras, and drug dogs; costs of motivational materials, novelties, incentives, as well as supplies and materials for guidance and health services.

Allowed expenditures include the salary and benefits of instructional coaches and other instruction-oriented school-based staff; costs associated with classroom teachers' participation and attendance at state, regional, or local conferences whose programs

support the goal of this program (these expenditures include registration fees, meals, lodging, and travel using state guidelines); costs of contract courses; reimbursement of graduate-level content course fees, stipends to teachers for additional instructional duties; support for teacher released time (e.g., substitutes); printing and copying classroom materials; part-time data entry and clerical support for classroom teachers; and honoraria and travel expenses for consultants who are not district employees. Consumable materials, mathematics manipulatives, maps, science kits and materials, and trade books that are essential to the enhancement of instructional improvement efforts may also be purchased with these funds. Extended-day activities, summer school programs, and field trip experiences must focus exclusively on strengthening student competencies on grade-specific content standards. Equipment purchases, software, and lease agreements are limited to items directly related to the improvement strategies described in the plan submitted to the program contact.

Funds are to be expended only for purposes and activities specified in the K–5 Enhancement guidelines and delivered according to the state's professional development standards. All strategies must be directed to improve teacher quality and student achievement and are to be included in the district's strategic plan.

Districts receiving funds to support instructional coaching partnerships must adhere to the specific guidelines used to select the coach. Failure to adhere to these guidelines will result in a discontinuation of the funds.

The appropriate accounts for **allowed expenditures** are

960-111-100	Kindergarten Programs Salaries
960-111-200	Kindergarten Programs Employee Benefits
960-111-300	Kindergarten Programs Purchased Services
960-111-400	Kindergarten Programs Supplies and Materials
960-111-500	Kindergarten Programs Capital Outlay
960-112-100	Primary Programs Salaries
960-112-200	Primary Programs Employee Benefits
960-112-300	Primary Programs Purchased Services
960-112-400	Primary Programs Supplies and Materials
960-112-500	Primary Programs Capital Outlay
960-113-100	Elementary Programs Salaries
960-113-200	Elementary Programs Employee Benefits
960-113-300	Elementary Programs Purchased Services
960-113-400	Elementary Programs Supplies and Materials
960-113-500	Elementary Programs Capital Outlay
960-171-100	Primary Summer School Salaries
960-171-200	Primary Summer School Employee Benefits
960-171-300	Primary Summer School Purchased Services
960-171-400	Primary Summer School Supplies and Materials

960-172-100	Elementary Summer School Salaries
960-172-200	Elementary Summer School Employee Benefits
960-172-300	Elementary Summer School Purchased Services
960-172-400	Elementary Summer School Supplies and Materials
960-175-100	Instructional Programs Beyond Regular School Day Salaries
960-175-200	Instructional Programs Beyond Regular School Day Employee Benefits
960-175-300	Instructional Programs Beyond Regular School Day Purchased Services
960-175-400	Instructional Programs Beyond Regular School Day Supplies and Materials
960-190-100	Instructional Pupil Activity Salaries
960-190-200	Instructional Pupil Activity Employee Benefits
960-190-300	Instructional Pupil Activity Purchased Services
960-190-400	Instructional Pupil Activity Supplies and Materials
960-221-100	Improvement of Instruction Curriculum Development Salaries
960-221-130	Improvement of Instruction Curriculum Development Salaries (Consultants Overtime/Stipends)
960-221-200	Improvement of Instruction Curriculum Development Employee Benefits
960-221-300	Improvement of Instruction Curriculum Development Purchased Services
960-221-400	Improvement of Instruction Curriculum Development Supplies and Materials
960-221-500	Improvement of Instruction Curriculum Development Capital Outlay
960-224-100	Improvement of Instruction In-service and Staff Training Salaries
960-224-200	Improvement of Instruction In-service and Staff Training Employee Benefits
960-224-300	Improvement of Instruction In-service and Staff Training Purchased Services
960-224-400	Improvement of Instruction In-service and Staff Training Supplies and Materials
960-224-500	Improvement of Instruction In-service and Staff Training Capital Outlay
960-266-100	Technology and Data Processing Services Salaries
960-266-200	Technology and Data Processing Services Employee Benefits
960-266-300	Technology and Data Processing Services Purchased Services

960-266-400	Technology and Data Processing Services Supplies and Materials
960-266-500	Technology and Data Processing Services Capital Outlay
960-271-660	Pupil Service Activities Support Services (for field trips and other pupil transportation costs not provided by state law)

Responsible Office: Office of Instructional Practices and Evaluations
Contact: Briana Timmerman, 803-734-8046
E-Mail Address: BTimmerman@ed.sc.gov

REVENUE 3620 DIGITAL INSTRUCTIONAL MATERIALS

SUBFUND 965 LOTTERY

Allocation Formula

Available funds for the Digital Instructional Materials (Proviso 1.77) will be allocated based on a per pupil amount using the prior year's 135 ADM

Legal References

General Appropriation Act, 2014, Proviso 1.77

Guidelines

- As required by Proviso 1.77, the list of approved digital instructional materials list and the Digital Instructional Materials Order Form are available on the web at http://ed.sc.gov/agency/cfo/finance.
- Not later than August 15 of the current fiscal year, districts may request through the State Board of Education the review digital instructional materials for inclusion on the list. Approved materials will be placed on the digital instructional materials list as an option for all districts.
- Districts may only request digital materials in one subject area and may not receive textbooks for the students using digital materials in that subject area.
- Districts will receive the balance of any funds appropriated for digital instructional materials which have not been encumbered by January 15, 2015. These funds shall not be subject to flexibility and must be used for technology infrastructure (includes bandwidth and devices) needed to prepare the district for using digital instructional materials.

The funding for this proviso will be received by the South Carolina Department of Education throughout the fiscal year. Therefore, the money is not currently available for the shipment of digital instructional materials. If a district decides to purchase the digital materials from the list with district funds, reimbursement will be made up to the district's allocation if and when the funds become available.

All materials to be purchased with these funds must be included on Digital Instructional Materials Order Form. School order forms for the approved materials must be submitted from the district office by e-mail (textbookorder@ed.sc.gov) or fax (803-253-6130) to the State Instructional Materials Office.

To assist schools and districts with the ordering, the following items are posted on the web at http://ed.sc.gov/agency/cfo/finance.

- List of digital instructional materials approved

- Order form for requesting digital materials
- General Information on the Digital Instruction Materials proviso
- Each district's allocation

For questions or assistance with orders contact the State Instructional Materials Office by phone (803-832-8210) or e-mail (textbookorder@ed.sc.gov).

Responsible Office:	Office of Finance
Contact:	Kriss Stewart, 803-832-8210
E-Mail Address:	kstewart@ed.sc.gov

REVENUE 3630 K–12 TECHNOLOGY

SUBFUND 963 SPECIAL REVENUE FUND

Allocation Formula

Funds will be allocated in the following manner: 75 percent on poverty and 25 percent on Average Daily Membership (ADM).

Note: The K–12 Technology Partnership Committee's core membership includes a representative from the State Department of Education (SCDE), State Budget and Control Board's Division of State Information Technology (DSIT), Education Oversight Committee, SC State Library, and SCETV. Additional membership includes representatives from private partners representing the telecommunications and Internet-provider communities.

Funding is dependent on decisions made by the K–12 Technology Committee and should be considered non-recurring dollars. This funding is not flexible and must be spent for technology infrastructure as outlined in these guidelines; however, the funds may be carried over into FY 2015–16 should the need arise.

Legal Reference

S.C. Code Ann. § 59-1-525 (2004)

General Appropriation Act 2014, Proviso 3.5

Guidelines

Expenditures made with these funds should support the local implementation of the South Carolina Educational Technology Plan, the district technology plan, the district strategic plans, school renewal plans, and the technology requirements of the No Child Left Behind Act (NCLB). Purchases should take into account issues projected in long-range plans such as the application of technology to teaching and learning. Funds are to be used for technology infrastructure in the support of educational initiatives such as 1:1 computing, digital learning, high speed connectivity, WiFi enhancement, and online testing.

NCLB states that "every student is [to be] technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location or disability." Each district must submit and receive approval of its district technology plan, including technology professional development plans and standards, by the Office of Total Quality Management in the SCDE prior to expenditure of these funds.

Additionally, districts are required to complete an annual online school district technology inventory site survey for the preceding school year. This survey must be completed for each year in which funds are received or expended, and as prescribed by the SCDE.

If either of these requirements is not currently met by the district, the district is not authorized to expend these funds. Failure to comply with either of these requirements can result in the return of these funds by the district. The SCDE has the right to assess the use of the funds at any time during the fiscal year.

To ensure the maximum impact in each school, the following guiding principles for allowed purchases should be considered. Purchases should

- provide for any hardware, software, or connectivity that is necessary to ensure extended connectivity and use of the dedicated telecommunications lines of the state network;
- supplement but not supplant the existing or projected school and district technology budgets;
- reflect equitable distribution of funds throughout the district;
- reflect planning by a broadly representative committee within the district; and
- match technologies to the local need, considering the fact that all technologies, video equipment, computers, network switches and routers, servers, wireless access hardware, cabling, and others are appropriate uses for these funds.

Responsible Office: Chief Information Office
Contact: Don Cantrell, 803-734-3287
E-Mail Address: dcantrell@ed.sc.gov

Section 10

Federal Funded Programs
(Listed by Revenue Code)
All Funding for Federal programs are listed as estimates

Revenue Code	Subfund	Federal Program	2014-15 Awards	Page Number
4210	207	Perkins Aid, Title I	$ 16,827,895	126
4310	200	Title I, Part A, Basic State Grant Programs (carryover provision)	$ 205,585,711	130
4310	235	Title I, Part C, Migrant Education	$ 554,339	132
4310	221	Title I, Part D, Neglected and Delinquent	$ 1,463,733	134
4310	 237 238 239	Title I, Section 1003(A) School Improvement FOCUS Schools Support Priority Schools	$ 7,812,257	136
4312	251	Rural and Low-Income, Title VI	$ 3,179,131	138
4314	234	School Improvement Grants	$ 7,195,035	140
4320	252	Public Charter School Grant	$ 5,252,726	142
4325	225	Math and Science Partnership Program, Title II	$ 2,279,684	144
4341	264	Language Instruction for Limited English Proficient and Immigrant Students, Title III	$ 2,869,883	146
4343	232	McKinney-Vento Homeless Educational Assistance Act	$ 927,738	148
4348	268	Teacher Incentive Fund 3	$ 43,146,243	150
4351	267	Improving Teacher Quality	TBD	152
4353	262	Teacher Incentive Fund 4	TBD	158
4410	243	Adult Education	$ 8,331,957	160
4510	203	Individuals with Disabilities Education Act (IDEA)	$ 167,787,900	163
4520	205	IDEA Preschool Grants	$ 6,678,527	168
4800/4991	600	School Food Service Programs	$ 266,038,671	170
4924	224	21st Century Community Learning Centers, Title IV	$ 16,916,143	175
4940	240	SC School Climate Initiative	$ 3,313,216	181

REVENUE	**4210**	**PERKINS AID, TITLE I – VOCATIONAL EDUCATION—BASIC GRANTS TO STATES (SUBPROGRAM CODES 01–17, 23–24, 40, 45, 47–48)**
SUBFUND	**207**	**SPECIAL REVENUE FUND**
PROJECT NUMBER		**VA**

Allocation Formula

Federal Career and Technology Education (CATE) funds are distributed to the SCDE based on a statutory formula to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in CATE programs. Funds allocated via formula are then distributed to local educational agencies (LEAs) or other eligible recipients that have currently approved local plans/applications.

Legal References

Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV), Title I; as amended; (Pub. L. 109-270) 20 U.S.C. § 2301 *et seq.*

CFDA (Catalog of Federal Domestic Assistance) 84.048

Background

The purpose of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) is to provide federal funds to LEAs and other eligible recipients to more fully develop the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs.

Guidelines

A list of Career and Technology Education subprogram codes follows immediately after this section.

An LEA or other eligible recipient may use federal CATE funds only for programs, services, and activities that comply with all applicable requirements of the. Perkins IV as outlined in the instructions for the “Local Plan for Career and Technology Education” and other appropriate documents. Federal funds must be used in accordance with the approved local plan.

Reimbursement reporting requirements and financial codes are enclosed with each approved career and technology education funding plan mailed to each LEA.

The federal regulations concerning inventorying equipment are located at Subfund 325, Career and Technology Education Equipment.

Carl Perkins Act funds may be used for costs related to leasing of equipment.

The appropriate accounts for **allowed expenditures** are

207-114-100	207-115/116-100	207-200-100**	207-300-100**
207-114-200	207-115/116-200	207-200-200	207-300-200
207-114-300	207-115/116-300	207-200-300	207-300-300
207-114-400	207-115/116-400	207-200-400	207-300-400
207-114-500	207-115/116-500	207-200-500	
207-114-600	207-115/116-600	207-200-600	

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with Perkins IV. Functions (200 and 300) and object accounts displayed above are only header codes. Detailed function and object account codes **must be recorded by the district.

Responsible Office: Office of Career and Technology Education
Contact: Maria Swygert, 803-734-8456
E-Mail Address: nmswyger@ed.sc.gov

CAREER AND TECHNOLOGY EDUCATION FUNCTION AND SUBPROGRAM CODES, 2014-15

Function Code	Subprogram	Program/Activity Title	Source of Funds Title/Part
100/200	01	Integration	Perkins, Title I
100/200	02	WBL Activities	Perkins, Title I
100/200	03	Technology Training	Perkins, Title I
200	04	Professional Development	Perkins, Title I
200	05	Evaluation/Assessment	Perkins, Title I
100/200	06	Initiate/Improve Program	Perkins, Title I
100/200	07	Programs of Study	Perkins, Title I
100/200	08	Special Populations	Perkins, Title I
200	09	Career Guidance/Placement	Perkins, Title I
100/200	10	Student Organizations	Perkins, Title I
100	11	Equipment (federal)	Perkins, Title I
100/200	12	Family and Consumer Science	Perkins, Title I
100	13	Vacant	Perkins, Title I & State
100/200	14	Nontraditional Activities	Perkins, Title I
200	15	Administration (Local)	Perkins, Title I
100/200	16	Automotive Technology	Perkins, Title I
100/200	17	Innovative Initiatives	Perkins, Title I
100/200	18	WBL Activities	EIA
100	19	CATE Equipment (EIA)	EIA/State
200	20	Vacant	State
200	21	Teacher Education	Perkins, Leadership
200	22	SC Teacher Recruitment Ctr.	Perkins, Leadership
100/200	23	CATE Reserve	Perkins, Title I
100/200	24	Nontraditional Program	Perkins, Leadership
200	25	CTECS	Perkins, Leadership
200	26	AYES	Perkins, Leadership
20027	State Board for Tech		Perkins, Administration
200	28	Vacant	State
100/200	29	Other CATE Programs	Local
100/200	30	Green STEM	Perkins, Leadership
100	31	State Administration	Perkins, Administration
200	36	Business Week	Perkins,

			Leadership
100/200	37	Gateway Academy	State
200	39	Vacant	Perkins, Leadership
100/200	40	State Institutions	Perkins, Leadership
200	41	Gender Equity	Perkins, Leadership
200	42	FFA Camp Caretaker	Perkins, Leadership
200	43	Agriculture Education,	Perkins, Teacher Educ.
200	44	Student Organization	Perkins, Administration, Leadership
200	45	Vacant	Perkins, Leadership
200	47	SC Career Planning System	Perkins, Leadership
100/200	48	State Leadership-Special Projects	Perkins, Leadership
200	49	Automotive Education	Perkins, Leadership
200	50	STEM Initiative	Federal Award
200	51	Prepare CTE Teachers For Classroom	Perkins, Leadership, Transition to Teaching
200	61	WBL Career Special	EIA
200	62	WBL Staff Development	EIA
100/200	93	Industry Partnerships	EEDA

REVENUE	**4310**	**TITLE I, PART A, BASIC STATE GRANT PROGRAMS (Carryover Provision)**
SUBFUND	**200**	**SPECIAL REVENUE FUND**
PROJECT NUMBERS		**BA/BG/BJ**

Allocation Formula

The district allocation is based on the number of low-income students residing in the district according to the latest U.S. Census data for Part A of Title I of the Elementary and Secondary Education Act (ESEA) or on a formula basis for Part C and Part D.

Legal References

Title I, Parts A, C, and D of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 ; (Pub. L. 107–110) 20 U.S.C. § 6301–6339, 6571–6578

General Education Provisions Act

CFDA (Catalog of Federal Domestic Assistance) 84.010, 84.011, 84.013

Background

A. Basic State Grant Program, Title I, Part A

REVENUE 4310 (CFDA 84.010), SUBFUND 201 and 202

The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. This purpose can be accomplished through such means as targeted assistance schools, school-wide programs, increased parental involvement, and accountability.

Carryover is limited to no more than 15 percent of the funds allocated to each school district for the current fiscal year.

Guidelines

An LEA may use funds to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects.

LEAs must submit a plan as a part of a consolidated application under Section 9305 as outlined in Section 1112.The Title I programs include the following:

The appropriate accounts for **allowed expenditures** are

200-100-100**	200-200-100**	**200-300-100****
200-100-200	200-200-200	200-300-200
200-100-300	200-200-300	200-300-300
200-100-400	200-200-400	200-300-400
200-100-500	200-200-500	200-300-500
200-100-600	200-200-600	200-300-600

200-413-720	Payments to Nonpublic Schools

Expenditures in any budget category may be exceeded by 10 percent of the budgeted amount if there are funds available in another category to cover the excess.

******Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with Title I program guidelines. The function and object accounts displayed above are only header accounts. Detailed function and object accounts **must** be recorded by the district.

Responsible Office: Office of Federal and State Accountability
Contact: Roy Stehle, 803-734-8118
E-Mail Address: rstehle@ed.sc.gov

REVENUE 4310 TITLE I, PART C, MIGRANT EDUCATION

SUBFUND 235 SPECIAL REVENUE FUND

PROJECT NUMBERS BG

Allocation Formula

Funds are distributed based on a formula with pre-determined criteria giving the highest priority to those students who are designated as Priority for Services. The allocation for funding is based on the previous school year's needs assessment completed by participating LOAs.

Legal References

Title I, Part C, Sections 1301–1309 of the Elementary and Secondary Education Act of 1965, as amended; (Pub. L. 107–110) U.S.C. 6391–6399

CFDA (Catalog of Federal Domestic Assistance) 84.011

Background

The purpose of this part is to ensure that migrant students have the opportunity to meet the same challenging state content and student performance standards that all children are expected to meet. School districts provide educational and support services that assist migrant students to overcome educational disruption, cultural and language barriers, and other problems that result from repeated moves. Successful transition to employment or postsecondary education is the goal for every student. Funds that support the migrant program are provided through a federal grant to qualifying states.

Guidelines

Funds are used to provide instructional services (e.g., educational activities for pre-K children, instruction in elementary and secondary school, and recovery services for out-of-school youths) and support services (e.g., education-related activities, such as advocacy for migrant children and health, nutrition, and social services for migrant families). Program funds may also be used for allowable activities such as recruitment, parental involvement, program evaluation, professional development, and administration of the program.

The appropriate accounts for **allowed expenditures** are

200-100-100**	200-200-100**	**200-300-100****
200-100-200	200-200-200	200-300-200
200-100-300	200-200-300	200-300-300

200-100-400	200-200-400	200-300-400
200-100-500	200-200-500	200-300-500
200-100-600	200-200-600	200-300-600

200-413-720	Payments to Nonpublic Schools

Expenditures in any budget category may be exceeded by 10 percent of the budgeted amount if there are funds available in another category to cover the excess.

******Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with Title I program guidelines. The function and object accounts displayed above are only header accounts. Detailed function and object accounts **must** be recorded by the subgrantee.

Responsible Office: Office of Federal and State Accountability
Contact: Jennifer Almeda, PhD, 803-734-8219
E-Mail Address: JMAlmeda@ed.sc.gov

REVENUE	**4310**	**TITLE I, PART D, NEGLECTED AND DELINQUENT PROGRAM (Carryover Provision)**
SUBFUND	**221**	**SPECIAL REVENUE FUND**
PROJECT NUMBERS		**BJ**

Allocation Formula

Districts receive allocations based on the high numbers or percentages of children and youth residing in locally operated (including county operated) correctional facilities for children and youth (including facilities involved in community day programs).

Legal References

Title I, Part D, Sections 1401–1432 of the Elementary and Secondary Education Act of 1965, as amended; (Pub. L. 107–110) 20 U.S.C. 6421–6472

CFDA (Catalog of Federal Domestic Assistance) 84.013

Background

The purpose of the Neglected and Delinquent Program (N&D) is to:

1. improve educational services for children and youth in local and state institutions for neglected and delinquent children and youth, so that such children and youth have the opportunity to meet the same challenging state academic content standards and challenging state student academic achievement standards that all children in the state are expected to meet;

2. to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and

3. prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.

Guidelines

The N&D program supports supplemental instruction in core subject areas, such as reading and mathematics, as well as tutoring, counseling, and transition services.

Funds may be used for

- programs that serve children and youth returning to local schools from correctional facilities,
- dropout prevention programs to serve at-risk children and youth,
- the coordination of health and social services,
- special programs to meet the academic needs of participating children and youth, and
- programs providing mentoring and peer mediation.

The appropriate accounts for **allowed expenditures** are

200-100-100**	200-200-100**	**200-300-100****
200-100-200	200-200-200	200-300-200
200-100-300	200-200-300	200-300-300
200-100-400	200-200-400	200-300-400
200-100-500	200-200-500	200-300-500
200-100-600	200-200-600	200-300-600

200-413-720	Payments to Nonpublic Schools

Expenditures in any budget category may be exceeded by 10 percent of the budgeted amount if there are funds available in another category to cover the excess.

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with Title I program guidelines. The function and object accounts displayed above are only header accounts. Detailed function and object accounts **must be recorded by the district.

Responsible Office: Office of Federal and State Accountability
Contact: Basil Harris, 803-734-8373
E-Mail Address: bharris@ed.sc.gov

REVENUE	**4310**	**TITLE I, SECTION 1003(A), SCHOOL IMPROVEMENT (Carryover Provision)**
SUBFUND	**237**	**SPECIAL REVENUE FUND (FOCUS SCHOOLS)**
	238	**SPECIAL REVENUE FUND (TITLE I SUPPORT)**
	239	**SPECIAL REVENUE FUND (PRIORITY SCHOOLS)**
PROJECT NUMBERS		**BA/BG/BJBL (PRIORITY SCHOOLS)** **BM (TITLE I SUPPORT)** **FO (FOCUS SCHOOLS)**

Allocation Formula

Funds are provided to highest priority districts that serve the lowest-achieving schools, demonstrate the greatest need for such funds, and demonstrate the strongest commitment to ensuring that such funds are sued to enable the lowest-achieving schools to meet the progress goals in school improvement plans under Section 1116(b)(3)(A)(v).Pursuant to approved ESEA Flexibility Waiver, funds are provided to Priority, Focus, Title I Support, and Reward Schools.

Legal References

Title I, Part A, Section 1003(a) of the Elementary and Secondary Education Act of 1965, as amended; (Pub. L. 107–110) 20 U.S.C. 6301–6339, 6571–6578

CFDA (Catalog of Federal Domestic Assistance) 84.010

Guidelines

The purpose of this part is a portion of the Title I, Part A federal allocation is awarded to districts identified in school improvement for the purpose of providing assistance in the area(s) that caused these schools to be identified.

The appropriate accounts for **allowed expenditures** are

200-100-100**	200-200-100**	**200-300-100****
200-100-200	200-200-200	200-300-200
200-100-300	200-200-300	200-300-300
200-100-400	200-200-400	200-300-400
200-100-500	200-200-500	200-300-500
200-100-600	200-200-600	200-300-600

200-413-720	Payments to Nonpublic Schools

Expenditures in any budget category may be exceeded by 10 percent of the budgeted amount if there are funds available in another category to cover the excess.

******Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with Title I program guidelines. The function and object accounts displayed above are only header accounts. Detailed function and object accounts **must** be recorded by the district.

Responsible Office: Office of Federal and State Accountability
Contact: Roy Stehle, 803-734-8118
E-Mail Address: rstehle@ed.sc.gov

REVENUE	**4312**	**RURAL AND LOW-INCOME SCHOOL PROGRAM, TITLE VI**
SUBFUND	**251**	**SPECIAL REVENUE FUND**
PROJECT NUMBER		**BS**

Allocation Formula

Federal Rural and Low-Income School Program funds are distributed to the SCDE based on a statutory formula to provide financial assistance to rural districts to assist them in meeting their state's definition of adequately yearly progress (AYP). Funds are then allocated on a formula basis to eligible school districts based on the number of students in average daily attendance served by the school district.

Legal References

Title VI, Part B, Subpart 2 of the Elementary and Secondary Education Act of 1965, as amended; (Pub. L. 107–110) 20 U.S.C. 7351

CFDA (Catalog of Federal Domestic Assistance) 84.358B

Guidelines

The purpose of this program is to address the unique needs of rural school districts that frequently lack the personnel and resources needed to compete effectively for federal competitive grants, and receive formula grant amounts too small to be effective in meeting their intended purposes.

In order for school districts to be eligible for funds under this program, they must have

- 20 percent or more of the children ages 5 through 17 years served by the school districts come from families with incomes below the poverty line
- All of the schools served are designated with a school locale code of 6, 7, or 8.

In accordance with Sec. 6222(a) of Title VI, grant funds awarded to school districts that are eligible under this program may be used for any of the following:

- teacher recruitment and retention, including the use of signing bonuses and other financial incentives;
- teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers;
- educational technology, including software and hardware, as described ESEA, Title II, Part D;
- parental involvement activities;

- activities authorized under the Safe and Drug-Free Schools program under part A of Title IV;
- activities authorized under ESEA, Title I, Part A; and
- activities authorized under ESEA, Title III.

The appropriate accounts for **allowed expenditures** are

251-100-100**	251-200-100**
251-100-200	251-200-200
251-100-300	251-200-300
251-100-400	251-200-400
251-100-500	251-200-500
251-100-600	251-200-600

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with the program guidelines. As a result, the function and object account codes displayed above are header codes only and not the detailed function and object account codes that **must be recorded by the district.

Responsible Office: Office of Federal and State Accountability
Contact: Evelyn Towns, 803-734-8563
E-Mail Address: etowns@ed.sc.gov

REVENUE	**4314**	**SCHOOL IMPROVEMENT GRANTS**
SUBFUND	**234**	**SPECIAL REVENUE FUND**
PROJECT NUMBER		**BH**

Allocation Formula

The School Improvement Grants (SIG) program is a federal formula grant program that is awarded to state education agencies (SEAs) via a competition. The SCDE uses SIG funds to make competitive subgrants to local education agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools.

Legal References

Title I, Part A, Section 1003(g) of the Elementary and Secondary Education Act of 1965, as amended; (Pub.L. 107-110) 20 U.S.C. § 6301 *et seq.*

American Recovery and Reinvestment Act of 2009, (Pub.L. 111-5).

CFDA (Catalog of Federal Domestic Assistance) 84.377A

Guidelines

The purpose of these funds is to help SEAs and LEAs address the needs of schools identified through federally approved criteria as persistently lowest achieving schools (PLAS) in order to improve student achievement through SEAs and LEAs targeting activities. These funds are to be used to leverage change and improve technical assistance through SEAs and LEAs targeting activities towards measurable outcomes.

The appropriate accounts for **allowed expenditures** are

200-100-100**	200-200-100**
200-100-200	200-200-200
200-100-300	200-200-300
200-100-400	200-200-400
200-100-500	200-200-500
200-100-600	200-200-600
200-413-720	Payments to Nonpublic Schools

Expenditures in any budget category may be exceeded by 10 percent of the budgeted amount if there are funds available in another category to cover the excess. However, prior

approval of all changes to any line item exceeding 10 percent of the approved budget is required.

**Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with Title I program guidelines. The function and object accounts displayed above are only header accounts. Detailed function and object accounts must be recorded by the district.

Responsible Office: Office of School Transformation
Contact: Jennifer Green, 803-734-0301
E-Mail Address: jgreen@ed.sc.gov

REVENUE	**4320**	**CHARTER SCHOOL (PLANNING & IMPLEMENTATION) GRANT**
SUBFUND	**252**	**SPECIAL REVENUE FUND**
PROJECT NUMBER		**BI**

Allocation Formula
The Charter Schools Program is a federal discretionary grant awarded competitively to states (SEAs) to expand the number of high-quality charter schools available to students by providing financial assistance for the planning, program design, and initial implementation of charter schools. The SCDE makes competitive awards available to qualified chartering groups/school for: Planning and/or Implementation grants to provide financial assistance for the planning, program design, and initial implementation of public charter schools. To quality to receive these funds, a chartering group must have received a charter from its selected sponsor/authorizer and submitted an application that is deemed fundable after a competitive grant review.

Legal References

Title V, Part B, Subpart 1 of the Elementary and Secondary Education Act of 1965, as amended; (P.L. 107-110) 20 U.S.C. §§ 7221-7221j.

South Carolina Public Charter Schools Act of 1996 (S.C. Code Ann. § 59-40-10 *et seq.*) (2012)

CFDA (Catalog of Federal Domestic Assistance) 84.282A

Guidelines

A. PLANNING-IMPLEMENTATION GRANTS

The purpose of planning-implementation grants is to provide initial funding for the creation of public charter schools.

Expenditures are limited to those identified in the approved application. All expenditures must be allocable, allowable and reasonable. The U.S. Department of Education restricts those who receive a grant under this program to spending the funds only as follows:

a. For the planning and design of the public charter school's educational program, which may include (1) refinement of the desired educational results and of the methods for measuring progress toward achieving those results and (2) professional development of teachers and other staff who will work in the public charter school

b. For the initial implementation of the public charter school, which may include (1) informing the community about the school, (2) acquiring necessary equipment and

educational materials and supplies,(3) acquiring or developing curriculum materials and (4) other initial operational costs that cannot be met from state local sources, upon prior approval from the SEA.

Allowed expenditures include items specified in the grant's approved budget and reported in the following accounts:

252-100-400**	Instruction Supplies and Materials
252-100-500	Instruction Capital Outlay
252-200-100****	Support Services Salaries
252-200-200	Support Services Employee Benefits
252-200-300	Support Services Purchased Service
252-200-400	Support Services Supplies and Materials
252-200-500	Support Services Capital Outlay
252-200-600	Charter School Grant Other Objects

****Because a variety of program activities are permissible, appropriate account numbers are determined based on the services provided and the goods delivered in accordance with the grant applications. The function and object accounts above are header codes only and not the detailed function and object account codes that **must** be recorded by the districts.

Responsible Office: Office of School Transformation
Contact: Donna Manning, 803-734-0482
E-Mail Address: charterschoolgrant@ed.sc.gov

REVENUE	**4325**	**MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM, TITLE II**
SUBFUND	**225**	**SPECIAL REVENUE FUND**
PROJECT NUMBER		**MS**

Allocation Formula

The Math and Science Partnerships program is a federal formula grant program to states, with the size of individual state awards based on student population and poverty rates. Competitive subgrants will be awarded for a 1 to 3 year period. The number and size of the subgrants is dependent on the number of eligible applications and the amount of allocation to South Carolina.

Legal References

Title II, Part B, Sections 2201-2203 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110); 20 U.S.C. 6661-6663.

CFDA (Catalog of Federal Domestic Assistance) 84.366B

Guidelines

"The Mathematics and Science Partnership (MSP) program is intended to increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers. Partnerships between high-need school districts and the science, technology, engineering, and mathematics (STEM) faculty in institutions of higher education are at the core of these improvement efforts. Other partners may include state education agencies, public charter schools or other public schools, businesses, and nonprofit or for-profit organizations concerned with mathematics and science education." (MSP Guidelines)

The purpose for the MSP program is to improve teacher content knowledge and performance of students in Mathematics and Science. Funds will be available on a competitive basis to an eligible partnership that includes at least one high-need school district.

A high need school district is currently defined as a public school district that has both a poverty index of 60 percent or greater, and 50 percent or greater of an LEA's student population aged 5 through 17 is eligible for Title I services.

Eligible partnerships are required to give first priority to serving high-need school districts. Thereafter, the partnerships can address serving the needs of any other LEAs with a poverty index of 60 percent and above.

Annual reapplication may be required. All approved projects are subject to periodic updates and meeting the MSP program requirements.

The appropriate accounts for **allowed expenditures** are

225-221-100	225-224-100
225-221-200	225-224-200
225-221-300	225-224-300
225-221-400	225-224-400
225-221-500	225-224-500

Responsible Office: Office of Instructional Practices and Evaluations
Contact: Mary L. Ruzga, 803-734-5954
E-Mail Address: mruzga@ed.sc.gov

REVENUE	**4341**	**LANGUAGE INSTRUCTION FOR LIMITED ENGLISH PROFICIENT AND IMMIGRANT STUDENTS, TITLE III**
SUBFUND	**264**	**SPECIAL REVENUE FUND**
PROJECT NUMBER		**BP**

Allocation Formula

Allocations will be made to districts based upon the population of limited English proficient (LEP) and immigrant children within the district in relation to the population of LEP and immigrant children in the State, using a per pupil formula basis.

Legal References

Elementary and Secondary Education Act of 1965*, as amended,* Title III, Secs. 3111–3141;

20 U.S.C. 6821–6871General Education Provisions Act

CFDA (Catalog of Federal Domestic Assistance) 84.365

Guidelines

Funds may be used

A. to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency and

B. to assist all limited English proficient children, including immigrant children and youth, to achieve at high levels in the core academic subjects so that those children can meet the same challenging state academic content and student academic achievement standards as all children are expected to meet.

C. Special supplement, not supplant rules apply to Title III funds.

The appropriate accounts for **allowed expenditures** are

264-100-100**	264-200-100**
264-100-200	264-200-200
264-100-300	264-200-300
264-100-400	264-200-400
264-100-500	264-200-500
264-100-600	264-200-600

******Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with Title III program guidelines. The function and object accounts displayed above are only header codes. Detailed function and object account codes **must** be recorded by the district.

Responsible Office:	Office of Federal and State Accountability
Contact:	Crystal Fields, 803-734-8306
E-Mail Address:	CFields@ed.sc.gov

REVENUE	**4343**	**MCKINNEY-VENTO EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM**
SUBFUND	**232**	**SPECIAL REVENUE FUND**
PROJECT NUMBER		**FH**

Allocation Formula

The U.S. Department of Education (USED) allocates federal funds for the McKinney-Vento program on a formula basis to the South Carolina Department of Education (SCDE) to coordinate, manage, and monitor a competitive McKinney-Vento subgrant program for LEAs. The number of grants awarded depends on the amount of federal McKinney-Vento money allocated to the state. Awards will not exceed $50,000 under current award guidelines.

Legal References

Title VII, Subtitle B, Sections 721–726 of the McKinney-Vento Homeless Assistance Act, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110); 42 U.S.C. 11431 *et.seq.*

CFDA (Catalog of Federal Domestic Assistance) 84.196

Guidelines

The McKinney-Vento funds are awarded to local educational agencies (LEAs) to help address the educational and related needs of some of the most vulnerable members of our society—homeless children and youth in accordance with the legal reference cited above.

The purpose of the McKinney-Vento Homeless Children and Youths subgrant program is to facilitate the enrollment, attendance, and success in school of homeless children and youths. Three-year subgrants will be made available to LEAs on a competitive basis contingent upon availability of funding.

Funds may support any of the activities authorized under Section 723(d) of the McKinney-Vento Act (42 U.S.C. 11433(d)), including the following:

- Supplemental educational services, such as tutoring and other academic enrichment programs;
- Expedited evaluations for various educational services;
- Professional development activities for educators and pupil services personnel working with homeless students;
- Health referral services;

- Defraying the excess cost of transportation in order to enable students to attend the school of origin;
- Early childhood education programs for pre-school-aged homeless children;
- Services and assistance to attract, engage, and retain homeless children and youth and unaccompanied youth in public school programs;
- Before- and after-school, mentoring, and summer programs with educational activities;
- Payment of fees and costs associated with tracking, obtaining, and transferring records of homeless children and youth;
- Education and training for parents of homeless children and youth about rights and resources;
- Development of coordination between schools and agencies providing services;
- Provision of pupil services (including violence prevention counseling) and referrals for such services;
- Activities to address needs that may arise from domestic violence;
- Adaptation of space and purchase of supplies for non-school facilities to provide services listed above;
- Provision of school supplies, including those to be distributed at shelters or other appropriate locations; and
- Other extraordinary or emergency assistance needed to enable homeless students to attend school.

The appropriate accounts for **allowed expenditures** are

227-100-100**	227-200-100**
227-100-200	227-200-200
227-100-300	227-200-300
227-100-400	227-200-400
227-100-500	227-200-500
227-100-600	227-200-600

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with the program guidelines. As a result, the function and object account codes displayed above are header codes only and not the detailed function and object account codes that **must be recorded by the district.

Responsible Office: Office of Federal and State Accountability
Contact: Linda Mirabal-Pace, 803-734-6010
E-Mail Address: lpace@ed.sc.gov

REVENUE	**4348**	**TEACHER INCENTIVE FUND GRANT 3**
SUBFUND	**268**	**SPECIAL REVENUE FUND**
PROJECT NUMBER		**TT**

Allocation Formula

Funds are awarded to participating schools and districts set forth in the SC TIF grant application and revisions thereof. Projects will be awarded per cycle—size of grant is subject to availability of funds provided by USED to the SCDE.

Legal References

Title V, Part D, Subpart 1 of the *Elementary and Secondary Education Act*, as amended.

Department of Education Appropriations Acts for Fiscal Years 2006-2015 (P.L. 109-149 -- the Departments of Labor, Health and Human Services, and Education, and Related Agencies Appropriations Act, 2006, Title V, Part D).

CFDA (Catalog of Federal Domestic Assistance) 84.374A&B.

Guidelines

The Teacher Incentive Fund Grant authorizes the implementation of The SC TAP System in accordance to the provisions written into the original grant application. SC TAP customized this comprehensive reform model for South Carolina schools. The details that drive this comprehensive reform are what truly help student achievement increase in any style or type of building.

1. Multiple Career Paths allow teachers powerful opportunities for greater responsibility with commensurate pay. In SC TAP, teachers may assume the roles of career teachers, mentor teachers and master teachers. Career teachers are typical classroom instructors. Mentor teachers are classroom instructors who also hold some coaching and mentoring responsibilities and serve on the school's instructional leadership team. Master teachers are similar to Instructional Coaches and use their expertise and knowledge to work with multiple teachers in the building. Teachers move up this career ladder by showing sustained student achievement as well using their ability and leadership to coach peer teachers on effective practices.
2. Ongoing, Applied Professional Development allows teachers continuous, onsite growth opportunities focused on the needs of their students to enhance their overall effectiveness in their craft. This professional development is designed and delivered by the leadership team and occurs during the school day. It is focused on the immediate implementation of research-based, vetted strategies that have proven success.

3. Instructionally Focused Accountability is represented by fair evaluations based on clearly defined, research-based standards. The rubric based observation and evaluation system allows this process to be a professional growth opportunity rather than a bureaucratic process. Teachers are observed a minimum of 4 times throughout the school year by certified, trained evaluators. The State has approved use of this evaluation tool to fulfill all requirements under the State mandated evaluation system.

Performance Based Compensation - Salaries and performance incentives are tied to responsibilities, instructional performance and student achievement results. Performance incentives are given to teachers based on a value-added approach to student achievement within the teachers' classroom, as a whole school and on their instructional performance. Each of these incentives are weighted and grouped together for the total performance based compensation.
School districts and schools participating in the project must adhere to the Memorandum of Agreement.

The appropriate accounts for **allowed expenditures** are

268-100-100	Instruction Salaries
268-100-200	Instruction Employee Benefits
268-100-300	Instruction Purchased Services
268-100-400	Instruction Supplies and Materials

268-200-100	Support Services Salaries
268-200-200	Support Services Employee Benefits
268-200-300	Support Services Purchase Services
268-200-400	Support Services Supplies and Materials

268-220-100	Instructional Staff Salaries
268-220-200	Instructional Staff Employee Benefits
268-220-300	Instructional Staff Purchase Services
268-220-400	Instructional Staff Supplies and Materials

Responsible Office : Office of Instructional Practices and Evaluations
Contact: Dennis Dotterer, 803-734-5882
E-Mail Address: dadotterer@ed.sc.gov

REVENUE	**4351**	**IMPROVING TEACHER QUALITY**
SUBFUND	**267**	**SPECIAL REVENUE FUND**
PROJECT NUMBER		**TQ**

Allocation Formula

The amount of each district's allocation reflects a "hold-harmless" provision that is based on the amount of funds the district received in FY 01, which began July 1, 2001, under the former Eisenhower Professional Development and Class-Size Reduction programs.

In any year in which the amount available under the Improving Teacher Quality program exceeds the sum of the "hold-harmless" amount, the excess amount will be allocated based on both the population of children ages five through seventeen and those same children from families with incomes below the poverty line. Twenty percent of the excess funds will be allocated based on the relative population of children ages fives through seventeen and 80 percent will be allocated based on the relative population of children ages five through seventeen from families with incomes below the poverty line.

Both the population and poverty indicators are the latest data available through the Small Area Income and Poverty Estimates (SAIPE) collected by the U. S. Census Bureau with support from other federal agencies.

Legal References

Title II, Part A, Sec. 2101-2103, of the Elementary and Secondary Education Act of 1965, as amended; (Pub. L. 107-110) 20 U.S.C. § 6601-6641 *et seq.*

CFDA (Catalog of Federal Domestic Assistance) 84.367A

Guidelines

The Title II, Part A programs focus on preparing, training, and recruiting high-quality teachers and principals and require districts to develop plans with annual measurable objectives that will ensure that all teachers instructing core academic subjects are highly qualified. District plans are made optional with the granting of the ESEA Flexibility Waiver.

Funds may be used to supplement, but not supplant, non-federal funds that otherwise would be used for authorized activities.

Allowed expenditures are listed in Section 2123 of the Elementary and Secondary Education Act, "Local Use of Funds'" which states the following:

(a) IN GENERAL.—A local educational agency that receives a subgrant under Section 2121 shall use the funds made available through the subgrant to carry out one or more of the following activities, including carrying out the activities through a grant or contract with a for-profit or nonprofit entity:

(1) Developing and implementing mechanisms that assist schools in effectively recruiting and retaining highly qualified teachers, including specialists in core academic subjects, principals, and pupil services personnel, except that funds made available under this paragraph may be used for pupil services personnel only—

(A) if the local educational agency is making progress toward meeting the annual measurable objectives described in Section 1119(a)(2); and

(B) in a manner consistent with mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers and principals.

(2) Developing and implementing initiatives to assist in recruiting highly qualified teachers (particularly initiatives that have proven effective in retaining highly qualified teachers), and hiring highly qualified teachers, who will be assigned teaching positions within their fields, including—

(A) providing scholarships, signing bonuses, or other financial incentives, such as differential pay, for teachers to teach—

(i) in academic subjects in which there exists a shortage of highly qualified teachers within a school or within a local educational agency; and

(ii) in schools in which there exists a shortage of highly qualified teachers;

(B) recruiting and hiring highly qualified teachers to reduce class size, particularly in the early grades; and

(C) establishing programs that—

(i) train and hire regular and secondary education teachers (which may include hiring special education teachers to team-teach in classrooms that contain both children with disabilities and non-disabled children);

(ii) train and hire highly qualified teachers of special needs children, as well as teaching specialists in core academic subjects who will provide increased individualized instruction to students;

(iii) recruit qualified professionals from other fields, including highly qualified paraprofessionals, and provide such professionals with alternative routes to teacher certification, including developing and implementing hiring policies that ensure comprehensive recruitment efforts as a way to expand the applicant pool, such as through identifying teachers certified through alternative routes, and using a system of intensive screening designed to hire the most qualified applicants; and

(iv) provide increased opportunities for minorities, individuals with disabilities, and other individuals underrepresented in the teaching profession.

(3) Providing professional development activities—

(A) that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning—

(i) one or more of the core academic subjects that the teachers teach; and

(ii) effective instructional strategies, methods, and skills, and use of challenging State academic content standards and student academic achievement standards, and State assessments, to improve teaching practices and student academic achievement; and

(B) that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning effective instructional practices and that—

(i) involve collaborate groups of teachers and administrators;

(ii) provide training in how to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;

(iii) provide training in methods of—

(I) improving student behavior in the classroom; and

(II) identifying early and appropriate interventions to help students described in clause (ii) learn;

(iv) provide training to enable teachers and principals to involve parents in their child's education, especially parents of limited English proficient and immigrant children; and

(v) provide training on how to understand and use data and assessments to improve classroom practice and student learning.

(4) Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly within elementary schools and secondary schools with a high percentage of low-achieving students, including programs that provide—

(A) teacher mentoring from exemplary teachers, principals, or superintendents;

(B) induction and support for teachers and principals during their first 3 years of employment as teachers or principals, respectively;

(C) incentives, including financial incentives, to retain teachers who have a record of success in helping low-achieving students improve their academic achievement; or

(D) incentives, including financial incentives, to principals who have a record of improving the academic achievement of all students, but particularly students from economically disadvantaged

families, students from racial and ethnic minority groups, and students with disabilities.

(5) Carrying out programs and activities that are designed to improve the quality of the teacher force, such as—
   (A) innovative professional development programs (which may be provided through partnerships including institutions of higher education), including programs that train teachers and principals to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy, are consistent with the requirements of Section 9101, and are coordinated with activities carried out under part D;
   (B) development and use of proven, cost-effective strategies for the implementation of professional development activities, such as through the use of technology and distance learning;
   (C) tenure reform;
   (D) merit pay programs;
   (E) testing of elementary school and secondary school teachers in the academic subjects that the teachers teach.

(6) Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders.

(7) Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.

(8) Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a career teacher, mentor teacher, or exemplary teacher) and pay differential.

(9) Carrying out programs and activities related to exemplary teachers.

Title II, Part A funds can be used to pay teacher salaries in the following situations:

- For highly qualified teachers hired for the purpose of reducing class size.
- As part of an overall strategy to improve teacher quality, for teacher incentives (e.g., as stipends for teachers recruited for hard-to-fill positions or to retain teachers who have been effective in helping low-achieving students succeed) or to pay the salaries of master teachers who provide professional development services for other teachers.
- For substitute teachers if (a) the regular classroom teachers they are replacing are funded through *Title II, Part A* to reduce class size, or (b) the teachers are participating in *Title II, Part A*-funded professional development programs.

The appropriate accounts for **allowed expenditures** are

267-100-100**	Instruction Salaries
267-200-100	Instruction Employee Benefits
267-200-100	Support Services Salaries (Stipends)
267-200-200	Support Services Benefits (Stipends)
267-200-300	Support Services Purchased Services
267-200-400	Support Services Suplies and Materials
267-220-100	Improvement of Instruction Salaries (Stipends)
267-220-200	Improvement of Instruction Employee Benefits
267-220-300	Improvement of Instruction Purchased Services
267-220-400	Improvement of Instruction Supplies and Materials
267-224-100	Improvement of Instruction In-service and Staff Training Salaries
267-224-200	Improvement of Instruction In-service and Staff Training Employee Benefits
267-224-300	Improvement of Instruction In-service and Staff Training Purchased Services
267-224-400	Improvement of Instruction In-service and Staff Training Supplies and Materials
267-264-100	Recruitment of HQ Teachers Salaries (Stipends)
267-264-200	Recruitment of HQ Teachers Benefits
267-264-300	Recruitment of HQ Teachers Purchased Services
267-264-400	Recruitment of HQ Teachers Supplies and Materials
267-370-300	Nonpublic School Services Purchased Services***
267-370-400	Nonpublic School Services Supplies and Materials***
267-416-100	Transfer to Charter Schools Salaries
267-416-200	Transfer to Charter Schools Benefits
267-416-300	Transfer to Charter Schools Purchased Services
267-416-400	Transfer to Charter Schools Supplies and Materials
267-430-700	Transfer Indirect Costs

******Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with the program guidelines. As a result, the function and object account codes displayed above

are header codes only and not the detailed function and object account codes that **must** be recorded by the district.

***Payments cannot be made directly to private schools.

Responsible Office:	Office of Federal and State Accountability
Contact:	Deborah Larkin, 803-734-3454
E-Mail Address:	dlarkin@ed.sc.gov

REVENUE **4353** **TEACHER INCENTIVE FUND 4**

SUBFUND **262**

PROJECT NUMBER **TF**

Allocation Formula
Funds are awarded to participating schools and districts set forth in the SC TIF grant application and revisions thereof. Projects will be awarded per cycle—size of grant is subject to availability of funds provided by USED to the SCDE.

Legal References

Title V, Part D, Subpart 1 of the *Elementary and Secondary Education Act*, as amended.

Department of Education Appropriations Acts for Fiscal Years 2006-2018. This funding is authorized by federal legislation in (P.L. 109-149 -- the Departments of Labor, Health and Human Services, and Education, and Related Agencies Appropriations Act, 2006, Title V, Part D).

CFDA (Catalog of Federal Domestic Assistance) 84.374B. EDGAR as applicable; CFR Part D; 34 CFR Part 80; OMB Circular A-133

Guidelines

The Teacher Incentive Fund Grant authorizes the implementation of The SC TAP System in accordance to the provisions written into the original grant application. SC TAP customized this comprehensive reform model for South Carolina schools. The details that drive this comprehensive reform are what truly help student achievement increase in any style or type of building.

1. Multiple Career Paths allow teachers powerful opportunities for greater responsibility with commensurate pay. In SC TAP, teachers may assume the roles of career teachers, mentor teachers and master teachers. Career teachers are typical classroom instructors. Mentor teachers are classroom instructors who also hold some coaching and mentoring responsibilities and serve on the school's instructional leadership team. Master teachers are similar to Instructional Coaches and use their expertise and knowledge to work with multiple teachers in the building. Teachers move up this career ladder by showing sustained student achievement as well using their ability and leadership to coach peer teachers on effective practices.
2. Ongoing, Applied Professional Development allows teachers continuous, onsite growth opportunities focused on the needs of their students to enhance their overall effectiveness in their craft. This professional development is designed and delivered by

the leadership team and occurs during the school day. It is focused on the–immediate implementation of research-based, vetted strategies that have proven success.

3. Instructionally Focused Accountability is represented by fair evaluations based on clearly defined, research-based standards. The rubric based observation and evaluation system allows this process to be a professional growth opportunity rather than a bureaucratic process. Teachers are observed a minimum of 4 times throughout the school year by certified, trained evaluators. The State has approved use of this evaluation tool to fulfill all requirements under the State mandated evaluation system.

Performance Based Compensation - Salaries and performance incentives are tied to responsibilities, instructional performance and student achievement results. Performance incentives are given to teachers based on a value-added approach to student achievement within the teachers' classroom, as a whole school and on their instructional performance. Each of these incentives are weighted and grouped together for the total performance based compensation.
School districts and schools participating in the project must adhere to the Memorandum of Agreement.

The appropriate accounts for **allowed expenditures** are

262-100-100	Instruction Salaries
262-100-200	Instruction Employee Benefits
262-100-300	Instruction Purchased Services
262-100-400	Instruction Supplies and Materials
262-200-100	Support Services Salaries
262-200-200	Support Services Employee Benefits
262-200-300	Support Services Purchase Services
262-200-400	Support Services Supplies and Materials
262-220-100	Instructional Staff Salaries
262-220-200	Instructional Staff Employee Benefits
262-220-300	Instructional Staff Purchase Services
262-220-400	Instructional Staff Supplies and Materials

Responsible Office : Office of Instructional Practices and Evaluations
Contact: Dennis Dotterer, 803-734-5882
E-Mail Address: dadotterer@ed.sc.gov

REVENUE	**4400**	**ADULT EDUCATION (4410, 4430)**
SUBFUND	**243**	**SPECIAL REVENUE FUND**
PROJECT NUMBERS		**EA/EC/ED**

Allocation Formula

Adult Education funds are distributed by the USED to the SCDE based on census data to fund local programs of adult education and literacy services that include workplace literacy services, family literacy services, corrections education, and English literacy programs and integrated English literacy-civics education programs. Allocations are determined by a formula which includes the following factors: high school credential completion, program enrollment, student academic performance, and the service area poverty index as determined by the American Community Survey.

Legal References

Title II of the Workforce Investment Act of 1998, Title II, Adult Education and Family Literacy Act; (WIA Pub. L. 105-220) 20 U.S.C. 9201 *et seq.*

CFDA (Catalog of Federal Domestic Assistance) 84.002

Guidelines

Funds are allocated to adult education programs in local school districts to provide academic services to adults for (1) adult education and literacy services, including workplace literacy services, (2) family literacy services, and (3) English literacy services. Adult education and literacy services include, but are not limited to, the following: basic-education instruction, preparation for high school equivalency tests, the development of academic skills and in contextual workplace basic skills, or the completion of requirements for a high school diploma. In order to be served by an adult education program, an individual must meet the federal definition of an adult education student. In accordance with that definition, students who possess a high school credential may be served if they lack sufficient mastery of basic educational skills to enable them to function effectively in society.

All out-of-state travel paid with adult education funds must be directly related to the operation and improvement of the adult education program.

No more than 5 percent of federal adult education funds may be used for administration, without negotiating with the Office of Adult Education. The following account numbers are considered administrative costs: 223-100, 223-200, 223-300, 223-400, and 223-500.

Equipment purchased with funds budgeted under Equipment (181-500, 182-500, 183-500, and 223-500) must meet the following guidelines:

A. Property records must be maintained that include a description of the property, a serial number or other identification number, the vendor's name, the acquisition date, the cost of the property, and the location of the property.
B. A physical inventory of the property must be taken and the results reconciled with the property records every year.
C. Disposal of obsolete equipment shall be documented in the inventory report. *Obsolete or inoperable equipment* is defined as equipment that is worn out, that is irreparable or not economically feasible to repair, or that has been replaced by new technology.
D. Prior approval by the Office of Adult Education must be obtained in order to sell obsolete equipment. Funds generated from the sale of obsolete equipment must be reported to the Office of Adult Education.

Allowed expenditures include costs that are necessary and prudent to the successful operation of the program. However, expenditures will be limited to those identified in the approved plan.

The appropriate accounts for **allowed expenditures** are

243-181-100	Adult Basic Education Programs Salaries
243-181-200	Adult Basic Education Programs Employee Benefits
243-181-300	Adult Basic Education Programs Purchased Services
243-181-400	Adult Basic Education Programs Supplies and Materials
243-181-500*****	Adult Basic Education Programs Capital Outlay
243-182-100	Adult Secondary Education Programs Salaries
243-182-200	Adult Secondary Education Programs Employee Benefits
243-182-300	Adult Secondary Education Programs Purchased Services
243-182-400	Adult Secondary Education Programs Supplies and Materials
243-182-500*****	Adult Secondary Education Programs Capital Outlay
243-183-100	Adult English Literacy (ESL) Salaries
243-183-200	Adult English Literacy (ESL) Employee Benefits
243-183-300	Adult English Literacy (ESL) Purchased Services
243-183-400	Adult English Literacy (ESL) Supplies and Materials
243-183-500*****	Adult English Literacy (ESL) Capital Outlay
243-221-100	Improvement of Instruction Curriculum Development Salaries
243-221-200	Improvement of Instruction Curriculum Development Employee Benefits
243-221-300	Improvement of Instruction Curriculum Development Purchased Services
243-221-400	Improvement of Instruction Curriculum Development Supplies and Materials

243-223-100	Supervision of Special Programs Salaries
243-223-200	Supervision of Special Programs Employee Benefits
243-223-300	Supervision of Special Programs Purchased Services
243-223-400	Supervision of Special Programs Supplies and Materials
243-223-500*	Supervision of Special Programs Capital Outlay
243-224-100	Improvement of Instruction In-service and Staff Training Salaries
243-224-200	Improvement of Instruction In-service and Staff Training Employee Benefits
243-224-300	Improvement of Instruction In-service and Staff Training Purchased Services
243-224-400	Improvement of Instruction In-service and Staff Training Supplies and Materials
243-254-100	Operation and Maintenance of Plant Salaries
243-254-200	Operation and Maintenance of Plant Employee Benefits
243-254-300	Operation and Maintenance of Plant Purchased Services
243-254-400	Operation and Maintenance of Plant Supplies and Materials

*****Requests for budget items in these categories **must be submitted in writing** and **must be approved in writing by** the Office of Adult Education.

Budget amendments must be received in the Office of Adult Education no later than May 15 of the current fiscal year. If May 15 falls on a weekend, all amendments will be due the following Monday.

Responsible Office:	Office of Adult Education
Contacts:	David Stout, 803-734-8348 (budget questions)
Fax:	803-734-3643
	Janet Thompson, 803-734-8472 (program questions)
	Terry Fetner Phillips, 803-734-8080 (program questions)
	Mike King, 803-734-8300 (program questions)
	Tonya Creamer, 803-734-8069 (program questions)
	Harriette Jenerette, 803-734-4708 (program questions)
	Jennifer Cooper-Keels, 803-734-8070 (data questions)
E-Mail Addresses:	dstout@ed.sc.gov
	jthompson@ed.sc.gov
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REVENUE	**4510**	**INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) – SPECIAL EDUCATION – GRANTS TO STATES**
SUBFUND	**203**	**SPECIAL REVENUE FUND**
PROJECT NUMBERS		**CA/CG/CO**

Allocation Formula

This federal program provides formula grants to assist states in meeting the excess costs of providing special education and related services to children with disabilities. Funds are allocated among states in accordance with the statutory formula in Sec. 611 of the IDEA.

A district's allocation is calculated by using the base amount established in FY 1999. Of the remaining funds, 85 percent of the funds will be distributed based on a pro rata share of public and private school enrollment, and the remaining 15 percent of the funds will be distributed based on a pro rata share of the number of students eligible for free and reduced-price lunch.

Legal References

Individuals with Disabilities Education Improvement Act of 2004 (IDEA '04), as amended, Part B, Sections 611-618; 20 U.S.C. §§ 1411-1418.

CFDA (Catalog of Federal Domestic Assistance) 84.027

Guidelines

These funds must be used to supplement, not supplant, the level of state and local funds expended for the education of children with disabilities.

Funds may be used only for the excess costs of providing special education and related services for children with disabilities. The excess cost requirement means that a local education agency (LEA) must spend a certain minimum amount for the education of its children with disabilities before IDEA funds are used. This ensures that children with disabilities have at least the same amount spent on them as do children in the LEA taken as a whole. The average minimum amount is determined by utilizing the Excess Cost Worksheets as stated in the IDEA of 2004 federal regulations.

Disallowed expenditures include construction of facilities.

In order to receive funds, a school district must submit an application that is approved by the Office of Special Education Services, Division of Accountability.

The appropriate accounts for **allowed expenditures** are

203-120-100	Exceptional Programs Salaries
203-120-200	Exceptional Programs Employee Benefits
203-120-300	Exceptional Programs Purchased Services
203-120-400	Exceptional Programs Supplies and Materials
203-120-500	Exceptional Programs Capital Outlay
203-120-600	Exceptional Programs Other Objects
203-131-100	Preschool Handicapped Speech (5-yr.-Olds) Salaries
203-131-200	Preschool Handicapped Speech (5-yr.-Olds) Employee Benefits
203-131-300	Preschool Handicapped Speech (5-yr.-Olds) Purchased Services
203-131-400	Preschool Handicapped Speech (5-yr.-Olds) Supplies and Materials
203-131-500	Preschool Handicapped Speech (5-yr.-Olds) Capital Outlay
203-131-600	Preschool Handicapped Speech (5-yr.-Olds) Other Objects
203-132-100	Preschool Handicapped Itinerant (5-yr.-Olds) Salaries
203-132-200	Preschool Handicapped Itinerant (5-yr.-Olds) Employee Benefits
203-132-300	Preschool Handicapped Itinerant (5-yr.-Olds) Purchased Services
203-132-400	Preschool Handicapped Itinerant (5-yr.-Olds) Supplies and Materials
203-132-500	Preschool Handicapped Itinerant (5-yr.-Olds) Capital Outlay
203-132-600	Preschool Handicapped Itinerant (5-yr.-Olds) Other Objects
203-133-100	Preschool Handicapped Self-Contained (5-yr.-Olds) Salaries
203-133-200	Preschool Handicapped Self-Contained (5-yr.-Olds) Employee Benefits
203-133-300	Preschool Handicapped Self-Contained (5-yr.-Olds) Purchased Services
203-133-400	Preschool Handicapped Self-Contained (5-yr.-Olds) Supplies and Materials
203-133-500	Preschool Handicapped Self-Contained (5-yr.-Olds) Capital Outlay
203-133-600	Preschool Handicapped Self-Contained (5-yr.-Olds) Other Objects
203-134-100	Preschool Handicapped Homebased (5-yr.-Olds)

	Salaries
203-134-200	Preschool Handicapped Homebased (5-yr.-Olds) Employee Benefits
203-134-300	Preschool Handicapped Homebased (5-yr.-Olds) Purchased Services
203-134-400	Preschool Handicapped Homebased (5-yr.-Olds) Supplies and Materials
203-134-500	Preschool Handicapped Homebased (5-yr.-Olds) Capital Outlay
203-134-600	Preschool Handicapped Homebased (5-yr.-Olds) Other Objects
203-135-100	Preschool Handicapped Speech (3- & 4-yr.-Olds) Salaries
203-135-200	Preschool Handicapped Speech (3- & 4-yr.-Olds) Employee Benefits
203-135-300	Preschool Handicapped Speech (3- & 4-yr.-Olds) Purchased Services
203-135-400	Preschool Handicapped Speech (3- & 4-yr.-Olds) Supplies and Materials
203-135-500	Preschool Handicapped Speech (3- & 4-yr.-Olds) Capital Outlay
203-135-600	Preschool Handicapped Speech (3- & 4-yr.-Olds) Other Objects
203-136-100	Preschool Handicapped Itinerant (3- & 4-yr.-Olds) Salaries
203-136-200	Preschool Handicapped Itinerant (3- & 4-yr.-Olds) Employee Benefits
203-136-300	Preschool Handicapped Itinerant (3- & 4-yr.-Olds) Purchased Services
203-136-400	Preschool Handicapped Itinerant (3- & 4-yr.-Olds) Supplies and Materials
203-136-500	Preschool Handicapped Itinerant (3- & 4-yr.-Olds) Capital Outlay
203-136-600	Preschool Handicapped Itinerant (3- & 4-yr.-Olds) Other Objects
203-137-100	Preschool Handicapped Self-Contained (3- & 4-yr.-Olds) Salaries
203-137-200	Preschool Handicapped Self-Contained (3- & 4-yr.-Olds) Employee Benefits
203-137-300	Preschool Handicapped Self-Contained (3- & 4-yr.-Olds) Purchased Services
203-137-400	Preschool Handicapped Self-Contained (3- & 4-yr.-Olds) Supplies and Materials
203-137-500	Preschool Handicapped Self-Contained

	(3- & 4-yr.-Olds) Capital Outlay
203-137-600	Preschool Handicapped Self-Contained (3- & 4-yr.-Olds) Other Objects
203-138-100	Preschool Handicapped Homebased (3- & 4-yr.-Olds) Salaries
203-138-200	Preschool Handicapped Homebased (3- & 4-yr.-Olds) Employee Benefits
203-138-300	Preschool Handicapped Homebased (3- & 4-yr.-Olds) Purchased Services
203-138-400	Preschool Handicapped Homebased (3- & 4-yr.-Olds) Supplies and Materials
203-138-500	Preschool Handicapped Homebased (3- & 4-yr.-Olds) Capital Outlay
203-138-600	Preschool Handicapped Homebased (3- & 4-yr.-Olds) Other Objects
203-145-100	Homebound* Salaries
203-145-200	Homebound Employee Benefits
203-145-300	Homebound Purchased Services
203-145-400	Homebound Supplies and Materials
203-145-500	Homebound Capital Outlay
203-145-600	Homebound Other Objects
203-149-100	Other Special Programs Salaries
203-149-200	Other Special Programs Employee Benefits
203-149-300	Other Special Programs Purchased Services
203-149-400	Other Special Programs Supplies and Materials
203-149-500	Other Special Programs Capital Outlay
203-149-600	Other Special Programs Other Objects
203-161-100	Autism Salaries
203-161-200	Autism Employee Benefits
203-161-300	Autism Purchased Services
203-161-400	Autism Supplies and Materials
203-161-500	Autism Capital Outlay
203-161-600	Autism Other Objects
203-200-100**	Support Services Salaries
203-200-200	Support Services Employee Benefits
203-200-300	Support Services Purchased Services
203-200-400	Support Services Supplies and Materials
203-200-500	Support Services Capital Outlay
203-200-600	Support Services Other Objects

*for students with disabilities only

******Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with IDEA of 2004 program guidelines. Function and object accounts displayed above are only header codes. Detailed function and object account codes **must** be recorded by the district.

Responsible Office:	Office of Special Education Services
Contact:	Michael Thom, 803-734-8788
E-Mail Address:	mthom@ed.sc.gov

REVENUE	**4520**	**PRESCHOOL GRANTS FOR CHILDREN WITH DISABILITIES (IDEA)**
SUBFUND	**205**	**SPECIAL REVENUE FUND**
PROJECT NUMBER		**CG**

Allocation Formula

This federal program provides formula grants to states to make special education and related services available to children with disabilities, ages three through five and, at the state's discretion, to two-year-olds with disabilities who will turn three during the school year. States must distribute the bulk of their grant awards to local education agencies (LEAs; a.k.a. school districts).

A district's allocation is calculated by using the base amount established in FY 1997. Of the remaining funds, 85 percent of the funds will be distributed to school districts based on a pro rata share of public and private school enrollment, and the remaining 15 percent of the funds will be distributed to districts based on a pro rata share of the number of children eligible for free and reduced-price lunch.

Legal References

Individuals with Disabilities Education Improvement Act of 2004 (IDEA '04), Part B, Section 619, as amended; (P.L. 108–446); 20 *U.S.C.* 1419.

CFDA (Catalog of Federal Domestic Assistance) 84.173

Guidelines

Funds under this grant shall be used to pay only the excess costs of special education and related services attributable to the education of children with disabilities ages three, four, and five.

These funds shall be used to supplement and increase the level of state and local funds expended for the education of children with disabilities ages three, four, and five and in no case to supplant state and local funds.

Disallowed expenditures include construction of facilities.

In order to receive funds, a school district must submit an application that is approved by the Office of Special Education Services, Division of Accountability.

The appropriate accounts for **allowed expenditures** are

205-130-100	Preschool Programs Salaries
205-130-200	Preschool Programs Employee Benefits
205-130-300	Preschool Programs Purchased Services
205-130-400	Preschool Programs Supplies and Materials
205-130-500	Preschool Programs Capital Outlay
205-130-600	Preschool Programs Other Objects
205-149-100	Other Special Programs Salaries
205-149-200	Other Special Programs Employee Benefits
205-149-300	Other Special Programs Purchased Services
205-149-400	Other Special Programs Supplies and Materials
205-149-500	Other Special Programs Capital Outlay
205-149-600	Other Special Programs Other Objects
205-200-100**	Support Services Salaries
205-200-200	Support Services Employee Benefits
205-200-300	Support Services Purchased Services
205-200-400	Support Services Supplies and Materials
205-200-500	Support Services Capital Outlay

******Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with IDEA of 2004 Preschool Grants program guidelines. Function and object codes displayed above are only header codes. Detailed function and object account codes **must** be recorded by the school district.

Responsible Office: Office of Special Education Services
Contact: Michael Thom, 803-734-8788
E-Mail Address: MThom@ed.sc.gov

REVENUE 4800/4991 SCHOOL FOOD SERVICE PROGRAMS

SUBFUND 600 FOOD SERVICE FUND

Allocation Formula

Allocations are based on federal reimbursements. The SFAs are reimbursed based upon the number of meals served in the National School Lunch Program, Breakfast Program, After School Snack Program. Additionally, the SFAs are reimbursed based upon the number of milks served in the Special Milk Program. Prior year funds may be carried over to the current year.

Legal References

Child Nutrition Act of 1966, as amended, 42 U.S.C. 1773, 1779, 1793, Public Laws 104-193, 100-435, 99-661, 97-35. American Recovery and Reinvestment Act of 2009, Public Law 111-5. School Breakfast Expansion Grants are authorized by the Child Nutrition Act of 1966 as amended, 42 U.S.C. 1793.

Richard B. Russell National School Lunch Act, as amended, 42 U.S.C. 1751 1760, 1779
Child Nutrition Act of 1966, as amended, 42 U.S.C. 1772 and 1779
Richard B. Russell National School Lunch Act, 42 U.S.C. 1769.

7 C.F.R. §§ 210, 215, 220, 225, 245, 250
S.C. Code Ann. §§ 59-63-765, 59-63-790, and 59-63-800 (2004)
CFDA (Catalog of Federal Domestic Assistance), 10.553, 10.555, 10.556, and 10.582

Guidelines

The primary objective of the South Carolina Child Nutrition Program is to safeguard the health and well-being of children by making nutritious meals available at a minimal cost in a setting that furnishes valuable learning experiences. Local school districts participate in several nutrition programs that are supported by federal funds.

Federal Child Nutrition Programs guidelines require school districts participating in the program (1) to make a written application to the South Carolina Department of Education and (2) to sign an agreement to operate a nonprofit program that

a. provides meals that meet the minimum nutritional standards;
b. provides school lunch and school breakfast without cost or at a reduced price to all children who are unable to pay the full price and *who qualify for free and reduced-price meals based on current income eligibility guidelines*;

c. fulfills the provisions as set forth in the “Policy Statement for Free and Reduced Price Meals”; and
d. provides for accountability.

Cash assistance is based on the number of meals served by category—paid, free and reduced—and the count taken at the point of service, which is the program requirement. A reimbursement claim must be submitted to the South Carolina Department of Education’s Office of Nutrition Programs on a monthly basis to justify the reimbursement claimed and to enable the Department to provide information on required reports to the U.S. Department of Agriculture. The school district report also provides information to determine the costs of meals, the level of revenues and expenditures, and the amount of operating balance.

The federally assisted programs are as follows:

A. School Breakfast Program

REVENUE 4830 (CFDA 10.553)

The school breakfast program can help close the nutrition gap by providing children with nutritious breakfasts at schools that meet USDA meal requirements. School districts are reimbursed for breakfasts served to students. Rates vary according to whether the breakfast is free, reduced-price, or paid. (In schools qualifying as severe needs schools, additional funds are available up to a maximum reimbursement level.) Funding for this program also allows for schools to participate in the USDA Seamless Summer Feeding Program and claim reimbursement under the School Lunch and/or Breakfast Program.

B. School Lunch and After-School Snacks Program

REVENUE 4810 (CFDA 10.555)

This program makes it possible for schools to serve wholesome low-cost lunches that meet USDA requirements for a school lunch. School districts are reimbursed for lunches served to students. Rates vary according to whether the lunch is free, reduced-price, or paid. Funding for this program also allows for schools to participate in the USDA Seamless Summer Feeding Program and claim reimbursement under the School Lunch and/or Breakfast Program.

The National School Lunch Program now offers cash reimbursement to help schools serve snacks to children after their regular school day ends. After-school snacks give children a nutritional boost and draw them into supervised activities that are safe, fun, and filled with learning opportunities. In schools where the number of students eligible to receive free and/or reduced-priced meals is 50 percent or more, the snacks are served free to all students.

C. Special Milk Program

Revenue 4810 (CFDA 10.556)

The Special Milk Program provides milk to children in schools, child care institutions and eligible camps that do not participate in other Federal child nutrition meal service programs. The program reimburses schools and institutions for the milk they serve. The public or nonprofit private schools of high school grade or under and public or nonprofit private residential child care institutions and eligible camps may participate in the Special Milk Program provided they do not participate in other Federal child nutrition meal service programs, except as noted above. Participating schools and institutions receive reimbursement from the U.S. Department of Agriculture (USDA) for each half pint of milk served. They must operate their milk programs on a non‐profit basis. They agree to use the Federal reimbursement to reduce the selling price of milk to all children. Any child at a participating school or half‐day pre‐kindergarten program can get milk through the Special Milk Program. Children may buy milk or receive it free, depending on the school's choice of program options. When local school officials offer free milk under the program to low‐income children, any child from a family that meets income guidelines for free meals is eligible. Each child's family must apply annually for free milk eligibility. The Federal reimbursement for each half‐pint of milk sold to children in School Year 2013‐2014 is 20.25 cents. For students who receive their milk free, the USDA reimburses schools the net purchase price of the milk. For the latest reimbursement rates visit FNS website at: www.fns.usda.gov/cnd/Governance/notices/naps/NAPs.htm

NOTE: A uniform financial management and accounting system is necessary due to the complexity of the programs and the amount of funds provided. The *South Carolina School Food Service Program Reference Manual* explains the procedures for accounting and reporting for the funds under these programs.

D. Fresh Fruit and Vegetable Program

REVENUE 4860 (CFDA 10.582)

The Fresh Fruit and Vegetable Program (FFVP) is a federally assisted program providing free fresh fruits and vegetables to students in participating elementary schools during the school day. The goal of the FFVP is to improve children's overall diet and create healthier eating habits to impact their present and future health. The FFVP will help schools create healthier school environments by providing healthier food choices; expanding the variety of fruits and vegetables children experience; and increasing children's fruit and vegetable consumption.

Elementary schools participating in the program receive between $50.00 - $75.00 per student for the school year. The State agency decides the per-student funding amount for the selected schools based on total funds allocated to the State and the enrollment of applicant schools. With these funds, schools purchase additional fresh fruits and vegetables to serve free to students during the school day. They must be served outside of the normal time frames for the National School Lunch (NSLP) and School Breakfast Program (SBP). The State agency or SFA determines the best method to obtain and serve the additional fresh produce. Schools participating in the FFVP submit monthly claims for reimbursement which are reviewed by the SFA before payment is processed to the State agency. Schools are reimbursed for the cost of fresh fruits and vegetables and limited non-food costs. Schools must follow all food safety requirements and HACCP guidance.

Reimbursement is paid to the district for the participating school. A reimbursement claim must be submitted to the South Carolina Department of Education's Office of Health and Nutrition on a monthly basis to justify the reimbursement claimed and to enable the Department to provide information on required reports to the U.S. Department of Agriculture.

Fringe Benefit Calculation

The following guidelines govern the 2014-2015 School Year for use of School Food Service Funds to pay fringe benefits when the school district's state fringe benefits allocation is exhausted:

1. When the state allocation is adequate to cover all fringe benefits monthly or annually, no changes will be made to the Food Service Fund.

2. When the state allocation is inadequate to cover all fringe benefits and a shortfall results, districts may charge a portion of food service fringe benefits to the Food Service Fund. Charges to the Food Service Fund may be made on a quarterly basis using the same proportional basis as calculated in the formula below. Please note that the funding formula below is amended to allow greater flexibility to school districts, and may be subject to further amendment for the 2014-2015 school year. An adjusting year-end entry may be necessary.

3. Notwithstanding the above, the District must ensure that their Food Services program remains solvent.

Example: **School District X**

Calculation of Ratio of School Food Service (SFS) Fund Salaries to Total General Fund (GF) Salaries

1. SFS Salaries/Total GF and SFS Salaries $990,000/$24,900,000 = 3.98%

Calculation of Total Fringe Benefit Shortfall with Exclusions

2.	Total current District GF Fringe Benefits Expenditures	$ 3,750,000
	State Allocation	($ 2,900,000)
	Total District Shortfall for Fringe Benefits	$ 850,000

Calculation of Maximum Shortfall to be paid by SFS Fund

3.	Total District Shortfall for Fringe Benefits	$ 850,000
	Salary Ratio	X 3.98%
	Former Fringe Benefits Requirement paid by SFS Fund	$ 33,830
4.	Former Fringe Benefits Requirement paid by SFS Fund	$ 33,830
	Percent Change in Former Requirement	X 75%
	Total Change	$ 25,373

5. Former Fringe Benefits Requirement paid by SFS Fund	$	33,830
Total Change	$	25,373
FY 2015 Maximum Fringe Benefits paid by SFS Fund	$	59,203

The appropriate accounts for **allowed expenditures** are

600-256-100	Food Services Salaries
600-256-200	Food Services Employees Benefits
600-256-300	Food Services Purchased Services
600-256-400	Food Services Supplies and Materials
600-256-500	Food Services Capital Outlay
600-256-600	Food Services Other Objects

Responsible Office: Office of Nutrition Programs

Contacts: Juanita Bowens-Seabrook (School Lunch/Breakfast/After-School Snacks/Fresh Fruit and Vegetable Programs, Special Milk Program), 803-734-8205
Ben Madden (Food Distribution Program), 803-734-8209
Diane D. Gillie (Fresh Fruit and Vegetable Program), 803-734-8193
Andrew Thomas (School Lunch/Breakfast/After-School Snacks Programs, Seamless Summer Option), 803-734-8194
Heather Snelgrove (School Lunch/Breakfast/After-School Snacks Programs), 803-734-8197
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REVENUE	**4924**	**21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM (TITLE IV, 21ST CENTURY SCHOOLS)**
SUBFUND	**224**	**SPECIAL REVENUE FUND**
PROJECT NUMBER		**CL**

Allocation Formula

This federal program awards formula grants to state education agencies, which in turn manage statewide competitions and award grants to eligible entities.

Funds will be awarded on a competitive basis to school districts and other organizations. The purpose of this funding is to serve students who attend schools, including charter schools that either receive or are eligible to receive Title I school-wide assistance. Private schools and charter schools that serve students from high-poverty communities are also eligible to compete for funds.

To the extent practical, the SCDE will award grants equitably among geographic regions within the state, including rural and urban communities. Priority will be given to applications that propose to serve students who attend one of the state's Priority Schools.

Grants may be awarded for periods of up to four years at the discretion of the SCDE. Funds requested by a joint applicant may not exceed $200,000 in year one. For projects that are awarded continuation grants, the amount in year two may not exceed $200,000; in year three, $150,000; and in year four, $127,500.

An application submitted by a consortium that includes at least two public school districts may request up to $375,000, in year one. For consortia that are awarded continuation grants, the amount in year two may not exceed $375,000; in year three, $281,250; and in year four, $239,062.

An applicant may request an amount less than the maximum allowed, but by law, the minimum amount that may be awarded to a grantee in any grant year is $50,000.

Legal References

Title IV, Part B, Section 4201-4206 of the Elementary and Secondary Education Act (ESEA) as amended; (Pub. L. No. 107-110) 20 U.S.C. §§ 7171-7176.

CFDA (Catalog of Federal Domestic Assistance) 84.287

Guidelines

The SCDE will award grants, subject to the availability of funds, for the purpose of establishing or expanding activities in community learning centers. These grants will be used to

- provide academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools;
- enable students to meet state and local standards in core academic subjects;
- offer students a broad array of enrichment activities that can complement their regular academic programs; and
- offer literacy and other educational services to the families of participating children.

Section 4205 of the ESEA, as amended, "Authorized Activities," states the following:

(c) PRINCIPLES OF EFFECTIVENESS.—
(1) IN GENERAL.—For a program or activity developed pursuant to this part to meet the principles of effectiveness, such program or activity shall—
(A) be based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities;
(B) be based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and
(C) if appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards.

Disallowed expenditures include costs for the purchase of buses and other vehicles; construction and renovation; fundraising activities; advertising and marketing; activities whose sole or primary purpose is entertainment (fun parks, skating rinks, etc.); monetary incentives and stipends for students; gift cards and certificates; and incentives for paid staff (bonuses, awards, luncheons, etc.); equipment totaling more than $5,000 per unit; activities that occur during the normal school hours unless such activities are targeted to pre-kindergarten students or the adult family members of the participating students.

Allowed expenditures include funds to provide before-school, after-school, and summer school activities that advance student academic achievement. Activities targeting prekindergarten-aged children and adult family members may take place during regular school hours if such times are deemed most suitable for serving these populations. Funds may also be used to provide activities that advance the literacy of the participants' adult family members and to cover costs associated with personnel, supplies/materials, and transportation as they relate to the approved activities.

These funds must be used to supplement, and not supplant, other federal, state, and local funds.

Grantees must provide academic enrichment activities to help students meet state and local standards in the core content areas, such as reading, math, and science. Funds may be used for the following activities designed to improve student achievement and performance:

- remedial education activities;
- academic enrichment learning programs;
- additional assistance to students to improve academic achievement;
- mathematics and science education activities;
- arts and music education services;
- entrepreneurial education programs;
- tutoring services (including senior volunteers);
- mentoring programs;
- programs for limited-English-proficient students;
- recreational activities;
- telecommunications and technology education programs;
- expanded library service hours;
- parental involvement and family literacy programs;
- programs for students who have been truant, suspended, or expelled;
- drug- and violence-prevention programs;
- counseling programs;
- character education programs; and
- leadership skills training.

Indirect cost transfers are allowable for the program. This expenditure may not exceed the restricted indirect cost rate approved for the district being served.

The appropriate accounts for **allowed expenditures** are

224-139-100	Early Childhood Programs Salaries
224-139-200	Early Childhood Programs Employee Benefits
224-139-300	Early Childhood Programs Purchased Services
224-139-400	Early Childhood Programs Supplies and Materials
224-171-100	Primary Summer School Salaries
224-171-200	Primary Summer School Employee Benefits
224-171-300	Primary Summer School Purchased Services
224-171-400	Primary Summer School Supplies and Materials
224-172-100	Elementary Summer School Salaries
224-172-200	Elementary Summer School Employee Benefits
224-172-300	Elementary Summer School Purchased Services
224-172-400	Elementary Summer School Supplies and Materials
224-173-100	High School Summer School Salaries
224-173-200	High School Summer School Employee Benefits
224-173-300	High School Summer School Purchased Services
224-173-400	High School Summer School Supplies and Materials

224-175-100	Instructional Programs Beyond Regular School Day Salaries
224-175-200	Instructional Programs Beyond Regular School Day Employee Benefits
224-175-300	Instructional Programs Beyond Regular School Day Purchased Services
224-175-400	Instructional Programs Beyond Regular School Day Supplies and Materials
224-188-100	Parenting/Family Literacy Salaries
224-188-200	Parenting/Family Literacy Employee Benefits
224-188-300	Parenting/Family Literacy Purchased Services
224-188-400	Parenting/Family Literacy Supplies and Materials
224-212-100	Guidance Services Salaries
224-212-200	Guidance Services Employee Benefits
224-212-300	Guidance Services Purchased Services
224-212-400	Guidance Services Supplies and Materials
224-213-100	Health Services Salaries
224-213-200	Health Services Employee Benefits
224-213-300	Health Services Purchased Services
224-213-400	Health Services Supplies and Materials
224-214-100	Psychological Services Salaries
224-214-200	Psychological Services Employee Benefits
224-214-300	Psychological Services Purchased Services
224-214-400	Psychological Services Supplies and Materials
224-223-100	Supervision of Special Programs Salaries
224-223-200	Supervision of Special Programs Employee Benefits
224-223-300	Supervision of Special Programs Purchased Services
224-223-400	Supervision of Special Programs Supplies and Materials
224-224-100	Improvement of Instruction In-service and Staff Training Salaries
224-224-200	Improvement of Instruction In-service and Staff Training Employee Benefits
224-224-300	Improvement of Instruction In-service and Staff Training Purchased Services
224-224-400	Improvement of Instruction In-service and Staff Training Supplies and Materials

224-251-100	Student Transportation (Federal/District Mandated) Salaries
224-251-200	Student Transportation (Federal/District Mandated) Employee Benefits
224-251-300	Student Transportation (Federal/District Mandated) Purchased Services
224-251-400	Student Transportation (Federal/District Mandated Supplies and Materials
224-252-600	Fiscal Services
224-254-100	Operation and Maintenance of Plant Salaries
224-254-200	Operation and Maintenance of Plant Employee Benefits
224-254-300	Operation and Maintenance of Plant Purchased Services
224-254-400	Operation and Maintenance of Plant Supplies and Materials
224-256-100	Food Services Salaries
224-256-200	Food Services Employee Benefits
224-256-300	Food Services Purchased Services
224-256-400	Food Services Supplies and Materials
224-258-100	Security Salaries
224-258-200	Security Employee Benefits
224-258-300	Security Purchased Services
224-258-400	Security Supplies and Materials
224-271-660	Pupil Service Activities Support Services (for field trips and other pupil transportation costs not provided by state law)

Since expenditure reporting by object-level detail is optional for pupil activity functions, please use object codes that are consistent with the district's accounting system to report costs for field trips under Function Code 271.

224-320-100	Community Recreation Services Salaries
224-320-200	Community Recreation Services Employee Benefits
224-320-300	Community Recreation Services Purchased Services
224-320-400	Community Recreation Services Supplies and Materials
224-340-100	Public Library Services Salaries
224-340-200	Public Library Services Employee Benefits
224-340-300	Public Library Services Purchased Services
224-340-400	Public Library Services Supplies and Materials
224-390-100	Other Community Services Salaries
224-390-200	Other Community Services Employee Benefits

224-390-300	Other Community Services Purchased Services
224-390-400	Other Community Services Supplies and Materials

Responsible Office: Office of Student Intervention Services
Contact: Sabrina Moore, 803-734-8433
E-Mail Address: smoore@ed.sc.gov

REVENUE	**4940**	**SCHOOL CLIMATE INITIATIVE (SAFE AND SUPPORTIVE SCHOOLS)**
SUBFUND	**240**	**SPECIAL REVENUE FUND**
PROJECT NUMBERS		**CP**

Allocation Formula

This federal discretionary grant is awarded to state education agencies (SEAs) to support statewide measurement of, and targeted programmatic interventions to improve, conditions for learning in order to help schools improve safety and reduce substance use. The SCDE received this award to support the South Carolina School Climate Initiative (SCSCI).

The funding formula is based on a school's average daily membership and student population, grades 9-12, calculated so that no school receives less than $50,000 or more than $80,000 per year.

Legal References

Title IV, Part A, Subpart 2, Sections 4121-4130 of the Elementary and Secondary Education Act (ESEA); 20 U.S.C. § 7131.

CFDA (Catalog of Federal Domestic Assistance) 84.184Y

Guidelines

The goal of the SCSCI is to improve school learning environments and reduce student detrimental behaviors by developing and refining a School Climate Index that schools, districts, and the state will use to measure a school's learning environment and to identify and implement effective, research-based interventions to address identified, targeted student needs. The initiative includes this programmatic intervention subgrant program for eligible schools to receive funding for up to three years to identify and implement effective, research-based interventions to address student needs. The SCDE will monitor the use of these formula allocations, oversee the quality of activities implemented by the funded schools, and provide technical assistance to awardees in implementing funded activities.

Goal—The SCSCI will improve school learning environments and reduce student detrimental behaviors by developing and refining a School Climate Index that schools, districts, and the state will use to measure a school's learning environment and to identify and implement effective, research-based interventions to address identified, targeted student needs.

SCSCI Objectives

1. South Carolina will develop, test, and refine a School Climate Index for each school that measures the safety and supportiveness of the school environment and that will be used to identify and serve schools most at-risk for non-safe, non-supportive learning environments.

2. One hundred percent of eligible identified schools will participate in targeted, data-driven, differentiated services provided by the SCDE, project staff, and partners to improve learning conditions for students.

3. Eighty-five percent of students at the demonstration high school sites will register improved academic and behavior outcomes as a result of well-managed, data-driven, differentiated, research-based interventions implemented by the demonstration high schools through the SEA subgrant program, leading to improvement in the school's School Climate Index. (Year 1: 35%; Year 2: 50%; Year 3: 85%).

The specific SCSCI outcomes that support the programmatic intervention subgrant program are

- schools that are able to use their School Climate Index to
  - identify areas for targeted intervention,
  - identify appropriate research-based interventions to address need,
  - implement the interventions effectively and with fidelity, and
  - monitor the interventions continuously and make adjustments as needed;
- improved data integrity, collection, and reporting;
- improved outcomes and self-reported behaviors for students in terms of academics, behavior, and connectedness;
- improved survey participation and responses;
- improved perception of school by students, teachers, and parents and community; and
- improved safe, supportive learning environments for schools, resulting in improved School Climate Index and fewer identified at-risk students.

Disallowed expenditures

Funds may not be expended for any activity that is not included in the approved subgrant budget. Funds must not be used for construction; for religious or political activities; for vehicles or equipment (items with value of $5,000 or more per unit); or for medical services, drug treatment, or rehabilitation except for pupil services or referral to treatment for students who are victims of, or witnesses to, crime or who illegally use drugs. Funds cannot be transferred to any other program accounts.

Allowed expenditures include salaries, benefits, travel expenses, professional development activities, supplies and student incentives.
The appropriate accounts for **allowed expenditures** are

240-100-100**	240-200-100**	240-300-100**
240-100-200	240-200-200	240-300-200
240-100-300	240-200-300	240-300-300
240-100-400	240-200-400	240-300-400

******Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with the School Climate Initiative guidelines. The function and object account codes displayed above are header accounts only and not the detailed function and object codes that **must** be recorded by the district.

Responsible Office: Office of Student Intervention Services
Contact: Kimberly Smith, 803-734-8113
E-Mail Address: kwsmith@ed.sc.gov

APPENDIX A

Flexibility/Furlough/Expenditure Reporting Procedures *(FY 2014-2015)*

Under Provisos 1.31, 1.36 and 1A.16 for Fiscal Year 2014-2015, all school districts and special schools of this State may transfer and expend funds..."to ensure the delivery of academic and arts instruction to students".

Financial Flexibility

1. All transfers, including requests for Barnwell funds, must be completed and submitted to SCDE by June 30, 2015. Quarterly reports are encouraged. Only submit reports quarterly if an action is approved by your school board.
2. Districts may transfer and expend funds among appropriated state general fund revenues, Education Improvement Act funds, Education Lottery Act funds, and funds received from the Children's Education Endowment fund. No federal funds may be flexed.
3. In order to take advantage of the financial flexibility provisions, at least seventy-five (75) percent of the school district's expenditures must be utilized within the In$ite categories of instruction, instructional support and non-instructional pupil services. Those functional areas are outlined in Item #4 under Reporting Requirements.
4. If you choose to take advantage of this flexibility, you ***must*** maintain the integrity of the program guidelines as outlined in the Funding Manual.
5. The only appropriations that are ***excluded*** from this flexibility are as follows:

   NBC Salary Supplement (Revenue 3532)
   Teacher of the Year (Revenue 3533)
   Teacher Salary Increase (Revenue 3550)
   Teacher Salary Increase Fringe (Revenue 3555)
   Technical Assistance – Palmetto Priority (Revenue 3571)
   Teacher Supplies (Revenue 3577)
   Aid to Districts – Special Ed (Revenue 3585)

6. Judicious caution should be used when transferring those funds received through a competitive grant process.
7. No programs serving students with special needs may be flexed in the 2014-15 year.
8. Prior to implementing the flexibility provisions, school districts **must** provide to public charter schools the per pupil allocation due to the charter schools for each categorical program for which they are eligible to receive funding.
9. For the 2014-2015, Section 59-21-1030 (Maintenance of Effort) is suspended.

Furlough/Staffing Flexibility/Maximizing Resources

1. Districts may suspend professional staffing ratios, except for four-year-old programs.

2. Districts may delay teacher contracts from April 15th to May 15th. Teachers must notify the district, in writing, of acceptance of the contract within ten days of such notification or May 25th, whichever occurs later.
3. Districts may uniformly negotiate salaries below the district salary schedule for the 2014-2015 year for retired teachers who are not participants of the TERI program.
4. Furloughs for 2014-15 school year may be implemented if mid-year reductions occur. Before any employees may be furloughed, the district must certify that all funding flexibility provided by the General Assembly has been utilized by the district and that the furlough is necessary to avoid a year-end deficit and a reduction in force. Should a district furlough occur, teachers may be furloughed for up to 5 non-instructional days, provided that district administrators are furloughed for twice the number of days, not to exceed 10 days.
5. To further ensure resources are maximized, districts are encouraged to: (1) limit the number of low enrollment courses (2) reduce travel for staff and board (3) reduce and limit activities requiring dues and fees (4) reduce transportation costs for extracurricular and academic competitions and (5) expand virtual education.

Reporting Requirements

1. By June 30, 2015, districts must certify where non-instructional or nonessential programs have been suspended.
2. Certification must be in writing, signed by the board chairman and the superintendent, and delivered electronically to the State Superintendent of Education. The SCDE will forward to the following: the Chairman of the Senate Finance Committee, the Chairman of the Senate Education Committee, the Chairman of the House Ways and Means Committee, and the Chairman of the House Education and Public Works Committee.
3. The certification must be presented publicly at a regularly called school board meeting, and the certification must be posted on the Internet website maintained by the school district.
4. Districts must report as of June 30, 2015, using the In$ite categories, all expenditures in Instructional, Instructional Support and non-Instructional student services. The following functions must be reported:

Function Name	Function Number
a. Instruction	All 100 functions
b. Attendance & Social Work	211
c. Guidance	212
d. Health Services	213
e. Psychological Services	214
f. Exceptional Program Services	215
g. Vocational Placement	216
h. Career Specialists	217
i. Curriculum Development	221
j. Library Media	222
k. In-Service/Staff Training	224

l.	School Administration	233
m.	Pupil Transportation	251, 255
n.	Food Service	256
o.	Security/Safety	258
p.	Planning	262
q.	Pupil Activities	271, 272, 273
r.	Community Services	All 300 functions

APPENDIX B

SOUTH CAROLINA CHARTER SCHOOLS (COMPOSITE) 2014-2015

School Name / Year Open	Grades / # Students	Contact Mailing Address	Telephone Fax	District
Academy for Teaching and Learning (2006)	K5-8	Robyn Brakefield 109 Hinton Street Chester, SC 29706	803-385-6334 803-385-6335 (fax)	Chester
		Email: rbrakefield@chester.k12.sc.us **Web**: www.chester.academy.schooldesk.net		
Academy of Hope (2011)	K-8	Melissa McCloud 3521 Juniper Bay Road Conway, SC 29527	843-397-5719 843-397-5712 (fax)	Horry
		Email: mmcloud@theacademyofhope.org **Web:** www.theacademyofhope.org		
Aiken Performing Arts Academy (2005)	9-12	Keisha Lloyd-Kennedy 130 Avery Lane Aiken, SC 29801	803-644-4824 803-641-1155 (fax)	Aiken
		Email: kkennedy@lkcs.k12.sc.us		
Anderson Five Charter School (2012)	10-12	Katie Brown 1225 South McDuffie St. Anderson, SC 29624	864-260-5538 864-260-5911 (fax)	Anderson 5
		Email: katiebrown@anderson5.net		
Brashier Middle College (2006)	9-12	Michael Sinclair 1830 West Georgia Rd. Simpsonville, SC 29680	864-757-1800 864-757-1850 (fax)	Greenville
		Email: msinclair@brashiermiddlecollege.org **Web:** www.brashiermiddlecollege.org		
Bridges Preparatory Academy (2013)	K-7	Robert Cook PO Box 626 Port Royal, SC 29935	843-982-7737	SCPCSD
		Email: bcook@bridgespreparatoryschool.org **Web:** www.bridgesprep.org		
Bridgewater Academy Charter (2003)	K–8	Steve Wilson 191 River Landing Blvd. Myrtle Beach, SC 29579	843-236-3689 843-236-4921 (fax)	Horry
		Email: bwa17@sccoast.net **Web:** www.bridgewarteracademy.org		
Calhoun Falls Charter School (2008)	6-12	Deirdre McCullough 205 Edgefield Street, PO Box 514 Calhoun Falls, SC 29628	864-418-8014 864-418-0379 (fax)	SCPCSD
		Email: dmccullough@cfpcs.org **Web:** www.cfpcs.org		
Cape Romain Environmental Education Charter School (2012)	K4-7	Margaret Crouch 1011 Old Cemetery Rd McClellanville, SC 29458	843-887-3323	SCPCSD
		Email: mcrouch@caperomainschool.com **Web**: www.creecs.org		

School Name Year Open	Grades # Students	Contact Mailing Address	Telephone Fax	District
Carolina School for Inquiry (2006)	5K-6	Victoria Dixon-Mokeba 7405-A Fairfield Road Columbia, SC 29203	803-691-1250 803-691-1247 (fax)	Richland One
		Email: vdixon-mokeba@carolinaschoolforinquiry.org **Web:** www.carolinaschoolforinquiry.com		
Carolina Voyager Charter School (2014)	K-8	Harry Walker 30 Race Street Charleston, SC 29403	843-203-3891 843-718-2903 (fax)	Charleston
		Email: harrywalker@carolinavoyagercharter.org **Web**: www.carolinavoyagercharter.org		
Charleston Charter School for Math & Science (2008)	6-12	Henry Walding 1002 King Street Charleston, SC 29403	843-720-3085 843-720-3196 (fax)	Charleston
		Email: hwalding@charlestonmathscience.org **Web**: www.charlestonmathandscience.org		
Charleston Development Academy (2003)	4K-8	Cecelia Gordon -Rogers 233 Line Street PO Box 20518 Charleston, SC 29413	843-722-2689 843-722-2694 (fax)	Charleston
		Email: cda@charleston.k12.sc.us **Web:** www.developmentacademy.ccsdschools.com		
Coastal Leadership Academy (2013)	9-12	Melinda Tavernier 3170 Palmetto Pointe Blvd. Myrtle Beach, SC 29588	843-294-9377 888-410-4826 (fax)	SCPCSD
		Email: mtavern@coastalleadership.org **Web:** www.coastalleadershipacademy.org		
Coastal Montessori (2012)	1-6	Nathalie Hunt 247 Wildcat Way Pawleys Island, SC 29585	843-253-0413 843-235-0418 (fax)	Georgetown
		Email: nhunt@coastalmontessoricharter.org **Web:** www.coastalmontessoricharter.org		
Cyber Academy of South Carolina (2013)	K-10	David Crook 330 Pelham Road Suite 101-A Greenville, SC 29615	864-236-4006 864-990-0622 (fax)	SCPCSD
		Email: dcrook@k12.com **Web:** www.k12.com/casc#.U9fqe_1dXUU		
Discovery School of Lancaster County (2000)	K-5	Thomas H. McDuffie 302 West Dunlap Street Lancaster, SC 29720	803-285-8430 803-416-8907 (fax)	Lancaster
		Email: tmcduffi@mail.lcsd.k12.sc.us **Web:** www.lancasterdis.ss5.sharpschool.com		

D.P. Cooper Charter School (conversion) (2014)	K-7	Dr. Kerry Singleton 4568 Seaboard Road Salters, SC 29560	843-387-5426 843-387-5444 (fax)	Williamsburg
		Email: ksingleton@wcsd.k12.sc.us **Web**: www.dpcoopercharter.com		
East Cooper Montessori Charter School (2003)	1–8	Jody Swanigan 250 Ponsbury Rd. Mt. Pleasant, SC 29464	843-216-2883 843-216-8880 (fax)	Charleston
		Email: jody_swanigan@montessoricharterschool.com **Web:** www.eastcooper.ccsdschools.com		
East Point Academy (2011)	K-8	Renee Mathews 1340 Knox Abbott Dr. Cayce, SC 29033	803-926-0520 803-926-0524 (fax)	SCPCSD
		Email:- rmathews@EastPointSc.org **Web:** www.eastpointsc.org		
Fox Creek High School (2004)	9-12	Josh Trahan 165 Shortcut Rd. North Augusta, SC 29860	803-613-9435 803-613-1533 (fax)	SCPCSD
		Email: jtrahan@foxcreekhighschool.org **Web:** www.foxcreekhighschool.org		
Garden City Preparatory Academy for Boys (2014)	6-12	Kevin Rasberry 908 Willington Road Orangeburg, SC 29118	888-448-7641	SCPCSD
		Email: edirector@gs-prep.org **Web:** www.gc-prep.org		
Gray Collegiate Academy (2014)	9-12	D. Todd Helms 3833 Leaphart Road West Columbia, SC 29118	803-569-8509 803-569-1425 (fax)	SCPCSD
		Email: thelms@graycollegiateacademy.org **Web:** www.graycollegiateacademy.org		
Greenville Renewable Energy Education Charter School (GREEN) (2013)	K-7	Adem Dokmeci 1440 Pelham Rd. Suite C Greenville SC 29615	864-288-4134 864-288-0826	SCPSCD
		Email: adokmeci@scgreencharter.org **Web:** **www**.scgreencharter.org		
Greenville Technical Charter High School (1999)	9–12	Dr. Brodie Bricker PO Box 5616 Mail Stop 1201 Greenville, SC 29606-5616	864-250-8844 864-250-8846 (fax)	Greenville
		Email: bbricker@staff.gtcs.org **Web:** www.gtchs.org		
Greer Middle College (2008)	9-12	Gloria Richards 138 West Mcelhaney Rd. Taylors, SC 29687	864-469-7571 864-469-7573 (fax)	Greenville
		Email: grichards@greermiddlecollege.org **Web:** www.greermiddlecollege.org		

Greg Mathis Charter High School (2003)	9-12	Eleanor Hardy 2872 Azalea Drive N. Charleston, SC 29405	843-557-1611 843-747-5810 (fax)	Charleston
		Email: Hardy_eleanor@gmchs.org **Web:** www.ccsdschools.com/schools/k12/greg_mathis_hs.php		
High Point Academy (2014)	K-9	Lori Manning 500 Evangle Road Spartanburg, SC 29301	864-316-9788 864-249-1516 (fax)	SCPCSD
		Email: hpaspartanburg@gmail.com **Web:** www.hpaspartanburg.com		
Horse Creek Academy (Midland Valley Preparatory School) (2002)	5K–8	Patti Strom 1200 Toolebeck Road Aiken, SC 29803	803-226-0160 803-226-0202 (fax)	Aiken
		Email: pstrom@horsecreekacademy.org **Web:** www.horsecreekacademy.org		
Imagine Columbia Leadership Academy (2012)	K-6	Suezan Turknett 3810 North Main St. Columbia, SC 29203	803-929-1140 803-929-1145 (fax)	SCPCSD
		Email: Suezan.turknett@imagineschools.com **Web:** http://imaginecolumbia.com/home/		
James Island Charter High School (conversion) (2003)	9–12	Richard Gordon 1000 Fort Johnson Road Charleston, SC 29412	843-762-2754 843-762-5228 (fax)	Charleston
		Email: richard_gordon@charleston.k12.sc.us **Web:** www.jichs.ccdschools.com		
Lake City College Preparatory Academy (2010) ***Charter revocation is under appeal with ALC 8/21/14**	K-9	Dr. Deloris Brown 1009 East Main Street Lake City, SC 29560	843-374-0128	SCPCSD
		Email: brownd14@aol.com **Web:** www.lakecitycollegeprepacademy.org		
Langston Charter Middle School (2005)	6-8	Gregory Abel 1950 Woodruff Rd. Greenville, SC 29607	864-286-9700 864-286-9699 (fax)	Greenville
		Email: gabel@langstoncharter.org **Web:** www.langstoncharter.org		
Legacy Charter Elementary School (2006)	K-4 (Site 1)	Virginia Burrows 1613 West Washington St. Greenville, SC 29601	864-216-1600 864-451-7023 (fax)	Greenville
		Email: vburrows@legacycharterschool.com **Web:** www.legacycharterschool.com		

Legacy Charter Middle School (2006)	5-8 (Site 2)	Frank Powell 900 Woodside Ave. Greenville, SC 29611	864-248-0646 864-283-6444 (fax)	Greenville
		Email: fpowell@legacycharterschool.com **Web:** www.legacycharterschool.com		
Legacy Charter High School (2006)	9-12 (Site 2)	Ed Roman 900 Woodside Ave. Greenville, SC 29611	864-248-0646 864-283-6444 (fax)	Greenville
		Email: eroman@legacycharterschool.com **Web:** www.legacycharterschool.com		
LEAD Academy (2010)	5-8	Rodney Johnson 29 Ridgeway Drive Greenville, SC 29605	864-770-1790 864-281-1512 (fax)	SCPCSD
		Email: rjohnson@myleadacademy.com **Web:** www.myleadacademy.com		
Lloyd Kennedy Charter School (2002)	3–8	Keisha Lloyd-Kennedy 130 Avery Lane Aiken, SC 29802	803-644-4824 803-641-1155 (fax)	Aiken
		Email: kkennedy@lkcs.k12.sc.us **Web:** www.aikenperformingartsacademy.yolasite.com/		
Lowcountry Leadership Charter School 2013	K –10	Mache L. Larkin 5139 Gibson Road Hollywood, SC 29449	843-889-5527 843-889-5529 (fax)	SCPCSD
		Email: mlarkin@wearellcs.org Web: www.wearellcs.org		
Lowcountry Montessori School (2014)	K-12	Amy Horn 15 Celadon Drive Beaufort, SC 29907	843-322-0577 843-322-0925 (fax)	SCPCSD
		Email: amyhorn818@gmail.com **Web:** www.lowcountrymontessori.com		
Meyer Center for Special Children (1999)	Pre K–K 50	Louise Anthony 1132 Rutherford Road Greenville, SC 29609	864-250-0005 ext. 204 864-250-0028 (fax)	Greenville
		Email: lanthony@meyercenter.org **Web:** www.meyercenter.org		
Midlands Middle College 2013	11-12	Carole Fearrington 1260 Lexington Drive Columbia, SC 29170	803-822-3333 803-822-7039 (fax)	SCPCSD
		Email: carolefearrington@midlandsmiddlecollege.com **Web:** www.midlandsmiddlecollege.com		
Midlands STEM Institute (2014)	K-5	Marie Milam 1403 Greenbriar Mossydale Rd Winsboro, SC 29180	803-815-1524	SCPCSD
		Email: info@midlandsstem.org **Web:** www.midlandsstem.org		

Orangeburg Consolidated School District Five Charter High School for Health Professions (2012)	9-11	Angel Hightower 3720 Magnolia Street Orangeburg, SC 29118	803-533-6374 803-535-1664 (fax)	Orangeburg 5
		Email: alh04@orangeburg5.k12.sc.us **Web:** www.hshp.ocsd5.net		
Orange Grove Elementary Charter School (2006) Conversion	K-5	John Clendaniel 1225 Orange Branch Road Charleston, SC 29407	843-763-1520 843-769-2245 (fax)	Charleston
		Email: john_clendaniel@ogecs.com **Web:** www.ogecs.ccsdschools.com		
Palmetto Academy of Learning and Success Charter (2010)	K-8	Courtney Fancher 3021 Fred Nash Blvd. Myrtle Beach, SC 29577	843-293-1725 843-293-1726 (fax)	Horry
		Email: palmettoacademy@ymail.com **Web:** www.palmettoacademy.com		
Palmetto Academy of Motorsports Charter High School (PALM) (2012)	9-12	Mack Sarvis 136 Rodeo Drive Myrtle Beach, SC 29579	843-903-6600	Horry
		Email: msarvis@palmmotorsports.com **Web:** www.palmsc.org		
Palmetto Scholar's Academy (2010)	6-12	Dr. Tim Gott 2415 Avenue F N. Charleston, SC 29405	843-300-4118 803-300-4123 (fax)	SCPCSD
		Email: tim.gott@palmettoscholarsacademy.org **Web:** www.palmettoscholarsacademy.org		
The Palmetto School at the Children's Attention Home (2004)	K–8	Dr. Hugh Wilson Post Office Box 2892 Rock Hill, SC 29372	803-328-6555 803-327-8618 (fax)	York 3
		Email: hwilson@CAHcharterschool.org **Web:** www.cahcharterschool.org		
Palmetto Youth Academy (2005)	K-6	Yvonne Brown-Burgess 1209 N. Douglas Street Florence, SC 29506	843-679-7070 843-679-7046 (fax)	Florence One
		Email: palmettoyouth@yahoo.com **Web:** www.palmettoyouthacademy.com		
Pattison's Academy for Comprehensive Education (2010)	K-11	Steve Kiernan 2014 Bees Ferry Road Charleston, SC 29414	843-556-1070 843-556-6742 (fax)	Charleston
		Email: steveki@pacelearning.org **Web:** www.pattisonsacademy.org		
Pee Dee Math, Science and Technology Academy (2013)	K-5	Keith Bailey 101 Docs Drive Bishopville, SC 29010	803-692-1814 803-866-883-8736 (fax)	SCPCSD
		Email: ekbailey@pdmsta.org **Web:** www.pdmsta.org		

Phoenix Charter High School (1999)	9–12	Elease Fulton 1423 Hotel Street Post Office Box 170 Alcolu, SC 29001	803-505-6800 803-505-6801 (fax)	Clarendon 2
		Email: efulton@csd2.org **Web:** www.clarendon2.k12.sc		
Provost Academy of SC (2009)	9-12	Tesha Byrne 400 Arbor Lake Drive Suite B-800 Columbia, SC 29223	803-735-9110 803-735-9120 (fax)	SCPCSD
		Email: tesha.byrne@sc.provostacademy.com **Web:** www.sc.provostacademy.com		
QUEST Leadership Academy (2014)	PK-8	Calandra Davis 29 Ridgeway Drive Greenville, SC 29605	864-275-0465	SCPCSD
		Email: cdavis@questleadershipacademy.org **Web:** www.questleadershipacademy.org		
Richland One Middle College (2004)	11–12	Dr. Tiniece Javis 316 S. Beltline Blvd Richland Hall, Room 131 Columbia, SC 29205	803-738-7114 803-738-7117 (fax)	Richland 1
		Email: tjavis@richlandone.org **Web:** www.romc.richlandone.org		
Richland Two Charter High School (2010)	9-12	Henry Lovett 750 Old Clemson Road Columbia, SC 29229	803-419-1348 803-738-7539 (fax)	Richland Two
		Email: hlovett@richland2.org **Web:** www.richland2.org/charterhigh		
Riverview Charter School (2009)	K-8	Alison Thomas 81 Savannah Highway Beaufort, SC 29906	843-379-0123 843-379-0133 (fax)	Beaufort
		Email: athomas@riverviewcharterschool.org **Web:** www.riverviewcharterschool.org		
Riverwalk Academy (2014)	K-5	Naomi French Trinity Bible Church 505 University Drive Rock Hill, SC 29730	803-873-9295 803-327-8400 (fax)	SCPCSD
		Email: cfrench.riverwalk@gmail.com **Web:** www.riverwalkacademy.com		
Royal Live Oaks Academy (2012)	K-10	Dr. Karen Wicks 1398 Church Road Hardeeville, SC 29927	843-784-2630 843-784-2623(fax)	SCPCSD
		Email: karen.wicks@rloacs.org **Web:** www.rloacs.org		

SC Calvert Academy (2009)	K-8	Alexandria Gillcrese 3700 Forest Drive Suite 406 Columbia, SC 29204	803-462-0254 803-462-0326 (fax)	SCPCSD
		Email: agillcrese@sccalvertacademy.com **Web:** http://www.southcarolinacalvertacademy.com		
South Carolina Connections Academy (2008)	K-12	Amanda Ebel 220 Stoneridge Drive Suite 403 Columbia, SC 29210	1-800-382-6010 803-212-4712 803-212-4946 (fax)	SCPCSD
		Email: aebel@connectionseducation.com **Web:** www.connectionsacademy.com/south-carolina		
SC Science Academy (2014)	6-9	Alisha Truesdale-Cotton 2015 Marion Street Columbia, SC 29201	803-540-3421	SCPCSD
		Email: a.cotton@scscienceacademy.org **Web:** www.scscienceacademy.org		
South Carolina Virtual Charter School (2008)	K-12	Dr. Cherry Daniel 140 Stoneridge Drive Suite 420 Columbia, SC 29210	*803-253-6222* *803-253-6279 (fax)*	SCPCSD
		Email: cdaniel@scvcs.org **Web:** www.k12.com/scvcs		
SC Whitmore School (2011)	9-12	John Loveday 407 Lexington Avenue Chapin, SC 29036	866-476-6416 866-476-1646	SCPCSD
		Email: jloveday@scwhitmoreschool.org **Web:** www.scwhitmoreschool.org		
Spartanburg Preparatory School (2009)	K-8	Dr. John Von Rohr 385 South Spring St. Spartanburg SC 29306	864-621-3882	SCPCSD
		Email: johnvonrohr@spartanburgprep.org **Web:** www.spartanburgprep.org		
York Preparatory Academy (2010)	K5-12	Diane Neville 1047 Golden Gate Court Rock Hill, SC 29732	803-324-4400 866-469-2083 (fax)	SCPCSD
		Email: neville@yorkprepsc.org **Web:** www.yorkprepsc.org		
Youth Academy Charter School (1999)	7–12	Stephanie Tisdale 711 Tomlinson Street Kingstree, SC 29556	843-355-5424 843-382-5753 (fax)	Williamsburg
		Email: sbtisdale@wcsd.k12.sc.us		
Youth Leadership Academy (2012)	6-8	Patsy Smith 698 Concord Church Rd. Pickens, SC 29671	864-878-1103 864-878-5985 (fax)	SCPCSD
		Email: patsy@ylaofsc.com **Web:** www.ylaofsc.com		

APPENDIX C

Due Dates For SCDE Reports 2014-2015

Listed below are reports required by the Office of Finance and their due dates. Reports listed below that are identified by a dollar sign ($) indicate that allocations are based on the information submitted in these reports. To avoid delays in the distribution of the allocations, please ensure that all reports are received in the Office of Finance by the specified due date.

NOVEMBER 3	DEADLINE FOR PCS STAFF UPDATES (THIS IS A DUE DATE FOR FEDERAL REPORTS AND ACCREDITATION REPORTS)
NOVEMBER 3	INITIAL MEMBERSHIP/ATTENDANCE 45 DAY REPORT INITIAL STUDENT ACCOUNTABILITY 45 DAY REPORT
DECEMBER 2	2013-14 AUDITS AND IN$ITE
DECEMBER 3	MEMBERSHIP/ATTENDANCE CERTIFY 45 DAY REPORT ($) STUDENT ACCOUNTABILITY CERTIFY 45 DAY REPORT ($)
APRIL 2	INITIAL MEMBERSHIP/ATTENDANCE 135 DAY REPORT INITIAL STUDENT ACCOUNTABILITY 135 DAY REPORT
APRIL 30	PCS UPDATES FOR 135 DAY FUNDING ($)
APRIL 30	MEMBERSHIP/ATTENDANCE CERTIFY 135 DAY REPORT ($) STUDENT ACCOUNTABILITY CERTIFY 135 DAY REPORT ($) HOME INSTRUCTION REPORT ($)
JUNE 30	FINAL CHANGES TO PCS FY 2014-15 TECHNOLOGY PROFICIENCY
JUNE 30	FLEXIBILITY REQUEST 2014-15

APPENDIX D – Revenue Chart

(If Project No. and CFDA# are blank, the numbers are not required)

Note: While some of these programs may no longer be funded, they will remain in the table for potential carryover districts may have.

Program Description	**Revenue Code**	**Subfund**	**Project No.**	**CFDA #**
Medicaid - FY 14-15	0720	200		
Special Needs Transportation	1930	800		
EEDA	3594	394	DL	
EEDA Career Specialists	3118	928		
Student Health & Fitness	3127	937		
Special Contracts	3131	100		
Home Instruction	3132	100		
Child Development Education Pilot Program - CDEPP	3134	924		
Health/Fitness – Nurses	3136	936	FN	
Charter Funding	3138	100		
Lunch Program Aid	3142	600		
Bus Driver Salary	3160	100		
EAA Bus Driver Salary	3161	100		
Bus Driver's Workers Com	3162	100		
EEDA Transportation	3165	100		
School Building – Regular	3170	500	DA/DB	
Barnwell (Children's Endowment)	3172	500	DC	
Fringe Benefits	3180	100		
Retiree Insurance	3181	100		
Apple Tags	3193	919		
Kindergarten – EFA	3311	100		
Primary – EFA	3312	100		
Elementary – EFA	3313	100		
High School – EFA	3314	100		
TMH – EFA	3315	100		
Speech – EFA	3316	100		
Homebound – EFA	3317	100		
EH – EFA	3321	100		
EMH – EFA	3322	100		
LD – EFA	3323	100		
HH – EFA	3324	100		
OH – EFA	3326	100		
Vocational – EFA	3327	100		
Autism – EFA	3331	100		
RTF Payments	3350	100		
ADEPT	3502	302		
Arts in Education	3509	309	TF	
Professional Development	3511	311		
Formative Assessment	3518	318		

Program Description	Revenue Code	Subfund	Project No.	CFDA#
Career/Tech – Equipment	3525	325	VA	
Refurbish Science Kits	3526	326		
National Board Certified	3532	332		
Teacher of the Year	3533	333		
Students at Risk of Failure	3538	338		
4-yr-old Early Childhood	3540	340		
CDEP	3541	341		
High Achieving Students (Carryover Only)	3544	344		
Teacher Salary Supplement	3550	350		
Fringe Teacher Salary	3555	355		
Adult Education	3556	356		
Reading	3558	358		
Technical Assistance Palmetto Priority	3571	371		
Teacher Supply	3577	377		
HSTW-MMGW-CTCTW	3578	378		
Student Health and Fitness – Nurses	3581	381	IN	
Aid to Districts – MOE	3585	385		
School Building	3590	500	IF/IB	
Career/Tech – Work Base Learning	3592 3592A 3592B	392	VA	
EEDA Supplies and Materials – Career Awareness	3595	395		
Aid to Districts	3597	397		
Misc EIA	3599	399		
6-8 Enhancement	3607	967		
K-5 Enhancement	3610	960		
Misc. Lottery	3699	969		
Career and Technical Education – Voc. Ed.	4210	207	VA	84.048
Title I – Basic State Grant	4310	200	BA/BG/BJ	84.010/84.011 84.013
Title I – Migrant Education	4310	235	BG	84.011
Title I – Neglected and Delinquent	4310	221	BJ	84.013
Title I Section 1003(A) – School Improvement: FOCUS Schools Title I – Support Priority Schools	4310	 237 238 239	 FO BM BA/BG/BJBL	84.010
Title VI – REAP	4312	251	BS	84.358B
School Improvement Grant	4314	234	BH	84.377A
Charter Schools	4320	252	BI	84.282A
Math/Science Partnership	4325	225	MS	84.366B
English Language Acquisition	4341	264	BP	84.365A

Program Description	Revenue Code	Subfund	Project No.	CFDA#
SC TAP	4342	245	TP	84.367
McKinney-Vento Homeless	4343	232	FH	84.196A
Teacher Incentive Fund 3	4348	268	TT	84.374
Improving Teacher Quality	4351	267	TQ	84.367
Teacher Incentive Fund 4	4353	262	TF	84.374B
Adult Ed Regular	4410	243	EA	84.002
ESL/Civics	4430	243	ED	84.002
IDEA	4510	203	CA/CG/CO	84.027
IDEA Pre-School	4520	205	CG	84.173
SC Gateways: From Cradle to Careers	4570	233	CQ	84.323
Lunch Snack Milk	4810	600		10.555
Breakfast	4830	600		10.553
Fresh Fruits & Vegetables	4860	600	FV	10.582
Food Service Equipment	4870	600	SE	
21st Century Learning Ctr	4924	224	CL	84.287
SC School Climate Initiative	4940	240	CP	84.184Y
School Food Service	4991	600		10.553, 10.555, 10.556, 10.582
Reading Coaches	3135	935		
Summer Reading Camps	3177	926		
K-12 Technology Initiative	3630	963		

APPENDIX E

Miscellaneous Revenue Codes and Subfunds:

When allocations to school districts exceed $500,000 from a single source of funds, a unique revenue code and subfund are assigned to those funds and guidelines for those funds will appear in the Funding Manual produced by the Office of Finance. If total allocations do not exceed $500,000, miscellaneous revenue coded and subfunds will be used as follows:

Source of Fund	Revenue Code	Subfund
Misc.State Restricted	3199	800 Series *
Misc. EIA	3599	399
Misc. State	3999	General Fund (100)
Misc. Lottery	3699	969
Misc. Federal	4999	800 series *

*Districts choose any subfund available for use in the 800 series.

Index

Alphabetical Cross-Reference

ACCOUNT TITLE **PAGE**

A

ADEPT Program 16
Adult Education (Federal).....160
Adult Education (EIA).....51
Aid to Districts – MOE…..…… … ……76
After-School Snacks, School Food Service Program 170
Arts in Education 20

B

Barnwell Facilities Funds, Children's Education Endowment 102
Basic State Grant Programs, Title I 130
Breakfast Program, School 170
Bus Driver Aides, Handicapped Transportation 83
Bus Driver Salary and Fringe, EAA 96
Bus Driver Salary, School 94

C

Career and Technology Education Equipment (EIA).....26
Career Specialists 78
Cash in Lieu of Commodities, Food Distribution 170
Charter School Grant, Public.....142
Charter Schools Act, South Carolina Public 12
Charter Schools in South Carolina (Appendix B) 187
Child Development Education Pilot Program (CDEP) 41
Child Development Education Pilot Program Expansion.....86
Children with Disabilities, Preschool (IDEA) Federal Grants 168
Children's Education Endowment (Barnwell Facilities Fund) 102
Commodities, Food Distribution 170
Contract Reimbursement, Handicapped Transportation 83

D

Digital Instructional Materials……. 121
Disabilities Education Act, Individuals with.....163
Due Dates for SCDE Reports (Appendix C).....195

E

EAA (Education Accountability Act) 11
EAA Bus Driver Salary and Fringe 96
Early Childhood Development and Academic Assistance (Act 135)……..…10
Early Childhood Program (4K Programs Serving Four-Year-Old Children) 38
EEDA Transportation 99
Education License Plates 108
EEDA Career Specialists 78

EEDA Supplies and Materials (Career Awareness) 75
EFA (Education Finance Act) 5
EIA (Education Improvement Act) 9
Employer Contributions, Fringe Benefits 105
Employer Contributions, School (EIA) 50
Enhancement, K–5 (Lottery) 116
Enhancement, 6-8 (Lottery).....112

F

FOCUS Schools, Title I 136
Food Distribution Program, Commodities.....170
Food Service Programs, School.....170
Formative Assessment (EIA).....25
Fresh Fruit and Vegetable Program 170
Fringe Benefits Employer Contributions 105
Flexibility Procedures (Appendix A) 184

H

Handicapped Transportation—Bus Driver Aides.....82
Handicapped Transportation—Contract Reimbursement.....83
High Achieving Students (Carryover Only).....44
High Schools That Work/Making Middle Grades Work (EIA) 63
Home Schooling.....85

I

IDEA (Individuals with Disabilities Education Act) 168
Improving Teacher Quality 152
Individuals with Disabilities Education Act (IDEA) 163

J–K–L

K–12 Technology Initiative 123
Language Instruction for Limited English Proficient and Immigrant
Students, Title III 146
LEP (Limited English Proficient).....146
License Plates, Education 108
Lunch Program Aid, School.....93

M–N

Mathematics and Science Partnerships Program, Title II.....144
McKinney-Vento Homeless Education Assistance Act.....148
Medicaid Overview 14
Miscellaneous Revenue & Subfund Codes (Appendix E).....199
Migrant Education, Title I.....132

National Board Salary Supplement 33
Neglected and Delinquent, Title I 134
Nursing Program (EIA) 80
Nursing Program (State) 91

P

Palmetto Priority – Technical Assistance 59
Perkins Aid, Title I 126
Preschool Grants (IDEA), Federal.....168
Priority Schools, Title I.....136
Professional Development 23
Public Charter School Grant.....142
Public Charter Schools Act, South Carolina 12
Public Charter Schools in South Carolina (Appendix B).....187

Q–R

Reading.....57
Reading Coaches.....89
Refurbishment of K–8 Science Kits 31
Residential Treatment Facilities (RTF).....109
Retiree Insurance 108
Revenue Chart (Appendix D) 196
Rural and Low-Income School Program, Title VI 138

S

School Building Aid, State 100
School Bus Driver Salary (Includes Hazardous Condition Transportation) 94
School Climate Initiative 181
School Food Service Programs.....170
School Improvement Grants.....140
School Lunch Program Aid.....93
Special Education (MOE – State Allocation)..... 68
Student Health and Fitness – PE Teachers 80
Student Health and Fitness - Nurses (EIA)..... 66
Student Health and Fitness - Nurses (State).....91
Students at Risk of School Failure 36
Summer Reading Camps 104
Support, Title I 136

T

Teacher of the Year Awards.....35
Teacher Incentive Fund 3.....150
Teacher Incentive Fund 4.....158
Teacher Salary Fringe (EIA).....50
Teacher Salary Increase 48
Teacher Supplies 61

Technology Support 18
Title I, Basic State Grant Programs 130
Title I, FOCUS Schools 136
Title I, Migrant Education.....132
Title I, Neglected and Delinquent 134
Title I, Perkins Aid 126
Title I, Priority Schools.....136
Title I, Support 136
Title II, Mathematics and Science Partnerships Program.....144
Title III, Language Instruction for Limited English Proficient
And Immigrant Students 146
Title IV, 21st Century Schools, 21st Century Community Learning
Centers Program.....175
Title VI, Rural and Low-Income School Program 138
Transportation, Handicapped—Bus Driver Aides.....82
Transportation Bus Driver Salaries.....94
Transportation, Handicapped—Contract Drivers.....83
Transportation Workers' Compensation 98

U–V–W–X–Y–Z

Work-Based Learning……72