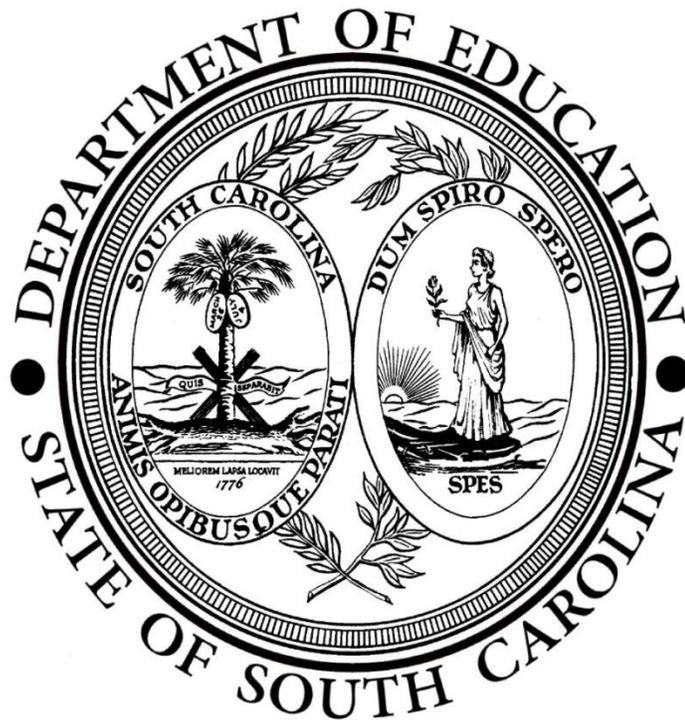


2016 – 2017 FUNDING MANUAL



CHIEF FINANCE OFFICE

FOREWORD

We are pleased to provide you with the *fiscal year 2017 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 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.

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



Molly M. Spearman
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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The South Carolina Department of Education does not discriminate on the basis of race, color, national origin, sex, or handicap in admission to, treatment in, or employment in its programs and activities. Inquiries regarding the nondiscrimination policies should be made to the director of the Office of Human Resources, 1429 Senate Street, Columbia, South Carolina 29201, 803-734-8505.

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,
- 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.

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 2016-17 is 1,728,148,671.

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) = \$2,350
state weighted pupil units (WPU) = 966,029 (estimated)

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

Formula Calculation

$$(\text{district WPU} \times \text{BSC}) - (\text{state WPU} \times \text{BSC} \times \text{index} \times .3) = \text{district allocation}$$

Legal References

S.C. Code Ann. § 59-20-10 *et seq.* (2004)

Education Finance Act of 1977 (Act 163)

General Appropriations Act for 2016-2017, 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:

<u>Revenue Codes</u>	<u>Program Code</u>	<u>Classification</u>	<u>Weighting</u>
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	V	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
3353	DUAL	Dual Credit Enrollment	.15

⁽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. Emotionally and Mentally Handicapped

2. Learning Disabilities
3. Emotionally Handicapped
4. Orthopedically Handicapped
5. Visually Handicapped
6. Autism
7. Hearing Handicapped

Category III Program

1. Vocational

Student may have multiple add-on weights for personalized instruction; however, within each weight, students should only be counted once.

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.

Students with limited English proficiency are students who require intensive English language instruction programs and whose families require specialized parental involvement intervention. Student counts from this add-on weight are pulled from PowerSchool for students with a value 1.0 – 5.9 or A-D in the English Proficiency field currently on the Student Supplemental page.

Students in need of academic assistance are students who do not meet state standards in mathematics, English language arts, or both on state approved assessments in grades three through eight and high school assessments for grades nine through twelve. Any student that scored a 'Not Met' on the ELA or Math sections of either the Elementary/Middle School state standardized test during the previous school year only is eligible to receive an Add-on Weighting for Academic Assistance. Currently, 'Below Basic' and 'Not Met' are stored as '1' in the PowerSchool Student Performance Level Scores record. Any student that failed the end of course test (EOCEP) for either Algebra I or English I, which would be the grade "F" (High School State Assessment), during the previous school year only is eligible to receive Add-on Weighting for Academic Assistance funding. An import of prior year test scores will be provided to districts each year with instructions for importing into Student Performance Level fields in PowerSchool.

Per Legislative proviso 1.3, for the current fiscal year, SCDE will continue to use counts from the prior fiscal year to determine poverty funding for the add-on weight.

Students identified for dual credit enrollment must be identified in PowerSchool as taking a course that will lead to both high school credit and post-secondary credit. Districts must assist students in accessing Lottery Tuition Assistance where applicable. A student's eligibility for the Dual Credit Add-on Weighting is determined by the student's class schedule. If the student is enrolled in an approved Dual Credit class for at least 30 days, the student is eligible for the Dual Credit Add-on Weighting funding. The Dual Credit class must be entered in the student's schedule in PowerSchool during the time that the student is enrolled in the class and the course number must be properly coded with an "E" in the 7th position of the course number.

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 – State Priority Schools (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

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, 2017, audited General Fund revenues from FY 2015-2016 will be divided by FY 2015-2016 weighted pupil units (WPU) 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 WPU.

- 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 2015-16 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
Contacts: Kayla Audette, 803-734-2781 (program questions)
Nancy Williams, 803-734-8108 (funding questions)
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Section 4

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 2016-2017, the state participation rate, effective July 1, 2016, is 28.70% with a federal participation rate of 71.30%.

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 in South Carolina is 79.91% FFP with 20.09% 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 208% FPL for children up to age 19. The Affordable Care Act established a new methodology for determining income eligibility for Medicaid, which is based on Modified Adjusted Gross Income (MAGI). MAGI is used to determine financial eligibility for Medicaid, CHIP, and premium tax credits and cost sharing reductions available through the health insurance marketplace. By using one set of income counting rules and a single application across programs, the Affordable Care Act made it easier for people to apply and enroll in the appropriate program.

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/districts-schools/medicaid/> at and the SC Department of Health and Human Services website at <http://www.scdhhs.gov>

Section 5

EIA Descriptions, Guidelines and Funding

Revenue Code	EIA Subfund	EIA Program Description	2016-2017 Allocation	Page Number
3502	302	ADEPT	\$873,909	16
3509	309	Arts in Education	\$1,487,571	18
3511	311	Professional Development	\$ 4,136,933	21
3512	312	Technology Professional Development	\$4,000,000	23
3518	318	Adoption List of Formative Assessment	TBD	25
3525	325	Career and Technology Education Equipment	\$13,798,983	26
3526	326	Refurbish K-8 Science Kits	\$3,000,000	30
3527	327	Special CATE Equipment	\$5,000,000	32
3532	332	National Board Salary Supplement	\$54,000,000	33
3533	333	Teacher of the Year Award	\$155,000	35
3535	335	Reading Coaches*	\$9,922,556	36
3538	338	Students at Risk of School Failure	\$79,551,723	38
3540	340	4-Year-Old Early Childhood Program	\$15,513,846	40
3541	341	Child Development Education Program (CDEP)	\$34,324,437	43
3550	350	Teacher Salary Increase	\$150,823,453	46
3555	355	Teacher Salary Fringe	\$18,266,752	48
3556	356	Adult Education	\$15,073,736	49
3557	357	Summer Reading Program	\$1,500,000	55
3558	358	Reading	\$3,271,026	57
3571	371	Technical Assistance - State Priority Schools	\$12,801,301	59
3577	377	Teacher Supplies	\$14,346,000	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	\$2,000,000	75
3596	396	EEDA Career Specialists*	\$2,400,000	76
3597	397	Aid to Districts	TBD	78

*These lines represent split funded allocations. Not all districts will be paid from these funds.

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 Appropriations Act for 2016-2017, Proviso 1A.40

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: Educator Evaluations
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REVENUE **3509** **ARTS IN EDUCATION**
SUBFUND **309** **EIA FUND**

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 Appropriations Act for 2016-2017, Proviso 1A.8

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 Standards and Learning
Contact: Carrie Ann Power, 803-734-0323
E-Mail Address: cpower@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 Appropriations Act for 2016-2017, Proviso 1A.25, 1A.20, 1A.62

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 Standards and Learning
Contact: Dr. Anne Pressley, 803-734-8574
E-Mail Address: apressley@ed.sc.gov

REVENUE	3512	TECHNOLOGY PROFESSIONAL DEVELOPMENT
REVENUE	3198	CARRYOVER
SUBFUND	312	EIA
SUBFUND	918	CARRYOVER

Allocation Formula

Of the funds appropriated, \$4,000,000 shall be designated for use as professional development for the use of classroom technology. Funds designated for technology-related professional development shall be distributed to each school district or special school in proportion to the previous year's one hundred thirty-five day average daily membership.

Legal References

General Appropriations Act for 2016-2017, Proviso 1A.62

Guidelines

Proviso 1A.62, of the funds appropriated for Technology Professional Development, each school district or special school shall receive a proportional allocation based on the previous year's 135-day average daily membership. The district must use these funds to provide teachers with professional development specifically related to Teacher Training for Technology. These funds may not be used to **supplant** existing school district expenditures. By June 1, 2017 and on a form specified by the Department of Education, each school district or special school must report to the department on the amounts of state funds and any local funds expended on such training and describe the types of professional development and training provided to teachers and the number of teachers that participated.

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

312-224-100	Improvement of Instructional Salaries-Stipend for Trainers
312-224-200	Improvement of Instructional Employee Benefits-Social Security and retirement paid on stipends
312-224-300	Improvement of Instruction Purchased Services
312-224-400	Improvement of Instruction Supplies and Materials
312-224-500	Improvement of Instructional Capital Outlay-Dell Chromebook and laptop used for teacher training
312-266-300	Technology and Data Processing Purchased Services
312-266-400	Technology and Data Processing Supplies and Materials

Funds may be carried over into the 2017-18 fiscal year.

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

REVENUE 3518 **ADOPTION LIST OF 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 Appropriations Act for 2016-2017, Proviso 1A.14

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. Proviso 1A.14 for 2016-17 suspends funding for grades 1, 2, and 9.

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; and, 3) Measures of Academic Progress (MAP) reading, language usage, and mathematics published by Northwest Evaluation Association (NWEA).

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

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 \$50,000 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 Appropriations Act for 2016-2017, Proviso 1A.74,1A.52

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, as well as, the up-fitting of equipment and career and technology programs and facilities. 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

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 [CATE Administrative Provisions - South Carolina Department of Education](#). 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://www.ed.sc.gov/scdoe/assets/File/programs-services/152/documents/2015-16CATEStudentReportingProceduresGuide.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 SCIENCE KITS**

SUBFUND **326 EIA FUND**

Allocation Formula

Available funds refurbishing science kits will be a base \$10,000 allocation and any remaining funds will be allocated based on prior year 135-Day ADM.

Legal Reference

General Appropriations Act for 2016-2017, Proviso 1A.67

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 or those adopted as supplemental from the central textbook depository, or a combination of refurbishment and purchase. The refurbishing cost of kits may not exceed the cost of the 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 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 or supplemental-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 are 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, 803-832-8203
E-mail Address: kstewart@ed.sc.gov

REVENUE 3527 SPECIALCAREER AND TECHNOLOGY EDUCATION
EQUIPMENT (MODERNIZE VOCATIONAL EQUIPMENT)

SUBFUND 327 EIA FUND

Legal References

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

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, as well as, the up-fitting of equipment and career and technology programs and facilities. 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

327-100-300	Instruction CTE Programs and Facilities Purchased Services
327-100-400	Instruction CTE Programs and Facilities Supplies and Materials
327-100-500	Instruction CTE Programs and Facilities Capital Outlay
327-200-300	Support Services CTE Programs and Facilities Purchased Services
327-200-400	Support Services CTE Programs and Facilities Supplies and Materials
327-200-500	Support Services CTE Programs and Facilities Capital Outlay

Responsible Office: Office of Career and Technology Education
Contact: Maria Swygert, 803-734-8456
E-Mail Address: nmswyger@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 Appropriations Act for 2016-2017, Proviso 1A.29 and 1A.42

SC Code of Laws Section 59-26-85

Guidelines

- 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.
- 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.
- 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.

- 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.
- 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.
- 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

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: 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 Appropriations Act for 2016-2017, Proviso 1A.10

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

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: Sue Martinez, 803-734-8145
E-Mail Address: smartine@ed.sc.gov

REVENUE	3535	READING COACHES
SUBFUND	335	EIA

Allocation Formula

For each elementary school in which 20% or more of the students scored not met on state assessments, the school district will receive the lesser of either up to \$62,730 or the actual cost of the salary and benefits of a coach.

For each elementary school in which less than 20% of the students scored not met on state assessments, the school district will receive the lesser of either up to \$31,365 or fifty percent the actual cost of the salary and benefits of a coach.

Legal Reference

General Appropriations Act for 2016-2017, Proviso 1A.66

§59-155-180(C)(2)&(3)

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:

- Serve as job-embedded, stable resources for professional learning opportunities that adhere to professional learning standards.
- Provide initial and ongoing professional learning opportunities to teachers based on an analysis of data.
- Model effective instructional strategies for teachers.
- Facilitate professional learning opportunities for teachers and leadership teams through demonstration lessons.
- Train teachers in data analysis and using data to differentiate instruction.
- Coach and mentor colleagues.
- Work with teachers to ensure that evidence-based reading strategies are implemented with fidelity.
- Coordinate literacy and instructional strategies across the school that will have the greatest impact on student achievement at both the school and district level.
- Lead and support literacy leadership teams.

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

Allowed expenditures include salaries and fringe benefits.

335-221-100	Improvement of Instruction Curriculum Development Salaries
335-221-200	Improvement of Instruction Curriculum Development Employee Benefits

Responsible Office: Office of Early Learning and Literacy
Contact: Cathy Chapman, 803-734-0529
E-Mail Address: cchapman@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) poverty as determined for the poverty add on weight in Proviso 1.3; (2) the number of weighted pupil units identified in the prior fiscal year as in need of academic assistance. At least eighty-five 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.

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 Appropriations Act for 2016-2017, Provisos 1A.24

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.

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:

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 Appropriations Act for 2016-2017, Provisos 1A.30 and 1A.22

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 one 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 Early Learning and Literacy
Contact: Penny Danielson, 803-734-8251
E-Mail Address: pdanielson@ed.sc.gov

REVENUE **3541** **CHILD DEVELOPMENT EDUCATION PROGRAM (CDEP) - FULL DAY 4K**

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 for 2016-2017, Proviso 1A.30

Guidelines

The South Carolina Child Development Education Program (CDEP) shall be available for the 2016-17 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:

- 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;
- comply will all state and local health and safety laws and codes;
- 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;
- be accountable for meeting the education needs of the child and report at least quarterly to the parent/guardian on his progress;
- comply with all program, reporting, and assessment criteria required of providers;

- 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;
- designate whether extended day services will be offered to the parents/guardians of children participating in the program; and
- be approved, registered, or licensed by the Department of Social Services and,
- 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:

- employ a lead teacher with a two-year degree in early childhood education or related field or be granted a waiver of this requirement from the Department of Education. It is imperative to remember, that teachers working in public schools must be properly certified in order for the school to be in compliance with the requirements of the state accreditation and federal Every Student Succeeds Act (ESEA) requirements.
- 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 and/or early childhood college coursework of the teaching assistant.
- 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;
- offer a full day, center-based program with 6.5 hours of instruction daily for 180 school days;
- provide an approved research-based preschool curriculum that focuses on critical child development skills, especially early literacy, numeracy, and social/emotional development;
- engage parents' participation in their child's educational experience that shall include a minimum of two documented conferences per year; and
- 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 Early Learning and Literacy

Contact: Penny Danielson, 803-734-8251

E-Mail Address: pdanielson@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:

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

Legal References

S.C. Code Ann. § 59-20-50(4)(b)

General Appropriations Act for 2016-2017, Provisos 1A.4 and 1A.38

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. For fiscal year 2016-17 funds must be used to increase the statewide minimum salary schedule by 2%.*

School districts are required to maintain local salary supplements per teacher, no less than their prior year's level: Funds appropriated in Part IA, Section 1, VIII.C.2. for Teacher Salaries must be used to increase salaries of those teachers eligible pursuant to Section 59-20-50(4)(b), to include classroom teachers, librarians, guidance counselors, psychologists, social workers, occupational and physical therapists, school nurses, orientation/mobility instructors, and audiologists in the school districts of the state. Criteria in §59-20-50(4)(b) include 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.

$$\text{district PCS salary supplement} \times (\text{employer \% retirement}) + (\text{employer \% FICA}) = \text{district allocation}$$

Legal Reference

S.C. Code Ann. § 59-20-50 (b) (2004)

General Appropriations Act for 2016-2017, Provisos 1A.4 and 1A.38

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 2016-17, 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 Appropriations Act for 2016-2017; S.C. Acts 23, Proviso 1A.27

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:

- The 2016-17 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.
- **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 2016-17 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 2016-17 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.)

$$\$60,000 \times 50\% = \$30,000$$

Example 2:

If the enrollment of the adult education program for the 2016-17 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.)

$$\$60,000 \times 50\% = \$30,000 \times 50\% = \$15,000$$

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 2016-17, 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)
 Janet Thompson, 803-734-8472 (program questions)
 LaCrystal Jackson, 803-734-8080 (program questions)
 Mike King, 803-734-8300 (program questions)
 Wendy Griffin, 803-734-8069 (program questions)
 Harriette Jenerette, 803-734-4708 (program questions)
 Jennifer Cooper-Keels, 803-734-8070 (data questions)

Fax: 803-734-3643
E-Mail Addresses: dstout@ed.sc.gov
hjeneret@ed.sc.gov
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ggriffin@ed.sc.gov
jckeels@ed.sc.gov
jthomps@ed.sc.gov

REVENUE **3557** **SUMMER READING PROGRAM**
SUBFUND **357** **EIA**

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 Appropriations Act for 2016-2017, Proviso 1.63

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 of ninety-six **instructional** hours. 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.

A district may also include in the summer reading camps students who are not exhibiting reading proficiency at any grade and may charge fees for these students to attend the summer reading camps based on a sliding scale pursuant to Section 59-19-90, except where a child is found to be reading below grade level in the first, second or third grade.

Schools and school districts are encouraged to partner with county or school libraries, institutions of higher learning, community organizations, faith-based institutions, businesses, pediatric and family practice medical personnel, and other groups to provide volunteers, mentors, tutors, space, or other support to assist with the provision of the summer reading camps.

Allowed expenditures include salaries for any and all staff needed to effectively implement the reading camp, fringe benefits, professional development for Summer Reading Camps, and instructional materials.

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

- 357-100-100 Instructional Salaries
- 357-100-200 Instructional Employee Benefits
- 357-100-300 Instructional Purchased Services
- 357-100-400 Instructional Supplies & Materials

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

Responsible Office: Office of Early Learning and Literacy, Read to Succeed Section
Contact: Cathy Jones-Stork 803-734-0790
E-Mail Address: cjones@ed.sc.gov

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 Early Learning and Literacy, Read to Succeed Section
 Contact: Cathy Jones Stork, 803-734-0790
 E-Mail Address: cjones@ed.sc.gov

REVENUE **3571** **STATE 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 for 2016-2017, Proviso 1A.12

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: Francina Gerald, 803-734-1938
E-Mail Address: fgerald@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 \$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 2016-2017 school year, the per teacher allocation will be \$275.*

Legal Reference

General Appropriations Act for 2016-2017, Proviso 1A.9

Guidelines

All certified and non-certified public school teachers identified in PCS, certified special school classroom teachers, certified media specialists, certified guidance counselors, career specialists (position codes 03 - 11, 17, 18 and 23) and lead teachers employed in a publically funded full day 4K classroom approved by the South Carolina First Steps to School Readiness who are employed by a school district or charter school as of November 30 of the current school year, may receive a reimbursement of \$275 each to offset expenses incurred by them for teacher 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. Based on the public decision of the school district these funds shall be disbursed to each teacher via check in a manner separate and distinct from their payroll check on the first day teachers, by contract, are required to be in attendance at school for the current contract year. Upon request of the teacher, a school district must give the teacher the option of being reimbursed by a debit card. This reimbursement shall not be considered by the state as taxable income.

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. Districts may not add any additional requirements not listed in Proviso 1A.9.

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 Appropriations Act for 2016-2017, Proviso 1A.16

S.C. Code Ann. § 59-59-120 (2005), § 59-59-20(b)

Guidelines

The Department of Education must report annually by December first, to the Governor, the Chairman of the Senate Finance Committee, the Chairman of the House Ways and Means Committee, the Chairman of the Senate Education Committee, and the Chairman of the House Education and Public Works Committee on the effectiveness of dropout prevention programs funded by the Education and Economic Development Act and on the High Schools that Work Programs' progress and effectiveness in providing a better prepared workforce and student success in post-secondary education. The department, school districts, and special schools may carry forward unexpended funds from the prior fiscal year into the current fiscal that were allocated for High Schools That Work.

Allowed expenditures include costs to

- establish High Schools That Work (HSTW), Making Middle Grades Work (MMGW), and Technology Centers That Work (TCTW) 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/TCTW site leadership, or other HSTW/MMGW/TCTW leadership professionals;
- purchase instructional materials that would support the implementation/integration of the nine (9) Key Practices associated with both the HSTW and MMGW school reform initiatives and Technology Centers That Work reform initiatives;
- enable prospective sites to visit other HSTW/MMGW/TCTW 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/TCTW.

- pay membership fees to SREB

The appropriate accounts for **allowed expenditures** are

378-113-120	Elementary Programs Substitute/Temporary Salaries (Grades 6-8 only)
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
	High School Programs Substitute/Temporary Salaries
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: David Long, 803-734-0483
E-Mail Address: dlong@ed.sc.gov

REVENUE **3581** **STUDENT HEALTH AND FITNESS—
NURSES**

SUBFUND **381** **SPECIAL REVENUE FUND**

Allocation Formula

The South Carolina General Assembly makes appropriations to fund the elementary school nurse allocations 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) allocations. 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 allocation 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 Appropriations Act for 2016-2017

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.

Allocations 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.
- Allocations are available to local school districts on a per school basis.
- School districts must submit all required components of the allocation application to receive funding.

Disallowed expenditures: Funds provided through this allocation 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 Health and Nutrition
Contact: Benjamin Madden, 803-734-8209
E-Mail Address: bmadden@ed.sc.gov

REVENUE **3585** **AID TO DISTRICTS - MOE**

SUBFUND **385** **EIA FUND**

Allocation Formula

Funds appropriated in Section VIII.A.1. Aid To Districts shall be directed to school districts and special schools for supplemental support of programs and services for students with disabilities, to meet the estimated maintenance of effort for IDEA or to resolve pending litigation concerning the IDEA maintenance of effort.

Legal Reference

General Appropriations Act for 2016-2017, Provisos 1A. 31 & 1A.33

Guidelines

Funds are allocated to provide special education and related services for students with disabilities under the IDEA. Funds provided for these purposes may not be transferred to any other purpose and therefore are not subject to flexibility.

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
385-135-200	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: Nancy Williams, 803-734-8108
E-Mail Address: nwilliams@ed.sc.gov

REVENUE

3592 WORK-BASED LEARNING

SUBFUND

392 EIA FUND

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:

$$(2PY \text{ DWPU} \times \text{base}) - (2PY \text{ SWPU} \times 2PY \text{ DTI} \times 0.3 \times \text{base})$$

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

Note: Proviso 1A.14 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 Appropriations Act for 2016-2017, Proviso 1A.5

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; and provide training for mentors.

- 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
392-271-100	Student Transportation (Pupil Service Activities) Salaries
392-271-200	Student Transportation (Pupil Service Activities) Employee Benefits
392-271-300	Student Transportation (Pupil Service Activities) Purchased Services
392-271-400	Student Transportation (Pupil Service Activities) Supplies and Materials
392-271-500	Student Transportation (Pupil Service Activities) Capital Outlay
392-271-600	Student Transportation (Pupil Service Activities) 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 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 Appropriations Act for 2016-2017

Guidelines

Funds are to provide students in grades 6–12 career-related opportunities, activities, interest inventories/assessments, subscriptions, and other resources to assist them in becoming more informed about and prepared for the career(s) in which they have expressed interest. Funds may be used for student transportation costs associated with career-related activities. 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.).

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:	Dr. Edward Johnson, 803-734-6267
E-Mail Address:	ejohnson@ed.sc.gov

REVENUE	3596	EEDA CAREER SPECIALISTS
SUBFUND	396	EIA

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 Appropriations Act for 2016-2017, Proviso 1A.47 and 1.28

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) and to perform the EEDA duties outlined below:

Section 59-59-105. An individual employed by school districts to provide career services pursuant to Section 59 59 100 shall work to ensure the coordination, accountability, and delivery of career awareness, development, and exploration to students in kindergarten through twelfth grade. To ensure the implementation and delivery of this chapter, this individual shall:

- (1) coordinate and present professional development workshops in career development and guidance for teachers, school counselors, and work based constituents;
- (2) assist schools in promoting the goals of quality career development of students in kindergarten through twelfth grade;
- (3) assist school counselors and students in identifying and accessing career information and resource material;
- (4) provide educators, parents, and students with information on career and technology education programs offered in the district;
- (5) support students in the exploration of career clusters and the selection of an area of academic focus within a cluster of study;
- (6) learn and become familiar with ways to improve and promote career development opportunities within the district;
- (7) attend continuing education programs on the certified career development facilitator curriculum sponsored by the State;
- (8) assist with the selection, administration, and evaluation of career interest inventories;

- (9) assist with the implementation of the district's student career plan or individual graduation plan;
- (10) assist schools in planning and developing parent information on career development;
- (11) coordinate with school counselors and administration career events, career classes, and career programming;
- (12) coordinate community resources and citizens representing diverse occupations in career development activities for parents and students; and
- (13) assist with the usage of computer assisted career guidance systems.

Section 59-59-120. School guidance counselors and career specialists shall limit their activities to guidance and counseling and may not perform administrative tasks.

Districts have the flexibility to may move the allocated FTEs between eligible schools within the district to achieve the 300:1 ratio; however, these funds may not be flexed or used for purposes other than salary and benefits for guidance personnel (school counselors and career specialists).

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

396-212-100	Guidance Salaries
396-212-200	Guidance Employee Benefits
396-217-100	Career Development Facilitator Salaries
396-217-200	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 3597 AID TO DISTRICTS
SUBFUND 397 EIA FUND

Allocation Formula

Allocations will be based on weighted pupil units.

Legal References

General Appropriations Act for 2016-2017, Proviso 1A.31 & 1A.33

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: Nancy Williams, 803-734-8108
E-Mail Address: nwilliams@ed.sc.gov

Section 6

Restricted State Funding (Listed by Revenue Code)

Revenue Code	Subfund	State Restricted Program Description	2016-2017 State Allocation	Page Number
3105	915	Technology Technical Assistance	\$16,800,000	80
3118	928	EEDA Career Specialists*	\$31,362,113	81
3127	937	Student Health and Fitness (PE Teacher Ratio)	\$ 5,480,326	83
3131	100	Handicapped Transportation – Bus Driver Aides	\$129,548	85
3131	100	Handicapped Transportation – Special Needs Students Contract Reimbursement	\$1,023,062	86
3132	100	Home Schooling	TBD	88
3134	924	CDEP	\$13,099,665	89
3135	935	Reading Coaches*	\$29,483,100	92
3136	936	Student Health and Fitness – Nurses	\$14,817,176	94
3142	600	School Lunch Program Aid	\$25,800	96
3155	955	DSS SNAP E&T Program	TBD	97
3160	100	School Bus Driver Salary	\$55,433,620	100
3161	100	EAA Bus Driver Salary and Fringe	\$153,135.96	102
3162	100	Transportation Workers Compensation	\$2,996,195	104
3177	926	Summer Reading Camps	\$6,000,000	105
3180	100	Fringe Benefits Employer Contributions	\$701,175,606	107
3181	100	Retiree Insurance	\$147,841,833	109
3183	903	Teacher Recruitment and Retention	\$9,058,672	110
3187	917	Teacher Supply	\$600,000	112
3193	919	Education License Plates	TBD	114
3350	100	Residential Treatment Facilities (RTF)	TBD	115

*These lines represent split funded allocations. Not all districts will be paid from these funds.

REVENUE 3105 TECHNOLOGY TECHNICAL ASSISTANCE
SUBFUND 915 SPECIAL REVENUE FUND

Allocation Formula

Funds are distributed to the 34 Abbeville plaintiff districts based on the districts' technology readiness assessment scores.

Legal References

General Appropriations Act for 2016-2017, Proviso 1.88

Guidelines

In accordance with Proviso 1.88, funds were appropriated for the purpose of providing Technology Technical Assistance to the original trial and plaintiff school districts in the Abbeville law suit. The SCDE was tasked with assisting these districts with increasing their capacity to offer online testing and increasing access by procuring appropriate hardware and infrastructure technologies. A technology review team conducted readiness assessments. Funds can only be used to procure the specified items identified in each District's Online Testing Readiness Assessment.

These funds cannot be flexed nor can they be used for other purchases without prior written approval from SCDE's CIO. Reporting of both expended and carryforward funds must be reported to SCDE via the 2017 SC Technology Counts Survey.

The appropriate accounts for **allowed expenditures** are

- 915-200-300**
- 915-200-400
- 915-200-500

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: Chief Information Office
Contact: Valarie Byrd, (803) 734-1434
E-Mail Address: vbyrd@ed.sc.gov

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 Appropriations Act for 2016-2017, Proviso 1A.47 and 1.28

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 may move the allocated FTEs between eligible schools within the district to achieve the 300:1 ratio; **however, these funds may not be used for purposes other than salary and benefits for guidance personnel (school counselors and career specialists).**

For 2016–17, districts will receive additional EEDA Career Specialists funds. Districts must use the increased funding to support the salaries and benefits of additional career specialist FTEs. EEDA Career Specialist funds may not be flexed. Therefore, districts will be required to submit to the SCDE an Employment Verification Form for each individual whose position is either fully or partially funded by the EEDA.

Career specialists are charged with ensuring the coordination, accountability, and delivery of career awareness, development, and exploration to students in kindergarten through twelfth grade. More specifically, S.C. Code Ann. § 59-59-105 outlines the following duties to be performed by career specialists:

- coordinate and present professional development workshops in career development and guidance for teachers, school counselors, and work-based constituents;
- assist schools in promoting the goals of quality career development of students in kindergarten through twelfth grade;
- assist school counselors and students in identifying and accessing career information and resource material;
- provide educators, parents, and students with information on career and technology education programs offered in the district;

- support students in the exploration of career clusters and the selection of an area of academic focus within a cluster of study;
- learn and become familiar with ways to improve and promote career development opportunities within the district;
- attend continuing education programs on the certified career development facilitator curriculum sponsored by the State;
- assist with the selection, administration, and evaluation of career interest inventories;
- assist with the implementation of the district's student career plan or individual graduation plan (IGP);
- assist schools in planning and developing parent information on career development;
- coordinate with school counselors and administration on career events, career classes, and career programming;
- coordinate community resources and citizens representing diverse occupations in career development activities for parents and students; and
- assist with the usage of computer assisted career guidance systems.

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 Appropriations Act for 2016-2017, Provisos 1.50

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 500 to 1. A minimum of ninety minutes a week must be provided in physical education.

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 500 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 Standards and Learning
Contact: Lindsay Boozer, 803-734-4702
E-Mail Address: LBoozer@ed.sc.gov

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

Allocation Formula

BUS DRIVER 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 Appropriations Act for 2016-2017, Proviso 1.19

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 \$1.24 per mile.

The appropriate account for **allowed expenditures** is

100-255-331 Student Transportation

Responsible Office: Office of Transportation
Contact: Bill Tindal, 803-734-8252
E-Mail Address: btindal@ed.sc.gov

REVENUE **3134** **CHILD DEVELOPMENT EDUCATION
PROGRAM (CDEP) – FULL DAY 4K**

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 for 2016-2017, Proviso 1.79

Guidelines

The South Carolina Child Development Education Program (CDEP) shall be available for the 2016-17 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:

- 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;
- comply will all state and local health and safety laws and codes;
- 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;
- be accountable for meeting the education needs of the child and report at least quarterly to the parent/guardian on his progress;
- comply with all program, reporting, and assessment criteria required of providers;

- 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;
- designate whether extended day services will be offered to the parents/guardians of children participating in the program; and
- be approved, registered, or licensed by the Department of Social Services and,
- 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:

- employ a lead teacher with a two-year degree in early childhood education or related field or be granted a waiver of this requirement from the Department of Education. It is imperative to remember, that teachers working in public schools must be properly certified in order for the school to be in compliance with state accreditation and federal Every Student Succeeds Act requirements.
- 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.
- 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;
- offer a full day, center-based program with 6.5 hours of instruction daily for 180 school days;
- provide an approved research-based preschool curriculum that focuses on critical child development skills, especially early literacy, numeracy, and social/emotional development;
- engage parents' participation in their child's educational experience that shall include a minimum of two documented conferences per year; and
- adhere to professional development requirements.

The appropriate accounts for **allowed expenditures** are

924-147-100	CDEP Salaries
924-147-200	CDEP Employee Benefits
924-147-300	CDEP Purchased Services
924-147-400	CDEP Supplies and Materials
924-147-500	CDEP Capital Outlay
924-189-300	CDEP (Parenting) Purchased Services
924-189-400	CDEP (Parenting) Supplies
924-224-300	Teacher In-service Purchased Services
924-224-400	Teacher In-service Supplies and Materials

Responsible Office: Office of Early Learning and Literacy
Contact: Penny Danielson, 803-734-8251
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 district will receive the lesser of either up to \$62,730 or the actual cost of the salary and benefits of a coach.

For each elementary school in which less than 20% of the students scored not met on state assessments, the school district will receive the lesser of either up to \$31,365 or fifty percent the actual cost of the salary and benefits of a coach.

Legal Reference

General Appropriations Act for 2016-2017, Proviso 1.66

§59-155-180(C)(2)&(3)

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:

- Serve as job-embedded, stable resources for professional learning opportunities that adhere to professional learning standards.
- Provide initial and ongoing professional learning opportunities to teachers based on an analysis of data.
- Model effective instructional strategies for teachers.
- Facilitate professional learning opportunities for teachers and leadership teams through demonstration lessons.
- Train teachers in data analysis and using data to differentiate instruction.
- Coach and mentor colleagues.
- Work with teachers to ensure that evidence-based reading strategies are implemented with fidelity.
- Coordinate literacy and instructional strategies across the school that will have the greatest impact on student achievement at both the school and district level.
- Lead and support literacy leadership teams.

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 Early Learning and Literacy
Contact: Cathy Chapman, 803-734-0529
E-Mail Address: cchapman@ed.sc.gov

REVENUE **3136** **STUDENT HEALTH AND FITNESS - NURSES**
SUBFUND **936** **SPECIAL REVENUE FUND**

Allocation Formula

The South Carolina General Assembly makes appropriations to fund the elementary school nurse allocation 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) allocation. 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 allocation 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 Appropriations Act for 2016-2017; Proviso 1.50

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.

Allocations 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.
- Allocations are available to local school districts on a per school basis.
- School districts must submit all required components of the allocation application to receive funding.

Disallowed expenditures: Funds provided through this allocation 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 Health and Nutrition
Contact: Benjamin Madden, 803-734-8209
E-Mail Address: bmadden@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 Appropriations Act for 2016-2017, Proviso 1.12

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 Health and Nutrition
 Contacts: Benjamin Madden, 803 734 8209
 E-Mail Addresses: bmadden@ed.sc.gov

REVENUE **3155** **DSS SNAP E&T PROGRAM**
SUBFUND **955** **STATE**

Allocation Formula

Funds are allocated to participating school districts based on the number of fundable adult education students who are also participating in the Supplemental Nutrition Assistance Program (SNAP) which is administered by the Department of Social Services. Students must acknowledge participation in the program.

Legal References

Supplemental Nutrition Assistance Program (SNAP or Food Stamp) Program

Title IV-E of the Social Security Act (Child Welfare)

Guidelines

The purpose of this initiative is to implement an education and training program that will assist adult education students who are participants of the Supplemental Nutrition Assistance Program (SNAP) to improve their educational qualifications and to help secure new or better jobs.

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. The funds may be used to provide additional services, such as transportation and childcare. All funds must be reinvested in the local adult education in allowable adult education categories. All funds may be carried forward until exhausted.

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

- 955-181-100 Adult Basic Education Programs Salaries
- 955-181-200 Adult Basic Education Programs Employee Benefits
- 955-181-300 Adult Basic Education Programs Purchased Services
- 955-181-400 Adult Basic Education Programs Supplies and Materials
- 955-181-500* Adult Basic Education Programs Capital Outlay

955-182-100	Adult Secondary Education Programs Salaries
955-182-200	Adult Secondary Education Programs Employee Benefits
955-182-300	Adult Secondary Education Programs Purchased Services
955-182-400	Adult Secondary Education Programs Supplies and Materials
955-182-500*	Adult Secondary Education Programs Capital Outlay
955-183-100	Adult English Literacy (ESL) Salaries
955-183-200	Adult English Literacy (ESL) Employee Benefits
955-183-300	Adult English Literacy (ESL) Purchased Services
955-183-400	Adult English Literacy (ESL) Supplies and Materials
955-183-500*	Adult English Literacy (ESL) Capital Outlay
955-221-100	Improvement of Instruction Curriculum Development Salaries
955-221-200	Improvement of Instruction Curriculum Development Employee Benefits
955-221-300	Improvement of Instruction Curriculum Development Purchased Services
955-221-400	Improvement of Instruction Curriculum Development Supplies and Materials
955-223-100	Supervision of Special Programs Salaries
955-223-200	Supervision of Special Programs Employee Benefits
955-223-300	Supervision of Special Programs Purchased Services
955-223-400	Supervision of Special Programs Supplies and Materials
955-223-500*	Supervision of Special Programs Capital Outlay
955-224-100	Improvement of Instruction In-service and Staff Training Salaries
955-224-200	Improvement of Instruction In-service and Staff Training Employee Benefits
955-224-300	Improvement of Instruction In-service and Staff Training Purchased Services
955-224-400	Improvement of Instruction In-service and Staff Training Supplies and Materials
955-254-100	Operation and Maintenance of Plant Salaries
955-254-200	Operation and Maintenance of Plant Employee Benefits
955-254-300	Operation and Maintenance of Plant Purchased Services
955-254-400	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 (Program Questions)
Fax: 803-734-3643
Jennifer Cooper-Keels, 803-734-8070 (Data Questions)
E-Mail Addresses: dstout@ed.sc.gov
jckeels@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.

Legal References

S.C. Code Ann. § 59-67-480 (2004)

General Appropriations Act for 2016-2017, Proviso 117.118

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:

- ten hours of annual in-service training;
- pre-trip and post-trip inspections;
- time for breakdown, waiting, daily housekeeping, and discipline/parent conferences;
- washing and disinfectant cleaning of the interior of each bus (six times a year); and
- 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, 803-734-8252
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. § 59-18-1910-1920
General Appropriations Act for 2016-2017

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 weighted pupil units reported in Academic Assistance and Pupils in Poverty from the prior year 135-day membership report. 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, 803-734-8252
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 Appropriations Act for 2016-2017

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, 803-734-8252
E-Mail Address: btindal@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 Appropriations Act for 2016-2017, Proviso 1.63 and 1.66

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 of ninety-six **instructional** hours. 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.

A district may also include in the summer reading camps students who are not exhibiting reading proficiency at any grade and may charge fees for these students to attend the summer reading camps based on a sliding scale pursuant to Section 59-19-90, except where a child is found to be reading below grade level in the first, second or third grade.

Schools and school districts are encouraged to partner with county or school libraries, institutions of higher learning, community organizations, faith-based institutions, businesses, pediatric and family practice medical personnel, and other groups to provide volunteers, mentors, tutors, space, or other support to assist with the provision of the summer reading camps.

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

Allowed expenditures include salaries for any and all staff needed to effectively implement the reading camp, 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
926-100-400

Instructional Purchased Services
Instructional Supplies & Materials

Responsible Office: Office of Early Learning and Literacy, Read to Succeed Section
Contact: Cathy Jones-Stork 803-734-0790
E-Mail Address: cjones@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 Appropriations Act for 2016-2017, 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: Nancy Williams, 803-734-8108
E-Mail Address: nwilliams@ed.sc.gov

REVENUE 3183 TEACHER RECRUITMENT AND RETENTION
SUBFUND 903 GENERAL FUND

Allocation Formula

The Department of Education shall allocate the funds for any school district that is a plaintiff in the Abbeville law suit or districts with a poverty index of eighty percent or higher based on the poverty index utilized the prior fiscal year that was student eligibility for the free or reduced lunch program and Medicaid to provide for Teacher Recruitment and Retention. The funds shall be allocated on a per pupil basis to each district based on the districts 45 day student enrollment count.

Legal References

General Appropriations Act for 2016-2017, Proviso 118.16

Guidelines

These funds are non-recurring and should not be used to fund recurring expenditures like salaries for instruction or support services for those in instructional capacities. Allowed expenditures related to recruitment and retention include, but are not limited to, costs of registration fees for professional development, sign-on bonuses, stipends, school marketing and promotional items, printing, instructional supplies, and subscriptions.

Unexpended funds may be carried forward and expended for the same purposes.

The appropriate accounts for allowed expenditures are

- 903-100-130 Instruction Salaries (**Bonuses and Stipends**) ***
- 903-100-200 Instruction Benefits
- 903-100-300 Instruction Purchased Services
- 903-100-400 Instruction Supplies and Materials
- 903-100-500 Instruction Capital Outlay (Equipment and Technology
Equipment and Software)
- 903-100-600 Instruction Other Objects

- 903-200-130 Support Services Salaries (**Bonuses and Stipends**) ***
- 903-200-200 Support Services Benefits
- 903-200-300 Support Services Purchased Services
- 903-200-400 Support Services Supplies and Materials
- 903-200-500 Support Services Capital Outlay (Equipment and Technology
Equipment and Software)
- 903-200-600 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 Finance
Contact: Nancy Williams, 803-734-8108
E-Mail Address: nwilliams@ed.sc.gov

REVENUE	3187	TEACHER SUPPLIES (No Carryover Provision)
SUBFUND	917	GENERAL FUND

Allocation Formula

To offset expenses incurred by eligible employees for supplies directly related to the education of students, an allocation of \$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 2016-2017 school year, the per teacher allocation will be \$275.*

Legal Reference

General Appropriations Act for 2016-2017

Guidelines

All certified and non-certified public school teachers identified in PCS, certified special school classroom teachers, certified media specialists, certified guidance counselors, career specialists (position codes 03 - 11, 17, 18 and 23) and lead teachers employed in a publically funded full day 4K classroom approved by the South Carolina First Steps to School Readiness who are employed by a school district or charter school as of November 30 of the current school year, may receive a reimbursement of \$275 each to offset expenses incurred by them for teacher 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. Based on the public decision of the school district these funds shall be disbursed to each teacher via check in a manner separate and distinct from their payroll check on the first day teachers, by contract, are required to be in attendance at school for the current contract year. Upon request of the teacher, a school district must give the teacher the option of being reimbursed by a debit card. This reimbursement shall not be considered by the state as taxable income.

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. Districts may not add any additional requirements not listed in Proviso 1A.9.

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

917-100-410	Instruction Supplies and Materials
917-212-410	Guidance Services Supplies and Materials
917-222-410	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 **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 Appropriations Act for 2016-2017

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 Appropriations Act for 2016-2017, Proviso 1.42

Guidelines

- 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.
- 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.
- 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.
- 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.
- Out-of-state students provided educational services by a facility school district shall not be eligible for funding through the Education Finance Act.
- 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.
- 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: Nancy Williams, 803-734-8108
E-Mail Address: nwilliams@ed.sc.gov

Section 7

**Education Lottery Act Programs^a
(Listed by Subfund Code)**

Revenue Code	Subfund	Lottery Program Description	2016-17 Allocation	Page Number
3630	963	K-12 Technology Initiative	\$ 29,938,976	118

REVENUE 3630 K-12 TECHNOLOGY
SUBFUND 963 SPECIAL REVENUE FUND

Allocation Formula

Funds will be allocated based on per pupil, based on the previous year's one hundred thirty-five day average daily membership, according to the below calculations: (1) For a school district with a poverty index of less than 75: \$35 per ADM; (2) For a school district with a poverty index of at least 75 but no more than 85: \$50 per ADM; or (3) For a school district with a poverty index of greater than 85 or a special school with no defined poverty index: \$70 per ADM.

Note: The K-12 Technology Partnership Committee's core membership includes a representative from the State Department of Education (SCDE), State Department of Administration's Division of Technology Operations (DTO), 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 2017-18 should the need arise.

Legal Reference

S.C. Code Ann. § 59-1-525 (2004)

General Appropriations Act for 2016-2017, Proviso 3.6, and Proviso 1.3

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 and school renewal plans. 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, Wi-Fi enhancement, and online testing. K-12 Technology funds may not be used to supplant existing school district expenditures on technology.

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 8

Federal Funded Programs (Listed by Revenue Code)

All Funding for Federal programs are listed as estimates

Revenue Code	Subfund	Federal Program	2016-17 Awards	Page Number
4210	207	Perkins Aid, Title I	\$ 18,476,882	121
4310	200	Title I, Part A, Basic State Grant Programs (carryover provision)	\$ 216,759,836	125
4310	235	Title I, Part C, Migrant Education	\$ 554,339	127
4310	221	Title I, Part D, Neglected and Delinquent	\$ 1,554,190	129
4310	237 238 239	Title I, Section 1003(A) School Improvement FOCUS Schools Support Priority Schools	\$ 8,579,104	131
4312	251	Rural and Low-Income, Title VI	\$ 2,611,438	133
4314	234	School Improvement Grants	\$ 7,157,457	135
4320	252	Public Charter School Grant	\$ 5,255,675	137
4325	225	Math and Science Partnership Program, Title II	\$ 2,462,886	139
4341	264	Language Instruction for Limited English Proficient and Immigrant Students, Title III	\$ 3,651,261	141
4343	232	McKinney-Vento Homeless Educational Assistance Act	\$ 1,019,733	143
4348	268	Teacher Incentive Fund 3	\$ 43,146,244	146
4351	267	Improving Teacher Quality	27,860,587	148
4353	262	Teacher Incentive Fund 4	19,315,380	154
4410	243	Adult Education	\$ 8,517,447	156
4510	203	Individuals with Disabilities Education Act (IDEA)	\$ 174,982,401	159
4520	205	IDEA Preschool Grants	\$ 6,678,535	164
4800/4991	600	School Food Service Programs	\$ 276,147,305	166
4924	224	21st Century Community Learning Centers, Title IV	\$ 16,787,291	171

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

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 a necessary piece of equipment to teach the standards of a CATE course.

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, 2016-17**

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,

100/200	37	Gateway Academy	Leadership
200	39	Vacant	State 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	Perkins, Projects 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

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 Every Student Succeeds Act; (Pub. L. 114-95)

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

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 LEAs/LOAs.

Legal References

PL 103-382 I Elementary & Secondary Education Act of 1965 As Amended Sections 1301-1309

CFDA (Catalog of Federal Domestic Assistance) 84.011A

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,C 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: JMAImeda@ed.sc.gov

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

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:

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

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 used 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

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: Jewell Stanley, 803-734-3131
E-Mail Address: JStanley@ed.sc.gov

REVENUE **4312** **RURAL AND LOW-INCOME
SCHOOL PROGRAM, TITLE VI**

SUBFUND **251** **SPECIAL REVENUE FUND**

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

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: David Long, 803-734-0483
E-Mail Address: dlong@ed.sc.gov

REVENUE 4320 CHARTER SCHOOL (PLANNING & IMPLEMENTATION)
GRANT

SUBFUND 252 SPECIAL REVENUE FUND

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 qualify 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.

All expenditures must meet the federal guidance in accordance with 2 CFR Part 200 Uniform Administrative Requirements, Cost Principles and Audit Requirements for federal awards to include all other applicable financial regulations pertaining to charter schools and the SCDE's Assurances and Terms and Conditions revised 1/4/2016.

Responsible Office: Office of School Transformation
Contact: Fredrica Brailsford, 803-734-0526
E-Mail Address: charterschoolgrant@ed.sc.gov

REVENUE **4325** **MATHEMATICS AND SCIENCE
PARTNERSHIPS PROGRAM, TITLE II**

SUBFUND **225** **SPECIAL REVENUE FUND**

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/or science by enhancing the content knowledge and teaching skills of classroom teachers. Partnerships between high-need school districts and the science, technology, engineering, and/or 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/or Science. Funds will be available on a competitive basis to an eligible partnership. An Eligible partnership:

1. must include
 - a. science, technology, engineering, and/or mathematics department faculty of an IHE, including community colleges; and
 - b. a high-need school district/LEA (see definition of “high-need” below); and
2. may include
 - a. another engineering, mathematics, science, or teacher training department of an IHE;
 - b. additional LEAs; public charter schools; public or private elementary, middle, and/or secondary schools; or a consortium of such schools;
 - c. a business; and/or

- d. a nonprofit or for-profit organization of demonstrated effectiveness in improving the quality of mathematics and science teachers.

For the current funding round, a high-need school district is defined as a public school district that has both

- 1. a poverty index of 60 percent or greater based on 2013–14 data, and
- 2. 50 percent or greater of the LEA’s student population aged 5 through 17 is eligible for Title I services based on 2014–15 E-rate data.

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. However, the greatest number of participants in the related learning experiences must come from the high-needs school district partner.

Annual reapplication may be required. All approved projects are subject to periodic updates, annual on-line reports, financial and programmatic monitoring visits, and other MSP program requirements as set forth in the RFP.

The appropriate accounts for **allowed expenditures** are

225-221-100	225-223-100	225-224-100	225-431-791
225-221-200	225-223-200	225-224-200	
225-221-300	225-223-300	225-224-300	
225-221-400	225-223-400	225-224-400	
225-221-500	225-223-500	225-224-500	

Responsible Office: Office of Standards and Learning
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

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 by the Every Student Succeeds Act*, Title III; 20 U.S.C. 6821–6871 General Education Provisions Act CFDA (Catalog of Federal Domestic Assistance) 84.365

Guidelines

Funds may be used

- to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency and
- 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.
- 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: Roy Stehle, 803-734-8118
E-Mail Address: rstehle@ed.sc.gov

REVENUE **4343** **MCKINNEY-VENTO EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM**

SUBFUND **232** **SPECIAL REVENUE FUND**

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) 84.196A

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:

1. Tutoring, supplemental instruction, and other educational services that help homeless children and youth reach the same challenging state content and state student performance standards to which all children are held. As clearly specified in the Elementary and Secondary Education Act (ESEA), as reauthorized, all academic enrichment programs for disadvantaged students, including programs for homeless students, must be aligned with state standards and curricula. Additionally, when offering supplemental instruction, LEAs should focus on providing services for children and youth that reflect scientifically based research as the foundation for programs and strategies to ensure academic success.
2. Expedited evaluations of eligible students to measure their strengths and needs. These evaluations should be done promptly in order to avoid a gap in the provision of

- necessary services to those children and youth. Evaluations may also determine a homeless child or youth's eligibility for other programs and services, including educational programs for gifted and talented students, special education and related services for children with disabilities, English language acquisition, vocational education, school lunch, and appropriate programs or services under ESEA.
3. Programs and other activities designed to raise awareness among educators and pupil services personnel of the rights of homeless children and youth under the McKinney-Vento Act, and the special needs such children and youth have as a result of their homelessness.
 4. Referrals of eligible students to medical, dental, mental, and other health services.
 5. Paying the excess cost of transportation not otherwise provided through federal, state, or local funds, to enable students to attend schools selected under section U.S.C. § 11432(g)(3) of the McKinney-Vento Act. Note: no more than 20 percent of the requested subgrant funds may be used for this service.
 6. Developmentally appropriate early childhood education programs for homeless children of preschool age that are not provided through other federal, state, or local funds.
 7. Services and assistance to attract, engage, and retain homeless children and youth, and unaccompanied youth, in public school programs and services provided to non-homeless children and youth.
 8. Before- and after-school programs, mentoring, and summer programs for homeless children and youth. Qualified personnel may provide homework assistance, tutoring, and supervision of other educational instruction in carrying out these activities.
 9. Paying fees and costs associated with tracking, obtaining, and transferring records necessary for the enrollment of students in school. The records may include birth certificates, guardianship records, immunization records, academic records, and evaluations of students needed to determine eligibility for other programs and services.
 10. Education and training programs for parents of homeless children and youth regarding the rights their children have as homeless individuals and regarding the educational and other resources available to their children.
 11. Programs coordinating services provided by schools and other agencies to eligible students in order to expand and enhance such services. Coordination with programs funded under the Runaway and Homeless Youth Act should be included in this effort.
 12. Pupil services programs, including providing violence prevention counseling and referrals to such counseling.
 13. Programs addressing the particular needs of eligible students that may arise from domestic violence.
 14. Providing supplies to non-school facilities serving eligible students and adapting these facilities to enable them to provide services as described in section 11433(a)(2) of the McKinney-Vento Act.
 15. Providing school supplies to eligible students at shelters, temporary housing facilities, and other locations as appropriate.
 16. Providing extraordinary or emergency services to eligible students as necessary to enroll and retain such children and youth in school.

The appropriate accounts for **allowed expenditures** are

232-100-100**	232-200-100**	232-300-100
232-100-200	232-200-200	232-300-200
232-100-300	232-200-300	232-300-300
232-100-400	232-200-400	232-300-400
232-100-500	232-200-500	232-300-500
232-100-600	232-200-600	232-300-600
232-400-700		

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**

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 Year 2017 (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) 84.374 A&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.

- 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.
- 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.
- 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 Educator Effectiveness
Contact: Dennis Dotterer, 803-734-5882
E-Mail Address: dadotterer@ed.sc.gov

REVENUE	4351	IMPROVING TEACHER QUALITY
SUBFUND	267	SPECIAL REVENUE FUND

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 five 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 highly effective teachers and principals and require districts to develop plans that describe how the district will address any disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, out-of-field or inexperienced teachers.

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 effective 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 Supplies 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: Karen Cook, 803-734-4040
E-Mail Address: kcook@ed.sc.gov

REVENUE	4353	TEACHER INCENTIVE FUND 4
SUBFUND	262	SPECIAL REVENUE FUND

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 Year 2017. 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.

- 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.
- 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.
- 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 Educator Effectiveness
Contact: Dennis Dotterer, 803-734-5882
E-Mail Address: dadotterer@ed.sc.gov

REVENUE	4400	ADULT EDUCATION (4410, 4430)
SUBFUND	243	SPECIAL REVENUE FUND

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 Innovation and Opportunity Act; (WIOA Pub. L. 113-128) July 2014
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 the date established by the Office of Finance for the current fiscal year. All amendments must be submitted via GAPS.

Responsible Office: Office of Adult Education
 Contacts: David Stout, 803-734-8348 (budget questions)
 Janet Thompson, 803-734-8472 (program questions)
 Mike King, 803-734-8300 (program questions)
 Harriette Jenerette, 803-734-4708 (program questions)
 LaCrystal Jackson, 803-734-8080 (program questions)
 Wendy Griffin, 803-734-8069 (program questions)
 Jennifer Cooper-Keels, 803-734-8070 (data questions)
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REVENUE	4510	INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) – SPECIAL EDUCATION – GRANTS TO STATES
SUBFUND	203	SPECIAL REVENUE FUND

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), 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 under this grant 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 educational 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 all children in the LEA. The average minimum amount is determined by utilizing the Excess Cost Worksheets outlined in the IDEA regulations.

Disallowed expenditures include construction of facilities.

In order to receive funds, a school district must submit an application that is approved by the South Carolina Department of Education, Office of Special Education Services.

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 the IDEA regulations and 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: Susan Flanagan, 803-734-8788
E-Mail Address: sflanagn@ed.sc.gov

REVENUE 4520 PRESCHOOL GRANTS FOR CHILDREN WITH
DISABILITIES (IDEA)

SUBFUND 205 SPECIAL REVENUE FUND

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), Part B, Section 619, as amended; (P.L. 108-446); 20 U.S.C. 1419.

CFDA (Catalog of Federal Domestic Assistance) 84.173

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 ages three, four and five.

Funds under this grant shall be used only for the excess costs of special education and related services attributable to the education of children with disabilities ages three, four, and five. The excess cost requirement means that a local educational agency (LEA) must spend a certain minimum amount for the education of its children with disabilities, ages three, four and five, before IDEA funds are used. The average minimum amount is determined by utilizing the Excess Cost Worksheets outlined in the IDEA regulations.

Disallowed expenditures include construction of facilities.

In order to receive funds, a school district must submit an application that is approved by the South Carolina Department of Education, Office of Special Education Services.

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 regulations and 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: Susan Flanagan, 803-734-8788
E-Mail Address: sflanagn@ed.sc.gov

REVENUE 4800/4991 SCHOOL FOOD SERVICE PROGRAMS

SUBFUND 600 FOOD SERVICE FUND

Allocation Formula

Allocations are based on federal reimbursements. The School Food Authorities (SFAs) are reimbursed based upon the number of meals served in the National School Lunch Program, Breakfast Program, After School Snack Program, and/or the Special milk program as may be applicable. 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 program 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.

United States Department of Agriculture (USDA) federal reimbursement is based on the number of meals served by category: paid, free and reduced. A reimbursement claim must be submitted to the South Carolina Department of Education on a monthly basis to justify the reimbursement claimed and provide data for required reports to the U.S. Department of Agriculture. This data 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. 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: <http://www.fns.usda.gov/school-meals/rates-reimbursement>.

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 a per student allocation 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 (SCDE) on a monthly basis to justify the reimbursement claimed and to enable the SCDE to provide information on required reports to the U.S. Department of Agriculture.

Fringe Benefit Calculation

The following guidelines govern the 2016-2017 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 2016-2017 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	<u>(\$ 2,900,000)</u>
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	<u>X 3.98%</u>
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	<u>X 75%</u>
Total Change	\$ 25,373
5. Former Fringe Benefits Requirement paid by SFS Fund	\$ 33,830
Total Change	<u>\$ 25,373</u>
FY 2016 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 Health and Nutrition
Contacts: Benjamin Madden (Food Distribution Program), 803-734-8209
Diane D. Gillie (Fresh Fruit and Vegetable Program),
803-734-8193
E-Mail Addresses: bmadden@ed.sc.gov
dgillie@ed.sc.gov

REVENUE **4924** **21ST CENTURY COMMUNITY LEARNING
CENTERS PROGRAM
(TITLE IV, 21ST CENTURY SCHOOLS)**

SUBFUND **224** **SPECIAL REVENUE FUND**

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 new joint applicant may not exceed \$200,000 in year one. For new joint applicants that are awarded continuation grants, the amount in year two may not exceed \$200,000; in year three, \$180,000; and in year four, \$171,000.

A new application submitted by a consortium that includes at least two public school districts may request up to \$375,000, in year one. For new consortia that are awarded continuation grants, the amount in year two may not exceed \$375,000; in year three, \$337,500; and in year four, \$320,625.

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: Joyce Patterson, 803-734-8291
E-Mail Address: jypatterson@ed.sc.gov ~~jpatterson@ed.sc.gov~~

APPENDIX A

Flexibility/Furlough/Expenditure Reporting Procedures (FY 2016-2017)

Under Provisos 1.28, 1.33 and 1A.14 for Fiscal Year 2016-2017, 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 must be completed and submitted to SCDE by June 30, 2017. 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, and Education Lottery Act funds. 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 – State Priority Schools (Revenue 3571)
Teacher Supplies (Revenue 3577)
Aid to Districts – Special Ed (Revenue 3585)
Modernize Vocational Equipment (Revenue 3525)
Work-Based Learning (Revenue 3592)
EEDA Supplies and Materials (Revenue 3595)
EEDA Career Specialists (Revenue 3596)
Science Kit Refurbishment (Revenue 3526)

No funds provided specially to assist districts in the Abbeville Law Suit are flexible.

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 2016-17 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 2016-2017, 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 and programs serving students with disabilities.
2. 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, 2017, 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, 2017, using the In\$ite categories, all expenditures in Instructional, Instructional Support and non-Instructional student services. The following functions must be reported:

<u>Function Name</u>	<u>Function Number</u>
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

APPENDIX B

SOUTH CAROLINA CHARTER SCHOOLS (COMPOSITE) 2016-2017

School Name	Grades	Contact	Telephone	District
Year Open	# Students	Mailing Address	Fax	
Academy for Teaching and Learning (2006)	K5-8	Robyn B. Caldwell 109 Hinton Street Chester, SC 29706 Email: rbrakefield@chester.k12.sc.us Web: www.chester.academy.schooldesk.net	803-385-6334 803-385-6335 (fax)	Chester
Academy of Hope (2011)	K-8	Dr. Melissa McCloud 3521 Juniper Bay Road Conway, SC 29527 Email: mmcloud@theacademyofhope.org Web: www.theacademyofhope.org	843-397-5719 843-397-5712 (fax)	Horry
Aiken Performing Arts Academy (2005)	9-12	Keisha Lloyd-Kennedy 130 Avery Lane Aiken, SC 29801 Email: kkennedy@lkcs.k12.sc.us Web: www.aikenperformingartsacademy.yolasite.com	803-644-4824 803-641-1155 (fax)	Aiken
Allegro Charter School of Music (2015)	6-12	Daniel Neikirk 120 Broad Street Charleston, SC 29401 Email: dneikirk@allegrocharterschool.org Web: www.allegrocharterschool.org	843-297-8033 Fax 843-207-4701	Charleston
Anderson Five Charter School (2012)	9-12	Katie Brown 1225 South McDuffie St. Anderson, SC 29624 Email: katiebrown@anderson5.net Web: www.anderson5.net	864-260-5538 864-260-5911 (fax)	Anderson 5
Brashier Middle College (2006)	9-12	Michael Sinclair 1830 West Georgia Rd. Simpsonville, SC 29680 Email: msinclair@bmcchs Web: www.brashiermiddlecollege.org	864-757-1800 864-757-1850 (fax)	Greenville
Bridges Preparatory Academy (2013)	K-9	Dr. Nick Ithomitis Mailing Address: PO Box 626 Port Royal, SC 29935 Physical Address: 1100 Boundary Street Beaufort, S.C. 29902	843-982-7737 843-982-7707 (fax)	SCPCSD

School Name	Grades	Contact	Telephone	District
Year Open	# Students	Mailing Address	Fax	
		Email: nithomitis@bridgesprep.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: Wilson@bridgewateracademy.org Web: www.bridgewateracademy.org		
Calhoun Falls Charter School (2008)	6-12	Deirdre McCullough 205 Edgefield Street, PO Box 514 Calhoun Falls, SC 29628	864-418-8014 864-418-9379 (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 843-887-3525 (fax)	SCPCSD
		Email: mcrouch@caperomainschool.com Web: www.creecs.org		
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	Dr. Harry Walker 721 Wappoo Road Charleston, SC 29407	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	Todd Laventure 1002 King Street Charleston, SC 29403	843-720-3085 843-720-3196 (fax)	Charleston
		Email: tlaventure@charlestonmathscience.org Web: www.charlestonmathandscience.org		
Charleston Development Academy (2003)	4K-8	Shawn Johnson 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	Renee Mathews 3710 Palmetto Pointe Blvd. Myrtle Beach, SC 29588	843-788-9898 (fax) 888-410-4826 or 843-294-0228	SCPCSD
		Email: rmathews@coastalleadership.org Web: www.coastalleadershipacademy.org		

School Name	Grades	Contact	Telephone	District
Year Open	# Students	Mailing Address	Fax	
Coastal Montessori (2012)	1-7	Dr. Nathalie Hunt 247 Wildcat Way Pawleys Island, SC 29585	843-235-0413 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: tom.mcduffie@lcsdmail.net Web: www.dis.lancastercsd.com		
D.P. Cooper Charter School (conversion) (2014)	Pre-K-8	Dr. Kerry Singleton 4568 Seaboard Road Salters, SC 29590	843-387-5426 843-387-5444 (fax)	Williamsburg
		Email: ksingleton@wcsd.k12.sc.us Web: www.dpcoopercharter.com		
East Cooper Montessori Charter School (2003)	K3-8	Jody Swanigan 1120 Rifle Range Road. Mt. Pleasant, SC 29464	843-216-2883 843-216-8880 (fax)	Charleston
		Email: jody@montessoricharterschool.com Web: www.eastcooper.ccsdschools.com		
East Point Academy (2011)	K-7	Dr. Winnie Johnson 1340 Knox Abbott Drive Cayce, SC 29033	803-739-4992 (Primary) (fax) 803-739-3977	SCPCSD
		Elementary campus 1401 Leaphart Street West Columbia, SC 29169	803-926-0520 (Elementary) 803-926-0524 (fax)	
		Email: wjohnson@eastpointsc.org Web: www.eastpointsc.org		
Felton Laboratory (2015)	K-8	Dr. Gloria Winkler Mailing address: PO Box 2349 Orangeburg, SC 29116	803-536-7034 Fax 803-533-3635	SCPCSD
		Physical address: 115 Lance Circle Orangeburg, SC 29117		

School Name	Grades	Contact	Telephone	District
Year Open	# Students	Mailing Address	Fax	
		Email: gwinkler@scsu.edu Web: www.scsu.edu/felton		
Fox Creek High School (2004)	9-12	Josh Trahan 165 Shortcut Rd. North Augusta, SC 29860 Email: jtrahan@fchs.net Web: www.foxcreekhighschool.org	803-613-9435 803-613-1533 (fax)	SCPCSD
Garden City Preparatory Academy for Boys (2014)	6-8	Dr. Jacquetta Chatman 908 Willington Road Orangeburg, SC 29118 Email: jchatman@gc-prep.org Web: www.gc-prep.org	888-448-7641 or 803-536-1976 (fax) 888-445-5953	SCPCSD
Gray Collegiate Academy (2014)	9-12	D. Todd Helms 3833 Leaphart Road West Columbia, SC 29169 Email: thelms@grayca.com Web: www.graycollegiateacademy.org	803-951-3321 803-381-9764 (fax)	SCPCSD
Greenville Renewable Energy Education Charter School (GREEN) (2013)	K-9	Adem Dokmeci 1440 Pelham Rd. Greenville SC 29615 Email: adokmeci@scgreencharter.org Web: www.scgreencharter.org	864-288-4134 864-288-0826 (fax)	SCPCSD
Greenville Technical Charter High School (1999)	9-12	Mary Nell Anthony PO Box 5616 Mail Stop 1201 Greenville, SC 29606-5616 Physical address: 506 S. Pleasantburg Drive Building 119 Greenville, SC 29607 Email: manthony@gtchs.org Web: www.gtchs.org	864-250-8844 864-250-8846 (fax)	SCPCSD
Greer Middle College (2008)	9-12	James Armstrong 138 West McElhaney Rd. Taylors, SC 29687 Email: jarmstrong@greermiddlecollege.org Web: www.greermiddlecollege.org	864-469-7571 864-469-7573 (fax)	Greenville
Greg Mathis Charter High School (2003)	9-12	Natrice Henriques 2872 Azalea Drive N. Charleston, SC 29405	843-557-1611 843-747-5810 (fax)	Charleston

School Name	Grades	Contact	Telephone	District
Year Open	# Students	Mailing Address	Fax	
		Email: natrice_dixon@gmchs.org Web: www.ccsdschools.com/schools/k12/greg_mathis_hs.php		
High Point Academy (2014)	K-11	6655 Pottery Road Spartanburg, SC 29303	864-316-9788 864-249-1516 (fax)	SCPCSD
		Email: Web: www.hpaspartanburg.com		
Horse Creek Academy (Midland Valley Preparatory School) (2002)	4K-8	Dr. Frank Roberson 1200 Toolebeck Road Aiken, SC 29803	803-226-0160 803-226-0202 (fax)	Aiken
		Email: froberson@hcacs.net Web: www.hcacs.net		
Imagine Columbia Leadership Academy (2012)	K-5	Suezan Turknett 3810 North Main St. Columbia, SC 29203	803-929-1140 803-929-1145 (fax)	SCPCSD
		Email: Suezan.turknett@imagineschools.org Web: www.imaginecolumbia.com		
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.ccsdschool.com		
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	864-214-1600 864-451-7023 (fax)	Greenville
		Email: vburrows@legacycharterschool.com Web: www.legacycharterschool.com		
Legacy Charter Middle School (2006)	5-8 (Site 2)	Steven Hampton 900 Woodside Ave. Greenville, SC 29611	864-248-0646 864-631-1109 (fax)	Greenville
		Email: shampton@legacycharter.org Web: www.legacycharterschool.com		
Legacy Charter High School (2006)	9-12 (Site 2)	Naomi Pavon 900 Woodside Ave. Greenville, SC 29611	864-248-0646 864-631-1109 (fax)	Greenville
		Email: npavon@legacycharter.org Web: www.legacycharterschool.com		

School Name	Grades	Contact	Telephone	District
Year Open	# Students	Mailing Address	Fax	
LEAD Academy (2010)	5-8	Rodney Johnson 804 Mauldin Road Greenville, SC 29607 Mailing Address: P.O. Box 17617 Greenville, SC 29606	864-770-1790 866-302-1278 (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-12	Mache L. Larkin 5139 Gibson Road Hollywood, SC 29449	843-889-5527 843-889-5529 (fax)	SCPCSD
		Email: mlarkin@lowcountryleadership.org Web: www.lowcountryleadership.org		
Lowcountry Montessori School (2014)	K-12	Amy Horn 749 Broad River Drive Beaufort, SC 29906	843-322-0577 843-322-0925 (fax)	SCPCSD
		Email: a.horn@lowcountrymontessori.com Web: www.lowcountrymontessori.com		
Meyer Center for Special Children (1999)	Pre K-K	Chris Neeley 1132 Rutherford Road Greenville, SC 29609	864-250-0005 864-250-0028 (fax)	Greenville
		Email: cneeley@meyercenter.org Web: www.meyercenter.org		
Midlands Middle College 2013	11-12	Carole Fearrington 1260 Lexington Drive West Columbia, SC 29170 Mailing address: P.O. Box 2408 Columbia, SC 29202	803-822-7043 803-822-7039 (fax)	SCPCSD
		Email: carolefearrington@midlandsmiddlecollege.com Web: www.midlandsmiddlecollege.com		

School Name	Grades	Contact Mailing Address	Telephone Fax	District
Year Open	# Students			
Midlands STEM Institute (2014)	K-7	Marie Milam 112 Crane Street Winnsboro, SC 29180	803-815-1524 803-815-0072 (fax)	SCPCSD
		Email: mmilam@midlandsstem.org Web: www.midlandsstem.org		
The NEXT High School (2015)	6-12	Zachary Eikenberry 2000 Wade Hampton Blvd. Greenville, SC 29615	864-214-6398	SCPCSD
		Email: zach.eikenberry@nexthighschool.org Web: www.nexthighschool.org		
Oceanside Collegiate Academy (2016)	9-12	Brenda Corley 712 S. Pickney Street McClellanville, SC 29458	843-469-5626 Fax (forthcoming)	SCPCSD
		Email: bcorley@oceansidecollegiateacademy.org Web: www.oceansidecollegiateacademy.org		
Orangeburg Consolidated School District Five Charter High School for Health Professions (2012)	9-12	Angel Hightower Malone 770 Stilton Road Orangeburg, SC 29115	803-535-1693 803-535-1635 (fax)	Orangeburg 5
		Email: angel.malone@ocsd5.net Web: www.hsdp.ocsd5.net		
Orange Grove Elementary Charter School (2006) Conversion	Pre K-5	John Clendaniel 1225 Orange Branch Road Charleston, SC 29407	843-763-1520 843-769-2245 (fax)	Charleston
		Email: john_clendaniel@orangegrovecharter.com Web: www.ogecs.ccsdschools.com		
Orange Grove Middle Charter School	6-7	John Clendaniel 505 B Arlington Drive Charleston, SC 29414	843-764-7108 Fax (not available at this time)	Charleston
		Email: john_clendaniel@orangegrovecharter.com Web: www.ogccs.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		

School Name	Grades	Contact Mailing Address	Telephone Fax	District
Year Open	#Students			
Palmetto Academy of Motorsports Charter High School (PALM) (2012)	9-12	Avery Moore 136 Rodeo Drive Myrtle Beach, SC 29579	843-903-6600 Fax 843-903-6602	Horry
		Email: amoore@palmmotorsports.com Web: www.palmsc.org		
Palmetto Scholar's Academy (2010)	6-12	Dr. Tim Gott 7499 Dorchester Road N. Charleston, SC 29418	843-300-4118 843-300-4123 (fax)	SCPCSD
		Email: tim.gott@palmettoscholarsacademy.org Web: www.palmettoscholarsacademy.org		
The Palmetto School at the Children's Attention Home (2004)	K-8	Dr. F. Hugh Wilson Post Office Box 2892 Rock Hill, SC 29732	803-328-6555 803-327-8618 (fax)	York 3
		Physical address: 660 North Anderson Street Rock Hill, SC 29730	Email: hwilson@thepalmettoschool.org Web: www.thepalmettoschool.org	
Palmetto Youth Academy (2005)	K-5	Yvonne Brown-Burgess 1209 N. Douglas Street Florence, SC 29501	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-12	Michael Lisle 2014 Bees Ferry Road Charleston, SC 29414	843-556-1070 843-556-6742 (fax)	Charleston
		Email: michael.lisle@pattisonsacademy.org Web: www.pattisonsacademy.org		
Pee Dee Math, Science and Technology Academy (2013)	K-7	E. Keith Bailey 101 Docs Drive Bishopville, SC 29010	803-428-8400 803-866-883-8736 (fax)	SCPCSD
		Email: ekbailey@pdmsta.org Web: www.pdmsta.org		

School Name	Grades	Contact	Telephone	District
Year Open	#Students	Mailing Address	Fax	
Phoenix Charter High School (1999)	9-12	Elease Fulton 1423 Hotel Street Alcolu, SC 29001 Mailing address: 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.us		
Prestige Preparatory Academy Charter School (2016)	K-4	Joyce Coleman 2415 Avenue F North Charleston, SC 29405 Mailing address: P.O. Box 42485 Charleston, SC 29423	843-900-7722 (temporary) Fax (not available yet)	Charleston
		Email: jcoleman@prestigepreparatoryacademy.org Web: www.prestigepreparatorvacademy.org		
Provost Academy of SC (2009)	9-12	Stephanie Cagle 200 Arbor Lake Drive Suite B-301 Columbia, SC 29223	803-735-9110 803-735-9120 (fax)	SCPCSD
		Email: stephanie.cagle@provostsc.com Web: www.scdev.provostacademy.com		
QUEST Leadership Academy (2014)	PK-4	Calandra Davis 29 Ridgeway Drive Greenville, SC 29605	864-277-7575 Fax 864-277-7404	SCPCSD
		Email: cdavis@questleadershipacademy.org Web: www.questleadershipacademy.org		
Richland One Middle College (2004)	11-12	Dr. Tiniece Jarvis 316 S. Beltline Blvd Richland Hall, Room 131 Columbia, SC 29205	803-738-7114 803-738-7117 (fax)	Richland 1
		Email: tniece.jarvis2@richlandone.org Web: www.richlandonemiddlecollege.org		
Richland Two Charter High School (2010)	9-12	Henry Lovett 7900 Brookmount Lane Columbia, SC 29203	803-419-1348 Fax 803-738-7539 or 803-935-1212	Richland Two
		Email: hlovett@richland2.org Web: www.richland2.org/charterhigh/pages/default.aspx		

School Name	Grades	Contact Mailing Address	Telephone Fax	District
Year Open	#Students			
Riverview Charter School (2009)	K-8	Alison Thomas 81 Savannah Highway Beaufort, SC 29906	843-379-0123 843- 379-0133(fax)	Beaufort
		Email: frontoffice@riverviewcharterschool.org Web: www.riverviewcharterschool.org		
Riverwalk Academy (2014)	K-7	Naomi French 5750 Mt. Gallant Road Rock Hill, SC 29732	803-327-8400 803-454-9031 (fax)	SCPCSD
		Email: cfrench.riverwalk@gmail.com Web: www.riverwalkacademy.com		
Royal Live Oaks Academy (2012)	K-12	Dr. Karen Wicks 1398 Church Road Hardeeville, SC 29927	843-784-2630 843-784-2623(fax)	SCPCSD
		Mailing address: P.O. Box 528 Hardeeville, SC 29927		
		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)	6-11	Mr. Kalu Kalu 2015 Marion Street Columbia, SC 29201	803-227-6422 Fax 888-391-4902	SCPCSD
		Email: k.kalu@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	803-253-6222or 866-467-5184 803-253-6279 (fax)	SCPCSD
		Email: cdaniel@scvcs.org Web: www.scvcs.org		
SC Whitmore School (2011)	9-12	John Loveday 501 Commerce Dr. N.E. Columbia, SC 29223	866-476-6416 866-476-1646	SCPCSD
		Email: jloveday@scwhitmoreschool.org Web: www.scwhitmoreschool.org		

School Name	Grades	Contact	Telephone	District
Year Open	#Students	Mailing Address	Fax	
Spartanburg Preparatory School (2009)	K-8	Dr. Gerard Edwards 385 South Spring St. Spartanburg SC 29306	864-621-3882 Fax 864-804-6404	SCPCSD
		Email: gerard.edwards@spartanburgprep.org Web: www.spartanburgprep.org		
Tall Pines STEM Academy Charter School (2016)	5-6	Kathryn F. Griffin 82 Camp Long Road Aiken, SC 29805	803-649-9512 Fax 803-502-1692	SCPCSD
		Email: kfgriff@clemson.edu Web: www.tallpinesacademy.com		
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@yorkprep.org Web: www.yorkprep.org		
Youth Leadership Academy (2012)	6-8	Sandra Blankenship 698 Concord Church Rd. Pickens, SC 29671	864-898-4511 864-898-5784 (fax)	SCPCSD
		Email: blanken@clemson.edu Web: www.ylaofsc.com		

APPENDIX C

Due Dates for SCDE Reports 2016-2017

Listed below are reports required by the Office of Finance and their due dates for 2016-17. 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 Chief Financial Office by the specified due date.

November 11	DEADLINE FOR PCS STAFF UPDATES (THIS IS A DUE DATE FOR FEDERAL REPORTS AND ACCREDITATION REPORTS)
November 14	INITIAL MEMBERSHIP/ATTENDANCE 45 DAY REPORT INITIAL STUDENT ACCOUNTABILITY 45 DAY REPORT
December 1	2015-16 AUDITS AND IN\$ITE
December 9	MEMBERSHIP/ATTENDANCE CERTIFY 45 DAY REPORT (\$) STUDENT ACCOUNTABILITY CERTIFY 45 DAY REPORT (\$)
April 4	INITIAL MEMBERSHIP/ATTENDANCE 135 DAY REPORT INITIAL STUDENT ACCOUNTABILITY 135 DAY REPORT
April 28	PCS UPDATES FOR 135 DAY FUNDING (\$)
April 28	MEMBERSHIP/ATTENDANCE CERTIFY 135 DAY REPORT (\$) STUDENT ACCOUNTABILITY CERTIFY 135 DAY REPORT (\$) HOME INSTRUCTION REPORT (\$)
June 30	FINAL CHANGES TO PCS FY 2016-17 TECHNOLOGY PROFICIENCY
June 30	FLEXIBILITY REQUEST 2016-17

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.

<u>Program Description</u>	<u>Revenue Code</u>	<u>Subfund</u>	<u>CFDA #</u>
Medicaid - FY 16-17	0720	200	
Special Needs Transportation	1930	800	
EEDA	3594	394	
Technology Technical Assistance	3105	915	
EEDA Career Specialists	3118	928	
Student Health & Fitness	3127	937	
Special Contracts	3131	100	
Home Instruction	3132	100	
Child Development Education Program – CDEP	3134	924	
Health/Fitness – Nurses	3136	936	
Lunch Program Aid	3142	600	
DSS SNAP ENT Program	3155	955	
Bus Driver Salary	3160	100	
EAA Bus Driver Salary	3161	100	
Bus Driver’s Workers Com	3162	100	
EEDA Transportation	3165	100	
Summer Reading Camps	3177	926	
Fringe Benefits	3180	100	
Retiree Insurance	3181	100	
Teacher Recruitment and Retention	3183	903	
Teacher Supply	3187	917	
Apple Tags	3193	919	
Digital Instructional Materials	3194	914	
Miscellaneous State Restricted	3199	800*	
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	
High Achieving Students	3332	100	
Limited English Proficiency	3334	100	
Academic Assistance	3351	100	

<u>Program Description</u>	<u>Revenue Code</u>	<u>Subfund</u>	<u>CFDA#</u>
Pupils in Poverty	3352	100	
Vocational – EFA	3327	100	
Autism – EFA	3331	100	
RTF Payments	3350	100	
ADEPT	3502	302	
Arts in Education	3509	309	
Professional Development	3511	311	
Technology Professional Development	3512	312	
Formative Assessment	3518	318	
Career/Tech – Equipment	3525	325	
Refurbish Science Kits	3526	326	
Special Cate Equipment	3527	327	
National Board Certified	3532	332	
Teacher of the Year	3533	333	
Reading Coaches	3535	335	
Students at Risk of Failure	3538	338	
4-yr-old Early Childhood	3540	340	
CDEP	3541	341	
Teacher Salary Supplement	3550	350	
Fringe Teacher Salary	3555	355	
Adult Education	3556	356	
Summer Reading Program	3557	357	
Reading	3558	358	
State Priority Schools	3571	371	
Teacher Supply	3577	377	
HSTW-MMGW-CTCTW	3578	378	
Student Health and Fitness – Nurses	3581	381	
Aid to Districts – MOE	3585	385	
School Building	3590	500	
Career/Tech – Work Base Learning	3592 3592A 3592B	392	
EEDA Supplies and Materials – Career Awareness	3595	395	
EEDA Career Specialists	3596	396	
Aid to Districts	3597	397	
Misc EIA	3599	399	
6-8 Enhancement	3607	967	
K-5 Enhancement	3610	960	
Misc. Lottery	3699	969	
Misc. State	3999	100	

Career and Technical Education – Voc. Ed.	4210	207	84.048
<u>Program Description</u>	<u>Revenue Code</u>	<u>Subfund</u>	<u>CFDA#</u>
Title I – Basic State Grant	4310	201	84.010
Title I – Migrant Education	4310	235	84.011
Title I – Neglected and Delinquent	4310	221	84.013
Title I Section 1003(A) – School Improvement: FOCUS Schools Title I – Support Priority Schools	4310	237 238 239	84.010
Title VI – REAP	4312	251	84.358B
School Improvement Grant	4314	234	84.377A
Charter Schools	4320	252	84.282A
Math/Science Partnership	4325	225	84.366B
English Language Acquisition	4341	264	84.365A
SC TAP	4342	245	84.367
McKinney-Vento Homeless	4343	232	84.196A
Teacher Incentive Fund 3	4348	268	84.374
Improving Teacher Quality	4351	241	84.367
Teacher Incentive Fund 4	4353	262	84.374B
Adult Ed Regular	4410	243	84.002
ESL/Civics	4430	243	84.002
IDEA	4510	203	84.027
IDEA Pre-School	4520	205	84.173
SC Gateways: From Cradle to Careers	4570	233	84.323
Lunch Snack Milk	4810	600	10.555
Breakfast	4830	600	10.555
Fresh Fruits & Vegetables	4860	600	10.582
Food Service Equipment	4870	600	10.579
Summer Feeding Program (SFSP)	4880	600	
21st Century Learning Ctr.	4924	224	84.287
School Food Service	4991	600	10.555, 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:

<u>Source of Fund</u>	<u>Revenue Code</u>	<u>Subfund</u>
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.

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