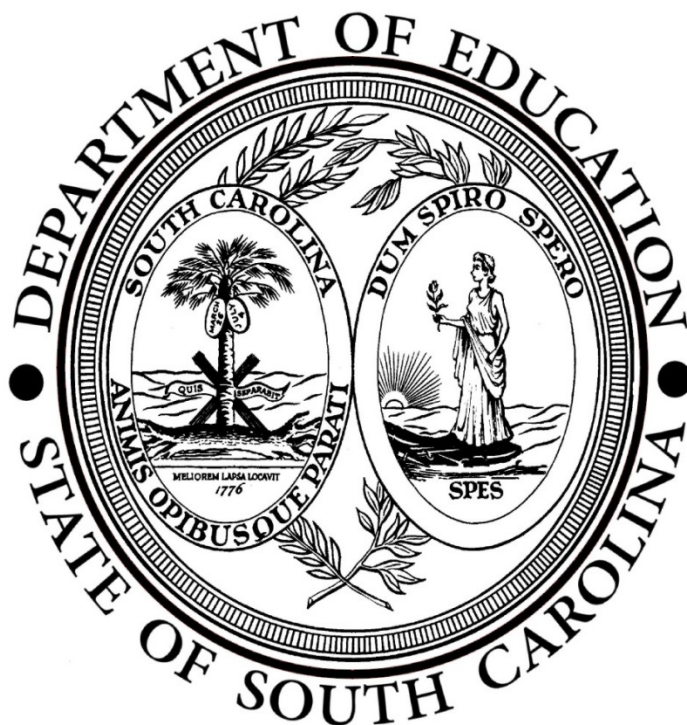


# 2018 – 2019 FUNDING MANUAL



CHIEF FINANCE OFFICE

## FOREWORD

We are pleased to provide you with the *Fiscal Year 2019 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 website.

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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## ***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
- 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*

<b>REVENUE</b>	<b>3300</b>	<b>EDUCATION FINANCE ACT (EFA)</b>
<b>SUBFUND</b>	<b>100</b>	<b>GENERAL FUND</b>

### **Allocation Formula**

The EFA appropriation for 2018-19 is \$1,822,608,440.

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) = \$2,485  
state weighted pupil units (WPU) = 991,908 (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

## Education Finance Act of 1977 (Act 163)

General Appropriations Act for 2018-2019, 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 classifications below. 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:

<b><u>Revenue Codes</u></b>	<b><u>Program Code</u></b>	<b><u>Classification</u></b>	<b><u>Weighting</u></b>
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 <sup>(1)</sup>	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 <sup>(2)</sup>	1.74
3324	HH	Hearing Handicapped	2.57

3325	VH	Visually Handicapped	2.57
3326	OH	Orthopedically Handicapped <sup>(3)</sup>	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

<sup>(1)</sup>Includes Profoundly Mentally Handicapped (PMD)

<sup>(2)</sup>Includes Developmentally Delayed (DD) and Other Health Impaired (OHI)

<sup>(3)</sup>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

Students eligible for Vocational weighting must be enrolled in an approved CTE course in grades 9-12.

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.

Coding students as GTR under the EFA High Achieving tab indicates the students have been officially identified as GTR students and are being served in their Gifted and Talented area of strength.

If a student is enrolled in an AP or IB course in grades 9-12, 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 GTA, GTR, 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 W 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 ‘Does Not Meet’ or “Approaches” on the ELA or Math sections of either the Elementary/Middle School state standardized test during the previous school year is eligible to receive an Add-on Weighting for Academic Assistance. 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, students in poverty are students who qualify for Medicaid, SNAP, TANF, or are homeless, transient, or in foster care.



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
	100-200-600

\*\*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 EIA 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. For the 2018-2019, Section 59-21-1030 (Maintenance of Effort) is suspended. In addition, each school district is required to maintain the local salary supplement above the required state minimum paid to its certified employees. For FY 2018-2019, the requirement that school districts maintain local salary supplements per teacher no less than their prior fiscal year level is suspended if additional State funds fill the gap.

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.” 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:

NBC Salary Supplement (Revenue 3532)  
Teacher of the Year (Revenue 3533)  
Teacher Supplies (Revenue 3577)  
Teacher Salary Increase (Revenue 3550)  
Teacher Salary Fringe (Revenue 3555)

### *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, 2019, audited General Fund revenues from FY 2017-2018 will be divided by FY 2017-2018 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 45<sup>th</sup> day as well as adjusting for the FY 2018-19 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 Every Student Succeeds Act of 2015, Title V, Part B, Public Charter Schools,

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

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

Responsible Offices:	Office of School Transformation Office of Finance
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## *Section 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 2018-2019, the state participation rate, effective July 1, 2018, is 28.78% with a federal participation rate of 71.22%.

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 100.00% FFP with 0% 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 11 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>

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## Section 5

### EIA Descriptions, Guidelines, and Funding

Revenue Code	EIA Subfund	EIA Program Description	2018-2019 Allocation	Page Number
3502	302	ADEPT	\$873,909	16
3507	307	Aid to Districts - Technology	\$12,000,000	18
3509	309	Arts in Education	\$1,487,571	21
3518	318	Adoption List of Formative Assessment	TBD	24
3526	326	Refurbish K-8 Science Kits	\$3,000,000	25
3528	328	Industry Certifications/Credentials	\$3,000,000	27
3529	329	Career and Technology Education	\$20,072,135	29
3532	332	National Board Salary Supplement	\$44,500,000	32
3533	333	Teacher of the Year Award	\$155,000	34
3535	335	Reading Coaches *	\$9,922,556	35
3538	338	Students at Risk of School Failure	\$79,551,723	37
3540	340	Four-Year-Old Early Childhood Program	\$15,513,846	39
3541	341	Child Early Reading Development and Education Program (CERDEP)*	\$34,324,437	42
3550	350	Teacher Salary Increase	\$181,230,766	45
3555	355	Teacher Salary Fringe	\$35,269,769	47
3556	356	Adult Education	\$15,073,736	48
3557	357	Summer Reading Program	\$7,500,000	53
3571	371	Technical Assistance - State Priority Schools	\$23,801,301	55
3577	377	Teacher Supplies	\$14,721,500	57
3585	385	Special Education – MOE	TBD	59
3595	395	EEDA – Supplies and Materials - Career Awareness	\$1,500,000	63
3596	396	EEDA Career Specialists*	\$2,400,000	64
3597	397	Aid to Districts	\$24,401,779	66

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

REVENUE	3502	ADEPT
SUBFUND	302	EIA

### 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 2018-2019, Proviso 1A.38

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

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<b>REVENUE</b>	<b>3507</b>	<b>AID TO DISTRICTS – TECHNOLOGY</b>
<b>SUBFUND</b>	<b>307</b>	<b>EIA</b>

### **Allocation Formula**

Funds will be allocated 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. The SCDE may adjust the per-ADM rates to conform to actual levels of student attendance and available appropriations, provided that the per-ADM rate for each class is adjusted by the same percentage.

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 (EOC), State Educational Television Commission (SCETV), and State Library. Additional membership includes representatives from private partners representing the telecommunications and Internet-provider communities.

Funding is dependent on decisions made by the K–12 School Technology Committee (K-12 Committee) and should be considered non-recurring dollars. This funding must be used for the specific purposes outlined in the proviso and cannot be used to supplant existing school district expenditures on technology. Funds must be spent for technology infrastructure as outlined in these guidelines; however, the funds may be carried over into FY 2019–20 should the need arise.

### **Legal Reference**

General Appropriations Act for 2018-2019, Provisos 1.3, 1.73, 1A.76, and 117.27

### **Guidelines**

Funds may only be used for the following purposes: (1) To improve external connections to schools, with a goal of reaching at least 100 kilobits per second, per student in each school by 2019; (2) To improve internal connections within schools, with a goal of reaching at least 1 megabit per second, per student in each school by 2019; (3) To develop or expand one-to-one computing initiatives; or (4) with \*prior permission of the K-12 Technology Initiative Committee, and if the district has completed items (1) - (3), other technology-related uses.

Note: SCDE approval of a district's technology plan is not permission to expend these funds as listed in item (4). An application to the K-12 Technology Initiative is required.

\* An approval letter from the K-12 School Technology Committee.

The following steps should be followed in order to request permission to utilize funds for “other technology-related uses.”

1. Develop a detailed request, which describes the following:

- a. How the three other proviso line items have been completed.
  - b. How much of the allocated funds will be used?
  - c. What the funds will be used for?
  - d. How will this plan support the district k-12 technology infrastructure?
  - e. How you are not supplanting other district funding with this request.
2. A signed request from the District Superintendent should be sent to the following address via email, fax, or mail correspondence:

Keith Osman, Chairman  
SC K-12 Schools Technology Initiative Committee  
4430 Broad River Road  
Columbia, SC 29210  
803-896-0789 (fax)  
Keith.Osman@admin.sc.gov

Each district must submit and receive approval of its district technology plan, including technology professional development plans and standards, by the SCDE prior to expenditure of these funds.

By June 30, 2019, each school district that receives funding during Fiscal Year 2018-19 must provide the K-12 Committee with an itemized report on the amounts and use of these funds using a form developed by the Education Oversight Committee (EOC) or SCDE. Districts must also provide information on its efforts to obtain reimbursements through the Federal Education Rate (E-Rate) Program. The current process used for this reporting requirement is an annual survey.

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 and K-12 Technology Initiative have 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, wiring, and others are appropriate uses for these funds.

**Disallowed expenditures** include any item not within one of the four categories listed under Guidelines above, or use of funds that supplants existing or projected district technology funds. These funds should not be considered recurring and are intended for infrastructure. The K-12 Technology Initiative funds therefore should not be used for recurring items.

## Allowable Expenditure Codes

Please refer to the Finance Accounting Handbook for a completed description of the following codes.  
<https://ed.sc.gov/finance/auditing/manuals-handbooks-and-guidelines/financial-accounting-handbook/>

307-100-345	Instruction Software
307-100-410	Instruction Supplies
307-100-445	Instruction Technology
307-100-545	Instruction Technology Equipment and Software
307-266-345	Technology and Data Processing Software
307-266-410	Technology and Data Processing Software
307-266-445	Technology and Data Processing Technology
307-266-545	Technology and Data Processing Technology Equipment and Software

Responsible Office:	Chief Information Office
Contact:	Valarie Byrd, 803-734-1434
E-Mail Address:	<a href="mailto:vbyrd@ed.sc.gov">vbyrd@ed.sc.gov</a>

<b>REVENUE</b>	<b>3509</b>	<b>ARTS IN EDUCATION</b>
<b>SUBFUND</b>	<b>309</b>	<b>EIA FUND</b>

### **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.

#### **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, or Innovative Arts Works Grant.

#### **Arts Teacher Institutes Grant**

Up to thirty-three percent of the total amount of the Arts Curricular fund shall be made available as Aid to Other Agencies to facilitate the funding of professional development arts institutes that have been approved by the State Department of Education for South Carolina arts teachers, appropriate classroom teachers, and administrators.

An eligible applicant can be a South Carolina public or private institution of higher education (IHE), a nonprofit organization with an arts focus working in partnership with a public or private IHE in the state, the South Carolina Governor's School for the Arts and Humanities, and the South Carolina Governor's School for Science and Mathematics.

Grant awards vary depending on the nature of the institute.

A nonprofit organization must have a fully executed letter of agreement with the partnering IHE to offer the institute and must include a copy of the agreement as an appendix item with their application.

## Legal References

S.C. Code Ann. § 59-29-220 (2004)

General Appropriations Act for 2018-2019, Proviso 1A.8

## Guidelines

The purpose of the Arts Curricular Innovation Grants (ACIG) Distinguished Arts Program (DAP) 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 *2017 South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency (17SCCCRVPA)*. 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 and Design 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, Innovative Arts Works Grants, and the Arts Teacher Institutes 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 or an Innovative Arts Works Grant. An individual school or district may apply for only one type (DAP or Innovative Arts Works Grant) under the ACIG program. Only those districts and schools that complied with either DAP or 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 or Innovative Arts Works Grant application. Multiple schools within a district may apply and receive school-level DAP grants 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.

An Arts Teacher Institute applicant can be a South Carolina public or private institution of higher education (IHE), a nonprofit organization with an arts focus working in partnership with a public or private IHE in the state, the South Carolina Governor's School for the Arts and Humanities, and the

South Carolina Governor's School for Science and Mathematics. Funding for institutes vary depending on the nature of the institute.

**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
309-100-600	Instruction Other
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
309-200-600	Support Services Other

**\*\*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:	<a href="mailto:cpower@ed.sc.gov">cpower@ed.sc.gov</a>

**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 S.C. Code Ann. § 59-18-310 (2017)

### **Guidelines**

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

Districts may use the allocated funds to purchase products on the Adoption List of Formative Assessments. These products include

- Blending Assessment and Instruction Program (BAIP) published by Computerized Assessment and Learning (CAL);
- STAR Reading and STAR Mathematics published by Renaissance Learning; and,
- Measures of Academic Progress (MAP) reading, language usage, and mathematics published by Northwest Evaluation Association (NWEA).

Districts who received State Board of Education approval to conduct a study may also use the allocated funds to purchase the following products:

- iREADY published by Curriculum Associates (Anderson 2, Florence 3, and Spartanburg 5)
- CASE Benchmarks published by TE21, Inc. (Greenville, Richland 1)

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](mailto:screight@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 2018–2019, Proviso 1A.58

### **Guidelines**

Funds appropriated for the purchase of instructional materials (print/digital) may be used for reimbursing school districts to offset the costs of refurbishing science kits on the state-adopted instructional materials inventory, purchasing new kits or those adopted as supplemental from the Central 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.
- Pursuant to Proviso 1A.58, these funds may be carried forward from the prior fiscal year into the current fiscal year to be expended for the same purposes.
- These funds are not subject to flexibility.

## 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, Instructional Materials
Contact:	Kriss Stewart, 803-832-8203
E-mail Address:	<a href="mailto:kstewart@ed.sc.gov">kstewart@ed.sc.gov</a>

<b>REVENUE</b>	<b>3528</b>	<b>INDUSTRY CERTIFICATIONS/CREDENTIALS</b>
<b>SUBFUND</b>	<b>328</b>	<b>EIA FUND</b>

### **Allocation Formula**

The funds appropriated for Industry Certifications/Credentials must be allocated to school districts based upon the number of national industry exams administered in the prior school year.

### **Legal References**

General Appropriations Act for 2018-19, Proviso 1A.63

### **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 administration and preparation of Industry Certifications/Credentials, as well as costs related to the administration of the Industry Certifications/Credentials for the district or career center.

Of the funds appropriated for Industry Certifications/Credentials, \$3,000,000 must be allocated to school districts based upon the number of national industry exams administered in the prior school year with each district receiving a base amount of \$10,000. The department will identify the national industry exams that will be funded based upon the job availability in the state. School districts may carry forward funds from the prior fiscal year into the current fiscal year and expend the funds for the cost of national industry exams. Any additional funds appropriated must be allocated to school districts based upon the number of national industry exams/credentials earned in the prior school year, and districts must expend these funds to pay for the cost of industry exams or to support students in preparing for the exams in the current fiscal year.

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

Career and Technology Education funds may be used for costs related to certification preparation and testing; consultant fees; substitute teacher pay; travel and per diem expenses; supplies and equipment related to the preparation, administration and testing for students, teachers, administrators, counselors, and volunteers; to implement activities related to Industry Certifications/Credentials. Related records must be maintained by the LEA.

Please ensure that selected Industry Certifications/Credentials are approvable (i.e., included in the CATE Student Reporting Procedures Guide, unless otherwise noted). CPR/First Aid, American Red Cross-Babysitting, and Microsoft Office 2010 and below will not be approved. The Industry Certifications/Credentials must complement and relate to the careers that the students are pursuing.

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

328-100-300	Instruction Industry Certifications/Credentials Purchased Services
328-100-400	Instruction Industry Certifications/Credentials Supplies and Materials
328-100-500	Instruction Industry Certifications/Credentials Capital Outlay
328-200-300	Support Services Industry Certifications/Credentials Purchased Services
328-200-400	Support Services Industry Certifications/Credentials Supplies and Materials
328-200-500	Support Services Industry Certifications/Credentials Capital Outlay

Responsible Office:	Office of Career and Technology Education
Contact:	Maria Swygert, 803-734-8456
E-Mail Address:	<a href="mailto:nmswyger@ed.sc.gov">nmswyger@ed.sc.gov</a>

**REVENUE                      3529            CAREER AND TECHNOLOGY EDUCATION**

**SUBFUND                    329            EIA FUND**

### **Allocation Formula**

School district and multi-district career center allocations are determined based on the most recent data for students enrolled in approved career and technology education courses. The formula includes a minimum allocation of \$50,000 for all school districts and official multi-district career centers.

### **Legal References**

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

General Appropriations Act for 2018-2019, Proviso 1A.64

### **Guidelines**

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

Funds may be expended for the purchase of career and technical equipment, the up fitting of facilities and the purchase of consumables, regional career specialists, and such evidence-based initiatives like High Schools that Work and Project Lead the Way. Each district must include in the district plan submitted to the Office of Career and Technology Education information on other career and technical equipment available. The district must include, at a minimum, equipment located at the career center and at the technical college, information on the alignment of equipment to current industry jobs and needs in the state as recommended by career and technical program advisory committees. District plans must include charter schools within the school district offering at least one career and technical education completer program. School districts and career centers may carry forward unexpended funds to be used for the same intended purposes to up fit career and technical facilities and replace career and technical program consumables.

The appropriate accounts for **allowed expenditures** are

329-100-120	Instruction Substitute/Temporary Salaries
329-100-200	Instruction Substitute/Temporary Employee Benefits
329-100-300	Instruction CTE Programs and Facilities Purchased Services
329-100-400	Instruction CTE Programs and Facilities Supplies and Materials
329-100-445	Instruction Technology and Software Supplies
329-100-500	Instruction CTE Programs and Facilities Capital Outlay
329-115-325	CTE Programs Rentals (Leasing of Equipment)
329-115-345	CTE Programs Technology
329-115-410	CTE Programs Supplies
329-115-445	CTE Programs Technology and Software Supplies
329-115-540	CTE Programs Equipment
329-115-545	CTE Programs Technology Equipment and Software

329-200-300	Support Services CTE Programs and Facilities Purchased Services
329-200-400	Support Services CTE Programs and Facilities Supplies and Materials
329-200-500	Support Services CTE Programs and Facilities Capital Outlay
329-212-100	Guidance Services Salaries
329-212-200	Guidance Services Employee Benefits
329-212-300	Guidance Services Purchased Services
329-212-400	Guidance Services Supplies and Materials
329-212-500	Guidance Services Capital Outlay
329-212-600	Guidance Services Other Objects
329-221-100	Improvement of Instruction Curriculum Development Salaries
329-221-200	Improvement of Instruction Curriculum Development Employee Benefits
329-221-300	Improvement of Instruction Curriculum Development Purchased Services
329-221-400	Improvement of Instruction Curriculum Development Supplies and Materials
329-221-500	Improvement of Instruction Curriculum Development Capital Outlay
329-221-600	Improvement of Instruction Curriculum Development Other Objects
329-223-100	Supervision of Special Programs Salaries
329-223-200	Supervision of Special Programs Employee Benefits
329-223-300	Supervision of Special Programs Purchased Services
329-223-400	Supervision of Special Programs Supplies and Materials
329-223-500	Supervision of Special Programs Capital Outlay
329-223-600	Supervision of Special Programs Other Objects
329-224-100	Improvement of Instruction In-service and Staff Training Salaries
329-224-200	Improvement of Instruction In-service and Staff Training Employee Benefits
329-224-300	Improvement of Instruction In-service and Staff Training Purchased Services
329-224-400	Improvement of Instruction In-service and Staff Training Supplies and Materials
329-224-500	Improvement of Instruction In-service and Staff Training Capital Outlay
329-224-600	Improvement of Instruction In-service and Staff Training Other Objects
329-271-100	Student Transportation (Pupil Service Activities) Salaries

329-271-200	Student Transportation (Pupil Service Activities) Employee Benefits
329-271-300	Student Transportation (Pupil Service Activities) Purchased Services
329-271-400	Student Transportation (Pupil Service Activities) Supplies and Materials
329-271-500	Student Transportation (Pupil Service Activities) Capital Outlay
329-271-600	Student Transportation (Pupil Service Activities) Other Objects
329-271-660	Student Transportation (Pupil Service Activities) for field trips and other pupil transportation costs not provided by state law

Responsible Office:	Office of Career and Technology Education
Contact:	Maria Swygert, 803-734-8456
E-Mail Address:	<a href="mailto:nmswyger@ed.sc.gov">nmswyger@ed.sc.gov</a>

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 2018-2019, Proviso 1A.72

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 8<sup>th</sup> or 9<sup>th</sup> year of certification), they will receive a 2<sup>nd</sup> 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:	Nick Michael, 803-734-8145
E-Mail Address:	<a href="mailto:nmichael@ed.sc.gov">nmichael@ed.sc.gov</a>

**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 2018-2019, 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:	Nick Michael, 803-734-8145
E-Mail Address:	<a href="mailto:nmichael@ed.sc.gov">nmichael@ed.sc.gov</a>

**REVENUE                      3535        READING COACHES**

**SUBFUND                    335        EIA**

### **Allocation Formula**

For each primary and elementary school, the school district will receive the lesser of either up to \$62,730 or the actual cost of the salary and benefits for a full-time reading/literacy coach. A district may utilize these funds to employ a reading/literacy coach to serve in a primary, elementary, middle, or any combination of these schools based on the area of highest need.

### **Legal Reference**

§59-155-180(C) (2) & (3)

General Appropriations Act for 2018-2019, Proviso 1A.57

### **Guidelines**

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

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: Teresa Broughton, 803-734-0529  
E-Mail Address: [tbroughton@ed.sc.gov](mailto:tbroughton@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 2018-2019, 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 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.

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
338-100-600	Instructional Other Objects
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
338-200-600	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 Student Intervention Services  
Contact: Aveene Coleman, 803-734-3057  
E-Mail Address: [acoleman@ed.sc.gov](mailto: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 eligible under the current poverty definition. 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 2018-2019, Proviso 1A.22

24 S.C. Code Ann. Regs. 43-267.1 (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 43-267.1 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 43-267.1.

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 Office of Early Learning and Literacy. 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.

**Allowed expenditures** include staff development for teachers and teaching assistants.

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	Student Transportation (Pupil Service Activities) for field trips and other pupil transportation costs not provided by state law
	<b>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.</b>

Responsible Office:	Office of Early Learning and Literacy
Contact:	Wendy Burgess, 803-734-5858
E-Mail Address:	<a href="mailto:wburgess@ed.sc.gov">wburgess@ed.sc.gov</a>

**REVENUE                      3541                      CHILD EARLY READING DEVELOPMENT  
AND EDUCATION PROGRAM (CERDEP) - FULL DAY 4K**

**SUBFUND                      341                      SPECIAL REVENUE FUND**

**Allocation Formula**

Approved providers will receive a per pupil allocation for each eligible “at risk” child participating in the program at a rate of \$4,510, adjusted on a pro rate basis determined by the length of enrollment.

**Legal References**

S.C. Code Ann. § 59-59-156

General Appropriations Act for 2018-2019, Proviso 1A.29

**Guidelines**

The South Carolina Child Early Reading Development and Education Program (CERDEP) shall be available for the 2018-19 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 CERDEP 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 CERDEP for one year. For purposes of this funding, at-risk is defined as “annual family income of 185 percent or less of the federal poverty guidelines as promulgated annually by the U.S. Department of Health and Human Services, 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.

Districts can request to expand their CERDEP programs to provide a longer instructional day, provide a longer academic year and/or provide a summer component. The time requirements for each expansion opportunity is listed below.

**CERDEP Expansion:**

Program	Number of Days	Hour Requirement
Extended Day	Up to 220	6.5 - 8.5
Extended Year	Up to 220	6.5 - 8.5
Summer Program	Up to 50	6.5 - 8.5

**New Classroom Funding:**

- New providers participating for the first time in the current fiscal year and enrolling between one and six eligible children shall be eligible to receive up to \$1,000 per child in materials and

equipment funding, with providers enrolling seven or more such children eligible for funding not to exceed \$10,000.

- Providers receiving equipment funding are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and the Office of First Steps to School Readiness.

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 with 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, extended year, and/or summer 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 (ESSA) 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.

**Disallowed expenditures** include field trips and software.

**Allowed expenditures** include salaries, curriculum, supplies and materials, playground equipment.

The appropriate accounts for **allowed expenditures** are

341-147-100	CERDEP Salaries
341-147-200	CERDEP Employee Benefits
341-147-300	CERDEP Purchased Services
341-147-400	CERDEP Supplies and Materials
341-147-500	CERDEP Capital Outlay
341-189-300	CERDEP (Parenting) Purchased Services
341-189-400	CERDEP (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:	Wendy Burgess, 803-734-5858
E-Mail Address:	<a href="mailto:wburgess@ed.sc.gov">wburgess@ed.sc.gov</a>

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

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

#### **Legal References**

S.C. Code Ann. § 59-20-50(4)(b)

General Appropriations Act for 2018-2019, Provisos 1A.4 and 1A.36

#### **Guidelines**

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

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

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

School districts are required to maintain local salary supplements per teacher, no less than their prior year's level. For FY 2018 2019, the requirement that school districts maintain local salary supplements per teacher no less than their prior fiscal year level is suspended if additional State funds fill the gap. 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:	Nick Michael, 803-734-8145
E-Mail Address:	<a href="mailto:nmichael@ed.sc.gov">nmichael@ed.sc.gov</a>

**REVENUE                      3555            TEACHER SALARY FRINGE  
(NO CARRYOVER PROVISION)**

**SUBFUND                      355            EIA FUND**

#### **Allocation Formula**

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

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

Note: If the statewide allocation exceeds the annual appropriation the district allocation will be reduced using a percent to total formula.

(calculated district allocation above / state total) X appropriation = reduced district allocation

#### **Legal Reference**

S.C. Code Ann. § 59-20-50 (b) (2004)

General Appropriations Act for 2018-2019, Provisos 1A.4 and 1A.36

#### **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:                        Nick Michael, 803-734-8145  
E-Mail Address:               [nmichael@ed.sc.gov](mailto:nmichael@ed.sc.gov)

**REVENUE                      3556        ADULT EDUCATION**

**SUBFUND                    356        EIA FUND**

### **Allocation Formula**

For 2018-19, funds will be allocated to districts based on a formula which includes target populations without a high school credential 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 2018-2019; 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 activities, including workplace literacy services, (2) family literacy services, and (3) English literacy services. Adult education and literacy activities include, but are not limited to, the following: basic-education instruction, preparation for a high school equivalency test, the development of academic skills and in contextual workplace basic skills, or the completion of requirements for a high school diploma.

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

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

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

- a. The 2017-18 enrollment of the school district's adult education program, or consortium of school districts, must meet the minimum number determined by the Office of Adult Education based on Census data of individuals without a high school education.
- b. The adult education director must devote 100 percent of his or her time to the adult education program.

In school districts that have an enrollment less than the minimum number outlined in Item a. above for the 2017-18 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 2017-18 school year was 500, and the target enrollment was 1,000 and the adult education director was 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 will be \$30,000.)

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

Example 2:

If the enrollment of the adult education program for the 2017-18 school year was 500 and the target enrollment was 1,000 and the adult education director was 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 was employed only on a half-time basis and the program has an enrollment of 500, the allocation for the director's salary will be \$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 2018-19, 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.**

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 12 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, 184-500, 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
356-184-100	Post-Secondary Programs - Salaries
356-184-200	Post-Secondary Programs - Benefits
356-184-300	Post-Secondary Programs - Purchased Services
356-184-400	Post-Secondary Programs - Supplies and Materials
356-184-500*	Post-Secondary Programs - 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
356-390-300	Infrastructure Cost Sharing

\*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:	Michael King, 803-734-8300 (budget 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:	<a href="mailto:mrking@ed.sc.gov">mrking@ed.sc.gov</a> <a href="mailto:ggriffin@ed.sc.gov">ggriffin@ed.sc.gov</a> <a href="mailto:hjeneret@ed.sc.gov">hjeneret@ed.sc.gov</a> <a href="mailto:jckeels@ed.sc.gov">jckeels@ed.sc.gov</a>

**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 in the prior year.

### **Legal Reference**

General Appropriations Act for 2018-2019, Proviso 1.59

### **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, instructional materials, bus driver salaries, and student incentives for attendance (t-shirts, books, etc.).

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, field trips, etc.

Responsible Office: Office of Early Learning and Literacy  
Contact: Teresa Broughton, 803-734-0529  
E-Mail Address: [tbroughton@ed.sc.gov](mailto:tbroughton@ed.sc.gov)

REVENUE	3571	STATE PRIORITY SCHOOLS – TECHNICAL ASSISTANCE
SUBFUND	371	EIA FUND

### Allocation Formula

Funding will be allocated based on a formula determined by the previous year's 135 day average daily membership (ADM) and will be awarded to all Comprehensive Support and Improvement Schools.

### Legal Reference

General Appropriations Act for 2018-2019, Proviso 1A.12

### Guidelines

The funds must be expended on evidence-based strategies and activities as expressly outlined in the School Renewal Plan and the Memorandum of Agreement (MOA). The SC Department of Education provides technical assistance in designing and implementing the School Renewal Plan and in brokering for technical assistance personnel, as needed and as stipulated in the MOA. Schools may amend their budget through a required formal amendment process through the Office of School Transformation.

### 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:  
Contact:  
E-Mail Address:

Office of School Transformation  
Address Carter-Sims, 803-734-3518  
[acarter-sims@ed.sc.gov](mailto:acarter-sims@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 2018-2019 school year, the per teacher allocation will be \$275.

#### **Legal Reference**

General Appropriations Act for 2018-2019, 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 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. 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:	Nick Michael, 803-734-8145
E-Mail Address:	<a href="mailto:nmichael@ed.sc.gov">nmichael@ed.sc.gov</a>

**REVENUE                      3585            AID TO DISTRICTS - MOE**

**SUBFUND                    385            EIA FUND**

### **Allocation Formula**

Funds appropriated in Part IA, Section 1, 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 2018-2019, Proviso 1A.32

### **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:	<a href="mailto:nwilliams@ed.sc.gov">nwilliams@ed.sc.gov</a>

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 six through twelve graders in each district.

### Legal References

The Education and Economic Development Act of 2005

General Appropriations Act for 2018-2019, Proviso 1.3

### Guidelines

Funds are to provide students in grades K–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 career specialists) professional development opportunities that will enhance their ability to meet the career development and preparation needs of students.

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
395-271-660	Pupil Service Activities Support Services (for field trips and other pupil transportation costs not provided by state law)

Responsible Office:	Office of Student Intervention Services
Contact:	Sherrie Beaver, 803-734-6267
E-Mail Address:	<a href="mailto:sabeaver@ed.sc.gov">sabeaver@ed.sc.gov</a>

<b>REVENUE</b>	<b>3596</b>	<b>EEDA CAREER SPECIALISTS</b>
<b>SUBFUND</b>	<b>396</b>	<b>EIA</b>

### **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 2018-2019, Proviso 1.26 and 1A.43

### **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. If EEDA career specialist funds remain after a 300:1 student-to-guidance personnel ratio has been achieved in all middle and high schools, districts may use the remaining funds to support the salaries/benefits of career specialists assigned to elementary schools.

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 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](mailto: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 2018-2019, Proviso 1A.30

### 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:	<a href="mailto:nwilliams@ed.sc.gov">nwilliams@ed.sc.gov</a>

## Section 6

### Restricted State Funding (Listed by Revenue Code)

Revenue Code	Subfund	State Restricted Program Description	2018-2019 State Allocation	Page Number
3118	928	EEDA Career Specialists*	\$31,362,113	68
3127	937	Student Health and Fitness (PE Teacher Ratio)	\$ 5,522,475	70
3131	100	Handicapped Transportation – Bus Driver Aides	\$129,548	72
3131	100	Handicapped Transportation – Special Needs Students Contract Reimbursement	\$1,023,062	73
3132	100	Home Schooling	TBD	75
3134	924	Child Early Reading Development and Education Program (CERDEP) – Full Day 4K	\$13,099,665	76
3135	935	Reading Coaches *	\$29,483,100	79
3136	936	Student Health and Fitness – Nurses	\$20,775,026	81
3155	955	DSS SNAP E&T Program	TBD	83
3160	100	School Bus Driver Salary	\$56,611,213	86
3161	100	EAA Bus Driver Salary and Fringe	TBD	88
3162	100	Transportation Workers Compensation	\$2,996,195	90
3180	100	Fringe Benefits Employer Contributions	\$766,417,695	91
3181	100	Retiree Insurance	\$168,930,773	92
3187	917	Teacher Supply	\$600,000	93
3193	919	Education License Plates	TBD	95
3350	100	Residential Treatment Facilities (RTF)	TBD	96
3587	387	Maintenance of State Financial Support (MFS) – Tier I	TBD	98
3589	389	Maintenance of State Financial Support (MFS) – Tier II	TBD	101

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

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 2018-2019, Proviso 1.26 and 1A.43.

### 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. If EEDA career specialist funds remain after a 300:1 student-to-guidance personnel ratio has been achieved in all middle and high schools, districts may use the remaining funds to support the salaries/benefits of career specialists assigned to elementary schools. **However, these funds may not be used for purposes other than salary and benefits for guidance personnel (school counselors and career specialists).**

Districts that did not hire additional EEDA Career Specialists with the additional funds allocated in 2016-17, are still required to use the increased funding to support the salaries and benefits of additional career specialist FTEs in 2017-18. 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](mailto:smoore@ed.sc.gov)

<b>REVENUE</b>	<b>3127</b>	<b>STUDENT HEALTH AND FITNESS – PE TEACHERS</b>
<b>SUBFUND</b>	<b>937</b>	<b>SPECIAL REVENUE FUND</b>

### Allocation Formula

Funds allocated to districts based on average daily membership of students in kindergarten through fifth grade from the preceding year.

### Legal References

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

General Appropriations Act for 2018-2019, Proviso 1.47

### 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:	Dawn Hawkins, 803-734-0564
E-Mail Address:	<a href="mailto:dhawkins@ed.sc.gov">dhawkins@ed.sc.gov</a>

**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)

#### **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 the established permit rate.

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](mailto:btindal@ed.sc.gov)

REVENUE                      3132        HOME SCHOOLING  
(NO CARRYOVER PROVISION)

SUBFUND                    100        GENERAL FUND

#### Allocation Formula

EFA base student cost X 0.25 weighting factor X number of students reported = district allocation

#### Legal Reference

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

General Appropriations Act for 2018-2019, Proviso 1.3

#### Guidelines

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

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

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

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

Responsible Office:	Office of Finance
Contact:	Nick Michael, 803-734-8145
E-Mail Address:	<a href="mailto:nmichael@ed.sc.gov">nmichael@ed.sc.gov</a>

**REVENUE                      3134                      CHILD EARLY READING DEVELOPMENT  
AND EDUCATION PROGRAM (CERDEP) – FULL DAY 4K**

**SUBFUND                      924                      SPECIAL REVENUE FUND**

**Allocation Formula**

Approved providers will receive a per pupil allocation for each eligible “at risk” child participating in the program at a rate of \$4,510, adjusted on a pro rata basis determined by the length of enrollment.

**Legal References**

§59-59-156

General Appropriations Act for 2018-2019, Proviso 1.58

**Guidelines**

The South Carolina Child Development Education Program (CERDEP) shall be available for the 2018-19 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 CERDEP 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 CERDEP for one year. For purposes of this funding, at risk is defined as “annual family income of 185 percent or less of the federal poverty guidelines as promulgated annually by the U.S. Department of Health and Human Services, 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.

Districts can request to expand their CERDEP programs to provide a longer instructional day, provide a longer academic year and/or provide a summer component. The time requirements for each expansion opportunity is listed below.

**CERDEP Expansion:**

Program	Number of Days	Hour Requirement
Extended Day	Up to 220	6.5 - 8.5
Extended Year	Up to 220	6.5 - 8.5
Summer Program	Up to 50	6.5 - 8.5

**New Classroom Funding:**

- New providers participating for the first time in the current fiscal year and enrolling between one and six eligible children shall be eligible to receive up to \$1,000 per child in materials and equipment funding, with providers enrolling seven or more such children eligible for funding not to exceed \$10,000.
- Providers receiving equipment funding are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to

participate for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and the Office of First Steps to School Readiness.

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 with 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	CERDEP Salaries
924-147-200	CERDEP Employee Benefits
924-147-300	CERDEP Purchased Services
924-147-400	CERDEP Supplies and Materials
924-147-500	CERDEP Capital Outlay
924-189-300	CERDEP (Parenting) Purchased Services
924-189-400	CERDEP (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:	Wendy Burgess, 803-734-5858
E-Mail Address:	<a href="mailto:wburgess@ed.sc.gov">wburgess@ed.sc.gov</a>

<b>REVENUE</b>	<b>3135</b>	<b>READING COACHES</b>
<b>SUBFUND</b>	<b>935</b>	<b>GENERAL FUND</b>

### **Allocation Formula**

For each primary and elementary school, the school district will receive the lesser of either up to \$62,730 or the actual cost of the salary and benefits for a full-time reading/literacy coach. A district may utilize these funds to employ a reading/literacy coach to serve in a primary, elementary, middle, or any combination of these schools based on the area of highest need.

### **Legal Reference**

§59-155-180(C) (2) & (3)

General Appropriations Act for 2018-2019, Proviso 1.62

### **Guidelines**

Districts must expend the funds to cover salaries and benefits for school level reading/literacy coaches. The goal of this funding is to provide school level reading/literacy 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 Employment Benefits

Responsible Office: Office of Early Learning and Literacy  
Contact: Teresa Broughton, 803-734-0529  
E-Mail Address: [tbroughton@ed.sc.gov](mailto:tbroughton@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 2018-2019; Proviso 1.47

### 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.

**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

**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.

Responsible Office:	Office of Health and Nutrition
Contact:	Vicky Ladd, 803-734-0753
E-Mail Address:	<a href="mailto:vladd@ed.sc.gov">vladd@ed.sc.gov</a>

<b>REVENUE</b>	<b>3155</b>	<b>DSS SNAP E&amp;T PROGRAM</b>
<b>SUBFUND</b>	<b>955</b>	<b>STATE</b>

### **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 activities, including workplace literacy services, (2) family literacy services, and (3) English literacy services. Adult education and literacy activities 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.

### **EQUIPMENT**

All equipment purchased with funds budgeted under "Equipment" (181-500, 182-500, 183-500, 184-500, 186-500, 188-500, 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.

**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
955-184-100	Post-Secondary Programs - Salaries
955-184-200	Post-Secondary Programs - Benefits
955-184-300	Post-Secondary Programs - Purchased Services
955-184-400	Post-Secondary Programs - Supplies and Materials
955-184-500*	Post-Secondary Programs - Capital Outlay
955-186-100	Integrated Education and Training - Salaries
955-186-200	Integrated Education and Training - Benefits
955-186-300	Integrated Education and Training - Purchased Services
955-186-400	Integrated Education and Training - Supplies and Materials
955-186-500*	Integrated Education and Training - Capital Outlay
955-188-100	Parenting/Family Literacy - Salaries
955-188-200	Parenting/Family Literacy - Benefits
955-188-300	Parenting/Family Literacy - Purchased Services
955-188-400	Parenting/Family Literacy - Supplies and Materials
955-188-500*	Parenting/Family Literacy - 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
955-390-300	Infrastructure Cost Sharing

\*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:	Michael King, 803-734-8300 (Budget and Program Questions)
Fax:	803-734-3643
	Jennifer Cooper-Keels, 803-734-8070 (Data Questions)
E-Mail Addresses:	<a href="mailto:mrking@ed.sc.gov">mrking@ed.sc.gov</a>
	<a href="mailto:jckeels@ed.sc.gov">jckeels@ed.sc.gov</a>

<b>REVENUE</b>	<b>3160</b>	<b>SCHOOL BUS DRIVER SALARY</b>
<b>SUBFUND</b>	<b>100</b>	<b>GENERAL FUND</b>

### **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 2018-2019, Proviso 117.114 and Proviso 1.18

### **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:	<a href="mailto:btindal@ed.sc.gov">btindal@ed.sc.gov</a>

<b>REVENUE</b>	<b>3161</b>	<b>EAA BUS DRIVER SALARY AND FRINGE</b>
<b>SUBFUND</b>	<b>100</b>	<b>SPECIAL REVENUE FUND (EIA)</b>

### **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 2018-2019

### **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:

Contact:

E-Mail Address:

Office of Transportation  
Bill Tindal, 803-734-8252  
[btindal@ed.sc.gov](mailto: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 2018-2019

#### **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
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Responsible Office:	Office of Transportation
Contact:	Bill Tindal, 803-734-8252
E-Mail Address:	<a href="mailto:btindal@ed.sc.gov">btindal@ed.sc.gov</a>

**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 45<sup>th</sup> 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. § 59-20-40; S.C. Code Ann. § 59-21-160 (2004); S.C. Code Ann. § 1-11-710(A)(2) (2004)

General Appropriations Act for 2018-2019, Proviso 1.5

**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](mailto:nwilliams@ed.sc.gov)

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

**SUBFUND                      100       GENERAL FUND**

#### **Allocation Formula**

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

#### **Legal References**

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

General Appropriations Act for 2018-2019, Proviso 1.6

#### **Background**

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

The appropriate accounts for **allowed expenditures** are

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

Responsible Office:	Office of Finance
Contact:	Nancy Williams, 803-734-8108
E-Mail Address:	<a href="mailto:nwilliams@ed.sc.gov">nwilliams@ed.sc.gov</a>

**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 2018-2019 school year, the per teacher allocation will be \$275.

#### **Legal Reference**

General Appropriations Act for 2018-2019, 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. 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:	Nick Michael, 803-734-8145
E-Mail Address:	<u><a href="mailto:nmichael@ed.sc.gov">nmichael@ed.sc.gov</a></u>

**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 poverty percentage as defined in Proviso 1.3.

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 2018-2019, Proviso 1.3 and 1.10

#### **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:	Nick Michael, 803-734-8145
E-Mail Address:	<a href="mailto:nmichael@ed.sc.gov">nmichael@ed.sc.gov</a>

<b>REVENUE</b>	<b>3350</b>	<b>RESIDENTIAL TREATMENT FACILITIES (RTF)</b>
<b>SUBFUND</b>	<b>100</b>	<b>GENERAL FUND</b>

### **Allocation Formula**

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

### **Legal Reference**

General Appropriations Act for 2018-2019, Proviso 1.40

### **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 EFA.
- 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:	<a href="mailto:nwilliams@ed.sc.gov">nwilliams@ed.sc.gov</a>

**REVENUE                      3587                      MAINTENANCE OF STATE FINANCIAL SUPPORT (MFS)  
TIER I**

**SUBFUND                      387                      GENERAL FUND**

#### **Allocation Formula**

This state funding originates from a settlement agreement between the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), and the South Carolina Department of Education (SCDE). Sub-funds under 387 were allocated to LEAs and SOPs by dividing each LEA's IDEA child count into the overall child count for the state of South Carolina. The percentage is then multiplied by the \$35 million base that was established.

All LEAs and SOPs received the proportional share of the \$35 million in Spring 2017; and all funds must be expended by June 30, 2018, in accordance with the Settlement Agreement, Approved Spending Plan, and signed Memorandum of Agreement.

#### **Legal Reference**

The legal authority of these funds may be found in the fully executed Settlement Agreement between the U.S. Department of Education, Office of Special Education and Rehabilitative Services, the U.S. Department of Justice, and the South Carolina Department of Education found online at <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/south-carolina-idea-mfs-settlement-agreement.pdf>.

Individuals with Disabilities Education Act Part B and the Federal Claims Collections Act of 1966, as amended, 31 U.S.C. Section 3711.

#### **Guidelines**

Sub-funds 387 (MFS Tier One funds) must be spent no later than June 30, 2018. Guidance and description of the use of funds may be found online at:

<http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/south-carolina-idea-mfs-settlement-agreement.pdf>

<http://ed.sc.gov/districts-schools/special-education-services/fiscal-and-data-management-fdm/maintenance-of-state-financial-support-settlement/sc-mfs-settlement-spending-plan-teach>

Please also refer to the link below for all MFS information and Guidelines

<http://ed.sc.gov/districts-schools/special-education-services/fiscal-and-data-management-fdm/maintenance-of-state-financial-support-settlement/>

All funds must be used in accordance with the Settlement Agreement, approved State Spending Plan, each LEA's or SOP's signed Memorandum of Agreement, and each LEA's or SOP's SCDE-approved spending and impact plans.

**Disallowed expenditures** include hiring new teachers or staff for existing programs, salaries for current staff members, construction or expansion of facilities, general education personnel, indirect or administrative costs, renting extra classroom space, superintendent and/or principal salary and fringe, non-educational expenditures (i.e. shows, movies, bowling, etc.), Medicaid school-based services, and equipment (unless approved by the OSES in the MFS Tier I spending plan).

The appropriate accounts for **allowed expenditures** are

387-120-100	Instruction Salaries
387-120-200	Instruction Employee Benefits
387-120-300	Instruction Purchased Services
387-120-400	Instruction Supplies and Materials
387-120-500	Instruction Capital Outlay
387-120-600	Instruction Other Objects
387-200-100	Support Services Salaries
387-200-200	Support Services Employee Benefits
387-200-300	Support Services Purchased Services
387-200-400	Support Services Supplies and Materials
387-200-500	Support Services Capital Outlay
387-200-600	Support Services Other Objects
387-210-100	Pupil Services Salaries
387-210-200	Pupil Services Employee Benefits
387-210-300	Pupil Services Purchased Services
387-210-400	Pupil Services Supplies and Materials
387-210-500	Pupil Services Capital Outlay
387-210-600	Pupil Services Other Objects
387-223-100	Supervision of Special Programs Salaries
387-223-200	Supervision of Special Programs Employee Benefits
387-223-300	Supervision of Special Programs Purchased Services
387-223-400	Supervision of Special Programs Supplies and Materials
387-223-500	Supervision of Special Programs Capital Outlay
387-223-600	Supervision of Special Programs Other Objects
387-251-100	Student Transportation (Federal/District Mandated) Salaries
387-251-200	Student Transportation (Federal/District Mandated) Employee Benefits
387-251-300	Student Transportation (Federal/District Mandated) Purchased Services
387-251-400	Student Transportation (Federal/District Mandated) Supplies and Materials
387-251-500	Student Transportation (Federal/District Mandated) Capital Outlay
387-251-600	Student Transportation (Federal/District Mandated) Other Objects
387-271-100	Student Transportation (Field Trips) Salaries
387-271-200	Student Transportation (Field Trips) Employee Benefits
387-271-300	Student Transportation (Field Trips) Purchased Services
387-271-400	Student Transportation (Field Trips) Supplies and Materials

387-271-500	Student Transportation (Field Trips) Capital Outlay
387-271-600	Student Transportation (Field Trips) Other Objects
387-271-660	Student Transportation (Pupil Service Activities) for field trips and other pupil transportation costs not provided by state law

387-300-100	Community Services Salaries
387-300-200	Community Services Employee Benefits
387-300-300	Community Services Purchased Services
387-300-400	Community Services Supplies and Materials
387-300-500	Community Services Capital Outlay
387-300-600	Community Services Other Objects

Responsible Office:	Office of Special Education Services
Contact:	Jason Cone, 803-734-0081
E-Mail Address:	<a href="mailto:jcone@ed.sc.gov">jcone@ed.sc.gov</a>

**REVENUE                      3589                      MAINTENANCE OF STATE FINANCIAL SUPPORT (MFS)  
TIER II**

**SUBFUND                      389                      GENERAL FUND**

### **Allocation Formula**

This state funding originates from a settlement agreement between the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), and the South Carolina Department of Education (SCDE). Sub-funds under 389 were allocated to LEAs and SOPs by a base amount plus dividing each LEA's IDEA child count into the overall child count for the state of South Carolina. The percentage is then multiplied by the \$16.3 million base that was established.

All LEAs and SOPs received the proportional share of the \$16.3 million in Fall 2017; and all funds must be expended by June 30, 2019, in accordance with the Settlement Agreement, Approved Spending Plan, and signed Memorandum of Agreement.

### **Legal Reference**

The legal authority of these funds may be found in the fully executed Settlement Agreement between the U.S. Department of Education, Office of Special Education and Rehabilitative Services, the U.S. Department of Justice, and the South Carolina Department of Education found online at <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/south-carolina-idea-mfs-settlement-agreement.pdf>.

Individuals with Disabilities Education Act Part B and the Federal Claims Collections Act of 1966, as amended, 31 U.S.C. Section 3711.

### **Guidelines**

These funds are to be spent no later than June 30, 2019.

Sub-funds 389 (MFS Tier Two funds) must be spent by no later than June 30, 2019. Guidance and description of the use of funds may be found online at:

<http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/south-carolina-idea-mfs-settlement-agreement.pdf>

<http://ed.sc.gov/districts-schools/special-education-services/fiscal-and-data-management-fdm/maintenance-of-state-financial-support-settlement/draft2-mfs-tier-2-presentation-jp-edits-pptx/>

<http://ed.sc.gov/districts-schools/special-education-services/fiscal-and-data-management-fdm/maintenance-of-state-financial-support-settlement/tier-ii-spending-plan-pdf/>

Please also refer to the link below for all MFS information and Guidelines

<http://ed.sc.gov/districts-schools/special-education-services/fiscal-and-data-management-fdm/maintenance-of-state-financial-support-settlement/>

All funds must be used in accordance with the Settlement Agreement, approved State Spending Plan, each LEA's or SOP's signed Memorandum of Agreement, and each LEA's or SOP's SCDE-approved spending and impact plans.

**Disallowed expenditures** include hiring new teachers or staff for existing programs, salaries for current staff members, construction or expansion of facilities, general education personnel, indirect or administrative costs, renting extra classroom space, superintendent and/or principal salary and fringe, non-educational expenditures (i.e. shows, movies, bowling, etc.), Medicaid school-based services, and equipment (unless approved by the OSES in the MFS Tier II spending plan).

The appropriate accounts for **allowed expenditures** are

389-120-100	Instruction Salaries
389-120-200	Instruction Employee Benefits
389-120-300	Instruction Purchased Services
389-120-400	Instruction Supplies and Materials
389-120-500	Instruction Capital Outlay
389-120-600	Instruction Other Objects
389-200-100	Support Services Salaries
389-200-200	Support Services Employee Benefits
389-200-300	Support Services Purchased Services
389-200-400	Support Services Supplies and Materials
389-200-500	Support Services Capital Outlay
389-200-600	Support Services Other Objects
389-210-100	Pupil Services Salaries
389-210-200	Pupil Services Employee Benefits
389-210-300	Pupil Services Purchased Services
389-210-400	Pupil Services Supplies and Materials
389-210-500	Pupil Services Capital Outlay
389-210-600	Pupil Services Other Objects
389-223-100	Supervision of Special Programs Salaries
389-223-200	Supervision of Special Programs Employee Benefits
389-223-300	Supervision of Special Programs Purchased Services
389-223-400	Supervision of Special Programs Supplies and Materials
389-223-500	Supervision of Special Programs Capital Outlay
389-223-600	Supervision of Special Programs Other Objects
389-251-100	Student Transportation (Federal/District Mandated) Salaries
389-251-200	Student Transportation (Federal/District Mandated) Employee Benefits
389-251-300	Student Transportation (Federal/District Mandated) Purchased Services
389-251-400	Student Transportation (Federal/District Mandated) Supplies and Materials
389-251-500	Student Transportation (Federal/District Mandated) Capital Outlay
389-251-600	Student Transportation (Federal/District Mandated) Other Objects

389-271-100	Student Transportation (Field Trips) Salaries
389-271-200	Student Transportation (Field Trips) Employee Benefits
389-271-300	Student Transportation (Field Trips) Purchased Services
389-271-400	Student Transportation (Field Trips) Supplies and Materials
389-271-500	Student Transportation (Field Trips) Capital Outlay
389-271-600	Student Transportation (Field Trips) Other Objects
389-271-660	Student Transportation (Pupil Service Activities) for field trips and other pupil transportation costs not provided by state law

389-300-100	Community Services Salaries
389-300-200	Community Services Employee Benefits
389-300-300	Community Services Purchased Services
389-300-400	Community Services Supplies and Materials
389-300-500	Community Services Capital Outlay
389-300-600	Community Services Other Objects

Responsible Office:	Office of Special Education Services
Contact:	Jason Cone, 803-734-0081
E-Mail Address:	<a href="mailto:jcone@ed.sc.gov">jcone@ed.sc.gov</a>

*Section 7*

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

Revenue Code	Subfund	Lottery Program Description	2018-19 Allocation	Page Number
3670	970	School Safety – Facility and Infrastructure Safety Upgrades	\$15,000,000	105



**REVENUE        3670                    SCHOOL SAFETY – FACILITY AND INFRASTRUCTURE  
SAFETY UPGRADES**

**SUBFUND        970                    EDUCATION LOTTERY ACT**

**Allocation Formula**

Of the lottery funds appropriated to the Department of Education for School Safety - Facility and Infrastructure Safety Upgrades, the department shall allocate the funds to school districts for the purpose of funding life safety infrastructure for school facilities projects. Eligible school facility projects shall include, but not necessarily be limited to items such as: (a) door locks, (b) security cameras, (c) metal detectors, (d) lifesaving medical equipment and (e) equipment related to school resource officers, excluding vehicles.

**Legal Reference**

General Appropriations Act for 2018-2019, Proviso 1.98

**Guidelines**

For purposes of this provision, school facilities shall not include unimproved real property, centralized district administration facilities, or other facilities, including those normally identified with interscholastic sports activities.

The department shall develop and maintain an application process for school districts to request funding for qualified school projects and establish policies, procedures, and priorities for the making of grants pursuant to this provision. In establishing these procedures, the department shall utilize the school facilities report among other sources. At least twice a year and upon receipt of applications pursuant to the application process adopted by the department, the department shall prioritize the eligible projects with the greatest need and shall submit a list of recommended grant awards to the State Board of Education. Grants shall be awarded upon an affirmative vote of the State Board. The financial assistance provided to school districts pursuant to this provision must be used for the eligible school facility project. The department is responsible for establishing policies and procedures to ensure that funds are expended in a manner consistent with this provision.

Following the close of the fiscal year, the department shall submit an annual report of its activities for the preceding year to the Governor, the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee.

The appropriate accounts for **allowed expenditures** are

970-258-300	Support Services Purchased Services
970-258-400	Support Services Supplies and Materials
970-258-500	Support Services Capital Outlay
970-266-300	Support Services Purchased Services
970-266-400	Support Services Supplies and Materials
970-266-500	Support Services Capital Outlay

Responsible Office:	Office of School Facilities
Contact:	Michael Thom, 803-734-5081
E-Mail Address:	mthom@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	2018-19 Awards	Page Number
4210	207	Perkins Aid, Title I	\$20,256,936	108
4310	201	Title I, Part A, Basic State Grant Programs (carryover provision)	\$243,787,781	113
4310	235	Title I, Part C, Migrant Education	\$823,778	115
4310	221/236	Title I, Part D, Neglected and Delinquent	1,482,518	117
4310	237	Title I, Section 1003(A) School Improvement (carryover provision) – Targeted Support and Improvement	TBA	119
	239	Comprehensive Support and Improvement	TBA	
4312	251	Rural and Low-Income, Title V	\$2,475,486	121
4314	234	School Improvement Grants	\$7,137,872	123
4320	252	Public Charter School Grant	\$20,524,199	125
4341	264	Language Instruction for Limited English Proficient and Immigrant Students, Title III	\$4,376,064	127
4343	232	McKinney-Vento Homeless Educational Assistance Act	\$1,290,323	129
4344	241	Hurricane Education Recovery Act	\$304,000	132
4351	267	Supporting Effective Instruction	\$27,009,861	135
4400	243	Adult Education	\$9,133,039	140
4510	203	Individuals with Disabilities Education Act (IDEA)	\$185,645,704	143
4520	205	IDEA Preschool Grants	\$7,152,081	148
4800/4991	600	School Food Service Programs	\$300,000,000	150
4924	224	21st Century Community Learning Centers, Title IV	\$18,430,738	154

REVENUE	4210	PERKINS AID, TITLE I – CAREER AND TECHNOLOGY 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; (PL 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.

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. The form fill-in document should be saved, completed, printed, and signed. A link to the form may be found on the CATE Web

page at CATE Administrative Provisions - South Carolina Department of Education. Mail the completed form to Melissa Benton at the Office of Career and Technology Education, South Carolina Department of Education, 917 Rutledge Building, 1429 Senate Street, Columbia, SC 29201 or email a scanned copy to [mbenton@ed.sc.gov](mailto:mbenton@ed.sc.gov).

- 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>

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](mailto:nmswyger@ed.sc.gov)

**CAREER AND TECHNOLOGY EDUCATION FUNCTION AND  
SUBPROGRAM CODES, 2018-19**

<b>Function Code</b>	<b>Subprogram</b>	<b>Program/Activity Title</b>	<b>Source of Funds Title/Part</b>
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



**REVENUE                      4310            TITLE I, PART A, BASIC STATE GRANT PROGRAMS  
(Carryover Provision)**

**SUBFUND                      201            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 through Every Student Succeeds Act, PL 114-95, December 10, 2015, 129 Stat 1802

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

201-100-100**	201-200-100**	<b>201-300-100**</b>
201-100-200	201-200-200	201-300-200
201-100-300	201-200-300	201-300-300
201-100-400	201-200-400	201-300-400
201-100-500	201-200-500	201-300-500
201-100-600	201-200-600	201-300-600

\*\*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 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, 803-734-8131
E-Mail Address:	<a href="mailto:JStanley@ed.sc.gov">JStanley@ed.sc.gov</a>

**REVENUE                      4310                      TITLE I, PART C, EDUCATION OF MIGRATORY CHILDREN**

**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 migratory students have the opportunity to meet the same challenging state content and student performance standards that all children are expected to meet. School districts and Local Operational Agencies provide educational and support services that assist migratory 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 Education of Migratory Children 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 migratory children and health, nutrition, and social services for migratory agricultural 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

235-100-100**	235-200-100**	<b>235-300-100**</b>
235-100-200	235-200-200	235-300-200
235-100-300	235-200-300	235-300-300
235-100-400	235-200-400	235-300-400
235-100-500	235-200-500	235-300-500
235-100-600	235-200-600	235-300-600

235-413-720	Payments to Nonpublic Schools
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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:	Zachary Taylor, 803-734-8219
E-Mail Address:	<a href="mailto:ztaylor@ed.sc.gov">ztaylor@ed.sc.gov</a>

<b>REVENUE</b>	<b>4310</b>	<b>TITLE I, PART D, NEGLECTED AND DELINQUENT PROGRAM</b>
<b>SUBFUND</b>	<b>221</b>	<b>SPECIAL REVENUE FUND</b>
	<b>236</b>	<b>SPECIAL REVENUE FUND</b>

### **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 through Every Student Succeeds Act, PL 114-95, December 10, 2015, 129 Stat 1802

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

221-100-100**	221-200-100**	<b>221-300-100**</b>
221-100-200	221-200-200	221-300-200
221-100-300	221-200-300	221-300-300
221-100-400	221-200-400	221-300-400
221-100-500	221-200-500	221-300-500
221-100-600	221-200-600	221-300-600
236-100-100**	236-200-100**	<b>236-300-100**</b>
236-100-200	236-200-200	236-300-200
236-100-300	236-200-300	236-300-300
236-100-400	236-200-400	236-300-400
236-100-500	236-200-500	236-300-500
236-100-600	236-200-600	236-300-600

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:	<a href="mailto:bharris@ed.sc.gov">bharris@ed.sc.gov</a>

<b>REVENUE</b>	<b>4310</b>	<b>TITLE I, SECTION 1003(A), SCHOOL IMPROVEMENT (Carryover Provision)</b>
<b>SUBFUND</b>	<b>237</b>	<b>SPECIAL REVENUE FUND (TARGETED SUPPORT AND IMPROVEMENT)</b>
	<b>239</b>	<b>SPECIAL REVENUE FUND (COMPREHENSIVE SUPPORT AND IMPROVEMENT)</b>

### **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).

### **Legal References**

Title I, Part A, Section 1003(a) of the Elementary and Secondary Education Act of 1965, as amended through Every Student Succeeds Act, PL 114-95, December 10, 2015, 129 Stat 1802

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

237-100-100**	237-200-100**	237-300-100**	237-416-720
237--100-200	237-200-200	237-300-200	
237--100-300	237-200-300	237-300-300	
237--100-400	237-200-400	237-300-400	
237--100-500	237-200-500	237-300-500	
237-100-600	237-200-600	237-300-600	
239-100-100**	239-200-100**	239-300-100**	239-416-720
239-100-200	239-200-200	239-300-200	
239-100-300	239-200-300	239-300-300	
239-100-400	239-200-400	239-300-400	
239-100-500	239-200-500	239-300-500	
239-100-600	239-200-600	239-300-600	

\*\*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 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, 803-734-8131
E-Mail Address:	<a href="mailto:JStanley@ed.sc.gov">JStanley@ed.sc.gov</a>



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

**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 V, Part B, Subpart 2 of the Elementary and Secondary Education Act of 1965, as amended through Every Student Succeeds Act, PL 114-95, December 10, 2015, 129 Stat 1802

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 32, 33, 41, 42, or 43.

In accordance with Sec. 5222 of Title V, grant funds awarded to school districts that are eligible under this program may be used for any of the following:

- Parental involvement activities
- Title I-A Improving basic programs operated by LEAs
- Title II-A Supporting Effective Instruction
- Title III Language instruction for English Learners and immigrant students
- Title IV-A Student support and Academic achievement

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:	<a href="mailto:etowns@ed.sc.gov">etowns@ed.sc.gov</a>

<b>REVENUE</b>	<b>4314</b>	<b>SCHOOL IMPROVEMENT GRANTS</b>
<b>SUBFUND</b>	<b>234</b>	<b>SPECIAL REVENUE FUND</b>

### 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 through Every Student Succeeds Act, PL 114-95, December 10, 2015, 129 Stat 1802

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:  
Contact:  
E-Mail Address:

Office of School Transformation  
David Long, 803-734-0483  
[dlong@ed.sc.gov](mailto: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 through Every Student Succeeds Act, PL 114-95, December 10, 2015, 129 Stat 1802

South Carolina Public Charter Schools Act of 1996 (S.C. Code Ann. § 59-40-10 *et seq.*) (2016)

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 1/2/2018.

Responsible Office:	Office of School Transformation
Contact:	Fredrica Brailsford, 803-734-0526
E-Mail Address:	<a href="mailto:charterschoolgrant@ed.sc.gov">charterschoolgrant@ed.sc.gov</a>

**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 through Every Student Succeeds Act, PL 114-95, December 10, 2015, 129 Stat 1802  
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:	Rachel Traynham, 803-734-8306
E-Mail Address:	<a href="mailto:rtraynham@ed.sc.gov">rtraynham@ed.sc.gov</a>



**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 \$60,000 under current award guidelines.

**Legal References**

Title VII, Subtitle B, Sections 721–726 of the McKinney-Vento Homeless Assistance Act, as amended by the Every Student Succeeds Act of 2015 (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)), listed below.

1. The provision of tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging State academic standards as the State establishes for other children and youths.
2. The provision of expedited evaluations of the strengths and needs of homeless children and youths, including needs and eligibility for programs and services (such as educational programs for gifted and talented students, children with disabilities, and English learners, services provided under Title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, programs in career and technical education, and school nutrition programs).
3. Professional development and other activities for educators and specialized instructional support personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youths, the rights of such children and youths under this subtitle, and the specific educational needs of runaway and homeless youths.

4. The provision of referral services to homeless children and youths for medical, dental, mental, and other health services.
5. The provision of assistance to defray the excess cost of transportation for students under section 722(g)(4)(A), not otherwise provided through Federal, State, or local funding, where necessary to enable students to attend the school selected under section 722(g)(3). Note: no more than 20 percent of the requested subgrant funds may be used for this service.
6. The provision of developmentally appropriate early childhood education programs, not otherwise provided through Federal, State, or local funding, for preschool-aged homeless children.
7. The provision of services and assistance to attract, engage, and retain homeless children and youths, particularly homeless children and youths who are not enrolled in school, in public school programs and services provided to nonhomeless children and youths.
8. The provision for homeless children and youths of before- and after-school, mentoring, and summer programs in which a teacher or other qualified individual provides tutoring, homework assistance, and supervision of educational activities.
9. If necessary, the payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youths in school, including birth certificates, immunization or other required health records, academic records, guardianship records, and evaluations for special programs or services.
10. The provision of education and training to the parents and guardians of homeless children and youths about the rights of, and resources available to, such children and youths, and other activities designed to increase the meaningful involvement of parents and guardians of homeless children and youths in the education of such children and youths.
11. The development of coordination between schools and agencies providing services to homeless children and youths, as described in section 722(g)(5).
12. Activities to address the particular needs of homeless children and youths that may arise from domestic violence and parental mental health or substance abuse problems.
13. The adaptation of space and purchase of supplies for any nonschool facilities made available under subsection (a)(2) to provide services under this subsection.
14. The provision of school supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations.
15. The provision of other extraordinary or emergency assistance needed to enable homeless children and youths to attend school and participate fully in school activities.

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:	<a href="mailto:lpace@ed.sc.gov">lpace@ed.sc.gov</a>

REVENUE	4344	HURRICANE EDUCATION RECOVERY ACT
SUBFUND	241	SPECIAL REVENUE FUND

#### Allocation Formula

For each quarter, the SEA will provide each LEA who applied for assistance with a payment equal to:

- a) \$2,125 multiplied by the number of displaced students who are not reported as children with disabilities or English learners determined by the State to be enrolled in public and non-public schools for that quarter, plus
- b) \$2,250 multiplied by the number of displaced students who are English learners (who are not reported as children with disabilities) determined by the State to be enrolled in public and non-public schools for that quarter, plus
- c) \$2,500 multiplied by the number of displaced students who are reported as children with disabilities (regardless of whether the students are English learners) determined by the State to be enrolled in public and non-public schools for that quarter.

#### Legal References

The Temporary Emergency Impact Aid for Displaced Students (EIA) program is authorized in Division B, Subdivision 1, Title VIII of P.L. 115-123, the “Bipartisan Budget Act of 2018.”

CFDA (Catalog of Federal Domestic Assistance) 84.938C

#### Guidelines

Congress authorized the 2018 Emergency Impact Aid program in the *Bipartisan Budget Act of 2018*, P.L. 115-123 (February 9, 2018), which instructed the Department to dispense aid under section 107 of the Hurricane Education Recovery Act (HERA) (P.L. 109-148) subject to certain modifications for the specific disasters identified below.

The Emergency Impact Aid program will provide assistance to local educational agencies (LEAs) and non-public schools that have enrolled students displaced during the 2017-18 school year by Hurricanes Harvey, Irma or Maria or the 2017 California wildfires (“a covered disaster or emergency”).

Under the Emergency Impact Aid program, the U.S. Department of Education (Department) awarded grants to eligible SEAs based on the quarterly counts of displaced students. SEAs then provide payments to eligible LEAs to assist with the cost of educating students who were displaced by a covered disaster or emergency during the 2017-18 school year and who were enrolled in public schools, including charter schools, and non-public schools.

The recipients may use these funds for pre-award costs, including the reimbursement of expenditures incurred prior to the receipt of a grant.

While the activities and services provided with Emergency Impact Aid funds must be related to serving displaced students, there is no requirement that they be provided only to those students. For instance, one of the allowable activities under the law is provision of basic instructional services. There is no requirement that program funds be used to provide those services only to displaced students; rather, LEAs may use the funds to support regular classroom programs in which both displaced and other students participate.

LEAs must obligate funds received under this program by December 31, 2018. Emergency Impact Aid funds may only be used for expenses incurred during the 2017-2018 school year and the SEA must return to the Department any funds that are not obligated by any of these entities by December 31, 2018. Obligations must be liquidated within 90 days of the December 31, 2018 date.

Program funds may be used to provide instructional opportunities for displaced students who enroll in their schools and for expenses the recipient incurs in serving displaced students. Examples of allowable expenses include:

- a) Paying the compensation of personnel, including teacher aides, in schools enrolling displaced students;
- b) Identifying and acquiring curricular material and classroom supplies;
- c) Acquiring or leasing mobile educational units or leasing sites and spaces (to the extent that those costs are not met by FEMA);
- d) Providing basic instructional services for displaced students, including tutoring, mentoring, or academic counseling;
- e) Paying reasonable transportation costs;
- f) Providing health and counseling services; and
- g) Providing education and support services.

LEAs may not use program funds for construction or for major renovation of schools.

The appropriate accounts for **allowed expenditures** are

241-100-100**	241-200-100**	241-300-100**
241-100-200	241-200-200	241-300-200
241-100-300	241-200-300	241-300-300
241-100-400	241-200-400	241-300-400
241-100-500	241-200-500	241-300-500
241-100-600	241-200-600	241-300-600

\*\*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, as adopted in 2 CFR 3474 and the SCDE's Assurances and Terms and Conditions revised 1/2/2018.

Responsible Office:	Office of Federal and State Accountability
Contact:	Linda Mirabal-Pace, 803-734-6010
E-Mail Address:	<a href="mailto:lpace@ed.sc.gov">lpace@ed.sc.gov</a>

REVENUE	4351	SUPPORTING EFFECTIVE INSTRUCTION
SUBFUND	267	SPECIAL REVENUE FUND

### Allocation Formula

The Every Student Succeeds Act (ESSA) modified the formula by which SEAs allocate Title II, Part A funds to LEAs. The hold-harmless provision, based on the amount of funds an LEA received for FY2001 under the former Eisenhower Professional Development and Class-Size Reduction programs, was eliminated. The SEA, therefore, distributes funds to LEAs based solely on the following formula:

\*20 percent of the funds must be distributed to LEAs based on the relative number of individual's ages 5 through 17 who reside in the area the LEA serves

\*80 percent of the funds must be distributed to LEAs based on the relative number of individuals ages 5 through 17 who reside in the area the LEA serves and who are 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 through Every Student Succeeds Act, PL 114-95, December 10, 2015, 129 Stat 1802

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
267-100-200	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	Teacher Recruitment Salaries (Stipends)
267-264-200	Teacher Recruitment Benefits
267-264-300	Teacher Recruitment Purchased Services
267-264-400	Teacher Recruitment 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
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<b>REVENUE</b>	<b>4400</b>	<b>ADULT EDUCATION (4410, 4430)</b>
<b>SUBFUND</b>	<b>243</b>	<b>SPECIAL REVENUE FUND</b>

### 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 activities, including workplace literacy services, (2) family literacy services, and (3) English literacy services. Adult education and literacy activities 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, 223-500, and 390-300.

Equipment purchased with funds budgeted under Equipment (181-500, 182-500, 183-500, 186-500, 188-500, 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
243-186-100	Adult Integrated Education Training – Salaries
243-186-200	Adult Integrated Education Training – Benefits
243-186-300	Adult Integrated Educ. & Training – Purchase Services
243-186-400	Adult Integrated Educ. & Training – Supplies and Materials
243-186-500*	Adult Integrated Educ. & Training – Capital Outlay
955-188-100	Parenting/Family Literacy - Salaries
955-188-200	Parenting/Family Literacy - Benefits
955-188-300	Parenting/Family Literacy - Purchased Services
955-188-400	Parenting/Family Literacy - Supplies and Materials
955-188-500*	Parenting/Family Literacy - 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
243-390-300	Infrastructure Cost Sharing
243-430-700	Transfers (Indirect Costs) Federal Funds Only

\*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:	Mike King, 803-734-8300 (budget questions) Harriette Jenerette, 803-734-4708 (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 Section 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



203-129-100	Coordinated Early Intervening Services (CEIS) Salaries
203-129-200	Coordinated Early Intervening Services (CEIS) Employee Benefits
203-129-300	Coordinated Early Intervening Services (CEIS) Purchased Services
203-129-400	Coordinated Early Intervening Services (CEIS) Supplies and Materials
203-129-500	Coordinated Early Intervening Services (CEIS) Capital Outlay
203-129-600	Coordinated Early Intervening Services (CEIS) Other Objects

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
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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 (including PPPSC) Salaries
203-149-200	Other Special Programs (including PPPSC) Employee Benefits
203-149-300	Other Special Programs (including PPPSC) Purchased Services
203-149-400	Other Special Programs (including PPPSC) Supplies and Materials
203-149-500	Other Special Programs (including PPPSC) Capital Outlay
203-149-600	Other Special Programs (including PPPSC) 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
203-163-100	Comprehensive Coordinated Early Intervening Services (CCEIS) Salaries
203-163-200	Comprehensive Coordinated Early Intervening Services (CCEIS) Employee Benefits
203-163-300	Comprehensive Coordinated Early Intervening Services (CCEIS) Purchased Services
203-163-400	Comprehensive Coordinated Early Intervening Services (CCEIS) Supplies and Materials
203-163-500	Comprehensive Coordinated Early Intervening Services (CCEIS) Capital Outlay

203-163-600 Comprehensive Coordinated Early Intervening Services (CCEIS) 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
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**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; (PL 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

205-129-100	Coordinated Early Intervening Services (CEIS) Salaries
205-129-200	Coordinated Early Intervening Services (CEIS) Employee Benefits
205-129-300	Coordinated Early Intervening Services (CEIS) Purchased Services
205-129-400	Coordinated Early Intervening Services (CEIS) Supplies and Materials

205-129-500	Coordinated Early Intervening Services (CEIS) Capital Outlay
205-129-600	Coordinated Early Intervening Services (CEIS) Other Objects
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 (including PPPSC) Salaries
205-149-200	Other Special Programs (including PPPSC) Employee Benefits
205-149-300	Other Special Programs (including PPPSC) Purchased Services
205-149-400	Other Special Programs (including PPPSC) Supplies and Materials
205-149-500	Other Special Programs (including PPPSC) Capital Outlay
205-149-600	Other Special Programs (including PPPSC) Other Objects
205-163-100	Comprehensive Coordinated Early Intervening Services (CCEIS) Salaries
205-163-200	Comprehensive Coordinated Early Intervening Services (CCEIS) Employee Benefits
205-163-300	Comprehensive Coordinated Early Intervening Services (CCEIS) Purchased Services
205-163-400	Comprehensive Coordinated Early Intervening Services (CCEIS) Supplies and Materials
205-163-500	Comprehensive Coordinated Early Intervening Services (CCEIS) Capital Outlay
205-163-600	Comprehensive Coordinated Early Intervening Services (CCEIS) 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:	Rebecca Davis, 803-734-8028
E-Mail Address:	<a href="mailto:RCDavis@ed.sc.gov">RCDavis@ed.sc.gov</a>

**REVENUE**                      **4800**                      **SCHOOL FOOD SERVICE PROGRAMS**  
   **4991**

**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 (SCDE) 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

SCDE on a monthly basis to justify the reimbursement claimed and provide data for required reports to the USDA. 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 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 SCDE on a monthly basis to justify the reimbursement claimed and to enable the SCDE to provide information on required reports to the USDA.

##### Fringe Benefit Calculation

The following guidelines govern the 2018-2019 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.

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
Contact:	Ron Jones, 803-734-8205
E-Mail Address:	<a href="mailto:rfjones@ed.sc.gov">rfjones@ed.sc.gov</a>

**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 applicant may not exceed \$200,000 in year one and year two for programs operating 12 or more hours per week; \$183,700 in year one and year two for programs operating 11 hours per week; and \$167,000 in year one and year two for programs operating 10 hours per week. Funding for year three will be reduced by 10% and year four reduced by 5% for all applicants. Funding for summer programming (optional) may not exceed \$60,000 in year one and year two; \$54,000 in year three and \$51,300 in year four for programs operating 16 or more hours per week.

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**

The 21st Century Community Learning Centers is a subgrant program funded by the U.S. Department of Education, authorized by the *Elementary and Secondary Education Act of 1965*, as amended by the *Every Student Succeeds Act*, Title IV, Part B; 20 U.S.C. 7171–7176, and administered by the South Carolina Department of Education. (CFDA No. 84.287C)

**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 and activities** 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 \$5,000 or more 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; cover costs associated with any food purchases including snacks unless they are a part of an approved cooking class or cooking demonstration or a staff professional development activity; provide or support religious activities; cover costs associated with any type of grant writing or fundraising activities; pass-through or subgrant to another agency or entity to operate the 21st CCLC program.

**Allowed expenditures and activities** 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:

- academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with
  - the challenging state academic standards and any local academic standards; and
  - local curricula that are designed to improve student academic achievement;

- well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;
- literacy education programs, including financial literacy programs and environmental literacy programs;
- programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
- services for individuals with disabilities;
- programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;
- cultural programs;
- telecommunications and technology education programs;
- expanded library service hours;
- parenting skills programs that promote parental involvement and family literacy;
- programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;
- drug and violence prevention programs and counseling programs;
- programs that build skills in science, technology, engineering, and mathematics (STEM), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and
- programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 *et seq.*) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 *et seq.*).

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	Student Transportation - Pupil Service Activities Support Services (for field trips and other pupil transportation costs not provided by state law) <b>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.</b>
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:  
Contact:  
E-Mail Address:

Office of Student Intervention Services  
Joyce Patterson, 803-734-8291  
[jypatterson@ed.sc.gov](mailto:jypatterson@ed.sc.gov)

## Flexibility/Furlough/Expenditure Reporting Procedures (FY 2018-2019)

Under Provisos 1.26, 1.31 and 1A.14 for Fiscal Year 2018-2019, 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, 2019. 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. Salaries of on-site principals must be included in the calculation of the district’s per pupil expenditures.
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)  
Technical Assistance – State Priority Schools (Revenue 3571)  
Teacher Supplies (Revenue 3577)  
Aid to Districts – Special Ed (Revenue 3585)  
EEDA Supplies and Materials (Revenue 3595)  
EEDA Career Specialists (Revenue 3596)  
Science Kit Refurbishment (Revenue 3526)  
Industry Certifications/Credentials (Revenue 3528)  
Career and Technology Education (Revenue 3529)

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

No funds received in accordance with the terms of a signed MOA should be flexed (i.e. Reading Coaches)

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 2018-19 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 2018-2019, 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, 2019, 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 school district's website. Refer to Provisos 1.24, 1.31, 1.44, 1.50 and S.C. Code Ann. § 23-3-535(F)(1)(b) and SECTION 59-18-900 for additional district website posting requirements. Also, [district web requirements](#) are posted on SCDE's web page.
4. Districts must report as of June 30, 2019, using the InSite 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 (Only object codes 111 and 200's)
m. Pupil Transportation	251, 255
n. Food Service	256
o. Security/Safety	258
p. Planning	262
q. Pupil Services Activities	271
r. Enterprise Activities	272
s. Trust and Agency Activities	273
t. Community Services	All 300 functions

## APPENDIX B

### SOUTH CAROLINA CHARTER SCHOOLS (COMPOSITE) 2018-2019

School Name	Grades	Contact Mailing Address	Telephone Fax	District
Year Open				
Academy for Teaching and Learning (2006)	K5-8	Robyn B. Caldwell 109 Hinton Street Chester, SC 29706 <b>Email:</b> <a href="mailto:rbrakefield@chester.k12.sc.us">rbrakefield@chester.k12.sc.us</a> <b>Web:</b> <a href="http://www.chester.academy.schooldesk.net">www.chester.academy.schooldesk.net</a>	803-385-6334 803-385-6335 (fax)	Chester
Academy of Hope (2011)		Dr. Melissa McCloud 3521 Juniper Bay Road Conway, SC 29527 <b>Email:</b> <a href="mailto:mmccloud@theacademyofhope.org">mmccloud@theacademyofhope.org</a> <b>Web:</b> <a href="http://www.theacademyofhope.org">www.theacademyofhope.org</a>	843-397-5719 843-397-5712 (fax)	
Aiken Performing Arts Academy (2005)	9-12	Sheneque Jackson 130 Avery Lane Aiken, SC 29801 <b>Email:</b> <a href="mailto:sjackson@lkcs.k12.sc.us">sjackson@lkcs.k12.sc.us</a> <b>Web:</b> <a href="http://www.aikenperformingartsacademy.yolasite.com">www.aikenperformingartsacademy.yolasite.com</a>	803-644-4824 803-641-1155 (fax)	Aiken
Allegro Charter School of Music (2015)		Daniel Neikirk 120 Broad Street Charleston, SC 29401 <b>Email:</b> <a href="mailto:dneikirk@allegrocharterschool.org">dneikirk@allegrocharterschool.org</a> <b>Web:</b> <a href="http://www.allegrocharterschool.org">www.allegrocharterschool.org</a>	843-297-8033 Fax 843-207-4701	
Anderson Five Charter School (2012)	9-12	Katie Brown 1225 South McDuffie St. Anderson, SC 29624 <b>Email:</b> <a href="mailto:katiebrown@anderson5.net">katiebrown@anderson5.net</a> <b>Web:</b> <a href="http://www.anderson5.net">www.anderson5.net</a>	864-260-5538 864-260-5911 (fax)	Anderson 5
Belton Preparatory (2018)		Deirdre McCollough 908 North Main Street Anderson, SC 29621 <b>Email:</b> <a href="mailto:Deirdre.mccullough7727@gmail.com">Deirdre.mccullough7727@gmail.com</a> <b>Web:</b> <a href="http://beltonprep.org">http://beltonprep.org</a>	864-225-8713	
Bettis Preparatory Leadership Academy (2018)	K-5	Myrtis Brightharp-Walker 69 Nicholson Road Trenton, SC 29847 <b>Email:</b> <a href="mailto:myrtis.b@comcast.net">myrtis.b@comcast.net</a> <b>Web:</b> <a href="http://www.bettisprep.org">www.bettisprep.org</a>	803-663-7266 803-663-7668 (fax)	SCPCSD
Brashier Middle College (2006)		Michael Sinclair 1830 West Georgia Rd. Simpsonville, SC 29680 <b>Email:</b> <a href="mailto:msinclair@bmcchs">msinclair@bmcchs</a> <b>Web:</b> <a href="http://www.brashiermiddlecollege.org">www.brashiermiddlecollege.org</a>	864-757-1800 864-757-1850 (fax)	

School Name	Grades	Contact Mailing Address	Telephone Fax	District
Year Open				
Bridges Preparatory Academy (2013)	K-10	Dr. Nick Ithomitis Mailing Address: PO Box 626 Port Royal, SC 29935 Physical Address: 1100 Boundary Street Beaufort, S.C. 29902	843-982-7732 843-982-7707 (fax)	SCPCSD
Email: <a href="mailto:nithomitis@bridgesprep.org">nithomitis@bridgesprep.org</a> Web: <a href="http://www.bridgesprep.org">www.bridgesprep.org</a>				
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: <a href="mailto:Wilson@bridgewateracademy.org">Wilson@bridgewateracademy.org</a> Web: <a href="http://www.bridgewateracademy.org">www.bridgewateracademy.org</a>				
Calhoun Falls Charter School (2008)	6-12	Kalan Rogers 205 Edgefield Street, PO Box 514 Calhoun Falls, SC 29628	864-418-8014	Charter Institute at Erskine
Email: <a href="mailto:krogers@cfpcs.org">krogers@cfpcs.org</a> Web: <a href="http://www.cfpcs.org">www.cfpcs.org</a>				
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: <a href="mailto:mccrouch@caperomainschool.com">mccrouch@caperomainschool.com</a> Web: <a href="http://www.creecs.org">www.creecs.org</a>				
Carolina School for Inquiry (2006)	3K-6	Victoria Dixon-Mokeba 7405-A Fairfield Road Columbia, SC 29203	803-691-1250 803-691-1247 (fax)	Richland One
Email: <a href="mailto:vdixon-mokeba@carolinaschoolforinquiry.org">vdixon-mokeba@carolinaschoolforinquiry.org</a> Web: <a href="http://www.carolinaschoolforinquiry.com">www.carolinaschoolforinquiry.com</a>				
Carolina Voyager Charter School (2014)	K-6	Dr. Harry Walker 721 Wappoo Road Charleston, SC 29407	843-203-3891 843-718-2903 (fax)	Charleston
Email: <a href="mailto:harrywalker@carolinavoyagercharter.org">harrywalker@carolinavoyagercharter.org</a> Web: <a href="http://www.carolinavoyagercharter.org">www.carolinavoyagercharter.org</a>				
Charleston Acceleration Academy (2018)	9-12	Deitra Brown 1929 Grimball Road Charleston, SC 29412	843-405-7350 843-405-7150	SCPCSD
Email: <a href="mailto:deitrab1908@gmail.com">deitrab1908@gmail.com</a> Web: <a href="http://www.accelerationacademy.org/charleston/">www.accelerationacademy.org/charleston/</a>				
Charleston Charter School for Math & Science (2008)	6-12	Mary Carmichael 1002 King Street Charleston, SC 29403	843-720-3085 843-720-3196 (fax)	Charleston
Email: <a href="mailto:mcarmichael@charlestonmathscience.org">mcarmichael@charlestonmathscience.org</a> Web: <a href="http://www.charlestonmathandscience.org">www.charlestonmathandscience.org</a>				

School Name	Grades	Contact Mailing Address	Telephone Fax	District
Year Open				
Charleston Development Academy (2003)	4K-8	Dr. Shaun Johnson 233 Line Street PO Box 20518 Charleston, SC 29413	843-722-2689 843-722-2694 (fax)	Charleston
		Email: <a href="mailto:reges300@aol.com">reges300@aol.com</a> Web: <a href="http://www.developmentacademy.ccsdschools.com">www.developmentacademy.ccsdschools.com</a>		
Coastal Leadership Academy (2013)	9-12	Joe Greenberg 3710 Palmetto Pointe Blvd. Myrtle Beach, SC 29588	843-788-9898 (fax) 888-410-4826 or 843-294-0228	Charter Institute at Erskine
		Email: <a href="mailto:jgreenberg@coastalleadership.org">jgreenberg@coastalleadership.org</a> Web: <a href="http://www.coastalleadershipacademy.org">www.coastalleadershipacademy.org</a>		
Coastal Montessori (2012)	1-8	Dr. Nathalie Hunt 111 Old Plantation Drive Pawleys Island, SC 29585	843-235-0413 843-235-0418 (fax)	Georgetown
		Email: <a href="mailto:nhunt@coastalmontessoricharter.org">nhunt@coastalmontessoricharter.org</a> Web: <a href="http://www.coastalmontessoricharter.org">www.coastalmontessoricharter.org</a>		
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)	Charter Institute at Erskine
		Email: <a href="mailto:dcrook@k12.com">dcrook@k12.com</a> Web: <a href="http://www.k12.com/casc#.U9fqe_1dXUU">www.k12.com/casc#.U9fqe_1dXUU</a>		
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: <a href="mailto:tom.mcduffie@lcsdmail.net">tom.mcduffie@lcsdmail.net</a> Web: <a href="http://www.dis.lancastercsd.com">www.dis.lancastercsd.com</a>		
East Cooper Montessori Charter School (2003)	1-8	Jody Swanigan 1120 Rifle Range Road. Mt. Pleasant, SC 29464	843-216-2883 843-216-8880 (fax)	Charleston
		Email: <a href="mailto:jody@montessoricharterschool.com">jody@montessoricharterschool.com</a> Web: <a href="http://www.eastcooper.ccsdschools.com">www.eastcooper.ccsdschools.com</a>		
East Link Academy (2018)	K-4	Dana Hutto 2511 Wade Hampton Blvd Greenville, SC 29615	864-775-1313	SCPCSD
		Email: <a href="mailto:dhutto@eastlinkacademy.org">dhutto@eastlinkacademy.org</a> Web: <a href="http://www.eastlinkacademy.org">www.eastlinkacademy.org</a>		
East Point Academy (2011)	K-8	Mark Bounds 1340 Knox Abbott Drive Cayce, SC 29033 <i>Elementary campus:</i> 1401 Leaphart Street West Columbia, SC 29169	803-739-4992 (Prim) 803-739-3977 (fax)  803-926-0520 (Elem) 803-926-0524 (fax)	SCPCSD
		Email: <a href="mailto:mbounds@eastpointsc.org">mbounds@eastpointsc.org</a> Web: <a href="http://www.eastpointsc.org">www.eastpointsc.org</a>		

School Name	Grades	Contact Mailing Address	Telephone Fax	District
Year Open				
Felton Laboratory (2015)	K-8	Sharon White Mailing address: PO Box 2349 Orangeburg, SC 29116 Physical address: 115 Lance Street Orangeburg, SC 29117	803-536-7034 803-533-3635 (fax)	SCPCSD
		Email: <a href="mailto:SharonT.White@scsu.edu">SharonT.White@scsu.edu</a> Web: <a href="http://www.myflcs.org">www.myflcs.org</a>		
Fox Creek High School (2004)	9-12	Josh Trahan 165 Shortcut Rd. North Augusta, SC 29860	803-613-9435 803-613-1533 (fax)	SCPCSD
		Email: <a href="mailto:jtrahan@fchs.net">jtrahan@fchs.net</a> Web: <a href="http://www.foxcreekhighschool.org">www.foxcreekhighschool.org</a>		
Gray Collegiate Academy (2014)	9-12	Brian Newsome 3833 Leaphart Road West Columbia, SC 29169	803-951-3321 803-381-9764 (fax)	Charter Institute at Erskine
		Email: <a href="mailto:bnewsome@grayca.com">bnewsome@grayca.com</a> Web: <a href="http://www.graycollegiateacademy.org">www.graycollegiateacademy.org</a>		
Greenville Renewable Energy Education Charter School (GREEN) (2013)	K-11	Adem Dokmeci 1440 Pelham Rd. Greenville SC 29615	864-288-4134 864-288-0826 (fax)	SCPCSD
		Email: <a href="mailto:adokmeci@scgreencharter.org">adokmeci@scgreencharter.org</a> Web: <a href="http://www.scgreencharter.org">www.scgreencharter.org</a>		
GREEN Charter School of the Midlands (2017)	K-7	Osman Demirel 7820 Broad River Road Irmo, SC 29063	803-563-5387 803-563-5438 (fax)	SCPCSD
		Email: <a href="mailto:midlands@scgreencharter.org">midlands@scgreencharter.org</a> Web: <a href="http://scgreencharter.org/gcom/">http://scgreencharter.org/gcom/</a>		
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	864-250-8844 864-250-8846 (fax)	SCPCSD
		Email: <a href="mailto:manthony@staff.gtcs.org">manthony@staff.gtcs.org</a> Web: <a href="http://www.gtchs.org">www.gtchs.org</a>		
Greer Middle College (2008)	9-12	James Armstrong 138 West McElhaney Rd. Taylors, SC 29687	864-469-7571 864-469-7573 (fax)	Greenville
		Email: <a href="mailto:jarmstrong@greermiddlecollege.org">jarmstrong@greermiddlecollege.org</a> Web: <a href="http://www.greermiddlecollege.org">www.greermiddlecollege.org</a>		

School Name	Grades	Contact Mailing Address	Telephone Fax	District
Year Open				
Greg Mathis Charter High School (2003)	9-12	Natrice Henriques 2872 Azalea Drive N. Charleston, SC 29405 <b>Email:</b> <a href="mailto:natrice_dixon@gmchs.org">natrice_dixon@gmchs.org</a> <b>Web:</b> <a href="http://www.ccsdschools.com/schools/k12/greg_mathis_hs.php">www.ccsdschools.com/schools/k12/greg_mathis_hs.php</a>	843-557-1611 843-747-5810 (fax)	Charleston
High Point Academy (2014)	K-12	Christy Junkins 6655 Pottery Road Spartanburg, SC 29303 <b>Email:</b> <a href="mailto:cjunkins@hspart.org">cjunkins@hspart.org</a> <b>Web:</b> <a href="http://www.hspartanburg.com">www.hspartanburg.com</a>	864-316-9788 864-249-1516 (fax)	SCPCSD
Horse Creek Academy (Midland Valley Preparatory School) (2002)	5K-8	Dr. Frank Roberson 1200 Toolebeck Road Aiken, SC 29803 <b>Email:</b> <a href="mailto:froberson@hcacs.net">froberson@hcacs.net</a> <b>Web:</b> <a href="http://www.hcacs.net">www.hcacs.net</a>	803-226-0160 803-226-0202 (fax)	Aiken
James Island Charter High School (conversion) (2003)	9-12	Timothy Thorn 1000 Fort Johnson Road Charleston, SC 29412 <b>Email:</b> <a href="mailto:timothy_thorn@charleston.k12.sc.us">timothy_thorn@charleston.k12.sc.us</a> <b>Web:</b> <a href="http://www.ccsdschool.com">www.ccsdschool.com</a>	843-762-2754 843-762-5228 (fax)	Charleston
Lakes and Bridges Charter School (2018)	1-5	Heidi Bishop 161 School Road Easley, SC 29640 <b>Email:</b> <a href="mailto:hbishop@lakesandbridges.org">hbishop@lakesandbridges.org</a> <b>Web:</b> <a href="http://www.lakesandbridges.org">www.lakesandbridges.org</a>	864-397-1600 864-855-8161 (fax)	SCPCSD
Langston Charter Middle School (2005)	6-8	Gregory Abel 1950 Woodruff Rd. Greenville, SC 29607 <b>Email:</b> <a href="mailto:gabel@langstoncharter.org">gabel@langstoncharter.org</a> <b>Web:</b> <a href="http://www.langstoncharter.org">www.langstoncharter.org</a>	864-286-9700 864-286-9699 (fax)	Greenville
LEAD Academy (2016)	K-8	Rodney Johnson P.O. Box 17617 Greenville, SC 29606 <i>Physical Address:</i> 804 Mauldin Road Greenville, SC 29607 <b>Email:</b> <a href="mailto:rjohnson@myleadacademy.org">rjohnson@myleadacademy.org</a> <b>Web:</b> <a href="http://myleadacademy.com/">http://myleadacademy.com/</a>	866-302-1278 864-770-1790 (fax)	SCPCSD
Legacy Early College (Elementary) (2006)	K-4 (Site 1)	Virginia Burrows 1613 West Washington St. Greenville, SC 29601 <b>Email:</b> <a href="mailto:vburrows@legacycharterschool.com">vburrows@legacycharterschool.com</a> <b>Web:</b> <a href="http://www.legacycharterschool.com">www.legacycharterschool.com</a>	864-214-1600 864-451-7023 (fax)	SCPCSD
Legacy Early College (Middle) (2006)	5-8 (Site 2)	Frank Powell 900 Woodside Ave. Greenville, SC 29611	864-248-0646 864-631-1109 (fax)	SCPCSD

School Name	Grades	Contact Mailing Address	Telephone Fax	District
Year Open				
		Email: <a href="mailto:fpowell@legacycharter.org">fpowell@legacycharter.org</a> Web: <a href="http://www.legacycharterschool.com">www.legacycharterschool.com</a>		
Legacy Early College (High) (2006)	9-12 (Site 2)	Ed Roman 900 Woodside Ave. Greenville, SC 29611	864-248-0646 864-631-1109 (fax)	SCPCSD
		Email: <a href="mailto:eroman@legacycharter.org">eroman@legacycharter.org</a> Web: <a href="http://www.legacycharterschool.com">www.legacycharterschool.com</a>		
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: <a href="mailto:kkennedy@lkcs.k12.sc.us">kkennedy@lkcs.k12.sc.us</a> Web: <a href="http://www.aikenperformingartsacademy.yolasite.com/">www.aikenperformingartsacademy.yolasite.com/</a>		
Lowcountry Leadership Charter School 2013	K -12	Wes Harris 5139 Gibson Road Hollywood, SC 29449	843-889-5527 843-889-5529 (fax)	SCPCSD
		Email: <a href="mailto:wharris@lowcountryleadership.org">wharris@lowcountryleadership.org</a> Web: <a href="http://www.lowcountryleadership.org">www.lowcountryleadership.org</a>		
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 href="mailto:a.horn@lowcountrymontessori.com">a.horn@lowcountrymontessori.com</a> Web: <a href="http://www.lowcountrymontessori.com">www.lowcountrymontessori.com</a>		
Meyer Center for Special Children (1999)	Pre K-5K	Chris Neeley 1132 Rutherford Road Greenville, SC 29609	864-250-0005 864-250-0028 (fax)	SCPCSD
		Email: <a href="mailto:cneeley@meyercenter.org">cneeley@meyercenter.org</a> Web: <a href="http://www.meyercenter.org">www.meyercenter.org</a>		
Mevers School of Excellence (2017)	K-7	John Spagnolia 7750 Henry E. Brown Blvd Goose Creek, SC 29445	843-806-5909 803-806-5910 (fax)	Charter Institute at Erskine
		Email: <a href="mailto:jspagnolia@meversschoolofexcellence.org">jspagnolia@meversschoolofexcellence.org</a> Web: <a href="http://www.meversschoolofexcellence.org">www.meversschoolofexcellence.org</a>		
Midlands Arts Conservatory (2018)	6-7	Shannon Hickey 3806 North Main Street Columbia, SC 29203	803-630-1622	SCPCSD
		Email: <a href="mailto:Shannon.hickey@midlandsartsconservatory.org">Shannon.hickey@midlandsartsconservatory.org</a> Web: <a href="http://midlandsartsconservatory.org/">http://midlandsartsconservatory.org/</a>		
Midlands Middle College (2013)	11-12	Courtney Girolamo P.O. Box 2408 Columbia, SC 29202 <i>Physical address:</i> 1260 Lexington Drive West Columbia, SC 29170	803-822-3333 803-822-7039 (fax)	SCPCSD
		Email: <a href="mailto:cgirolamo@midlandsmiddlecollege.com">cgirolamo@midlandsmiddlecollege.com</a> Web: <a href="http://www.midlandsmiddlecollege.com">www.midlandsmiddlecollege.com</a>		

School Name	Grades	Contact Mailing Address	Telephone Fax	District
Year Open				
Midlands STEM Institute (2014)	K-8	Marie Milam 223 Crane Street Winnsboro, SC 29180	803-815-1524 803-815-0072 (fax)	Charter Institute at Erskine
		Email: <a href="mailto:mmilam@midlandsstem.org">mmilam@midlandsstem.org</a> Web: <a href="http://www.midlandsstem.org">www.midlandsstem.org</a>		
The NEXT High School (2015)	9-10	Eric C. Schwartz 2000 Wade Hampton Blvd. Greenville, SC 29615	864-214-6398	SCPCSD
		Email: <a href="mailto:rick_schwartz@nextschoolsnetwork.org">rick_schwartz@nextschoolsnetwork.org</a> Web: <a href="http://www.nexthighschool.org">www.nexthighschool.org</a>		
Oceanside Collegiate Academy (2016)	9-12	Brenda Corley 712 S. Pickney Street McClellanville, SC 29458	843-936-7128 Fax (forthcoming)	Charter Institute at Erskine
		Email: <a href="mailto:bcorley@oceansidecollegiateacademy.org">bcorley@oceansidecollegiateacademy.org</a> Web: <a href="http://www.oceansidecollegiateacademy.org">www.oceansidecollegiateacademy.org</a>		
Odyssey Online Learning (2009)	9-12	Rodney Robinson 200 Arbor Lake Drive, 301 Columbia, SC 29223	803-735-9110 803-701-9024 (fax)	Charter Institute at Erskine
		Email: <a href="mailto:Rodney.robinson@odysseyonline.com">Rodney.robinson@odysseyonline.com</a> Web: <a href="http://www.odysseyonline.com">www.odysseyonline.com</a>		
Orangeburg Consolidated School District Five Charter High School for Health Professions (2012)	9-12	Kimberly Boughton 130 Howard Hill Drive Orangeburg, SC 29118	803-535-6374 803-535-1635 (fax)	Orangeburg 5
		Email: <a href="mailto:Kimberly.boughton@ocsd5.net">Kimberly.boughton@ocsd5.net</a> Web: <a href="http://www.hshp.ocsd5.net">www.hshp.ocsd5.net</a>		
Orange Grove Elementary Charter School (2006) Conversion	K-5	John Clendaniel 1225 Orange Branch Road Charleston, SC 29407	843-763-1520 843-769-2245 (fax)	Charleston
		Email: <a href="mailto:john_clendaniel@orangegrovecharter.com">john_clendaniel@orangegrovecharter.com</a> Web: <a href="http://www.ogecs.ccsdschools.com">www.ogecs.ccsdschools.com</a>		
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: <a href="mailto:palmettoacademy@ymail.com">palmettoacademy@ymail.com</a> Web: <a href="http://www.palmettoacademy.com">www.palmettoacademy.com</a>		
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: <a href="mailto:amoore@palmmotorsports.com">amoore@palmmotorsports.com</a> Web: <a href="http://www.palmasc.org">www.palmasc.org</a>		
Palmetto Scholar's Academy (2010)	6-12	Dr. Tim Gott 2415 Avenue F N. Charleston, SC 29418	843-300-4118 843-300-4123 (fax)	SCPCSD
		Email: <a href="mailto:tim.gott@palmettoscholarsacademy.org">tim.gott@palmettoscholarsacademy.org</a> Web: <a href="http://www.palmettoscholarsacademy.org">www.palmettoscholarsacademy.org</a>		



School Name	Grades	Contact Mailing Address	Telephone Fax	District
Year Open				
The Palmetto School at the Children’s Attention Home (2004)	K–8	Dr. F. Hugh Wilson Post Office Box 2892 Rock Hill, SC 29732 <i>Physical address:</i> 660 North Anderson Street Rock Hill, SC 29730	803-328-6555 803-327-8618 (fax)	York 3
		<b>Email:</b> <a href="mailto:hwilson@thepalmettoschool.org">hwilson@thepalmettoschool.org</a> <b>Web:</b> <a href="http://www.thepalmettoschool.org">www.thepalmettoschool.org</a>		
Palmetto Youth Academy Charter (2005)	K-6	Yvonne Brown-Burgess 1209 N. Douglas Street Florence, SC 29501	843-679-7070 843-679-7046 (fax)	Florence One
		<b>Email:</b> <a href="mailto:palmettoyouth@yahoo.com">palmettoyouth@yahoo.com</a> <b>Web:</b> <a href="http://www.palmettoyouthacademy.com">www.palmettoyouthacademy.com</a>		
Pattison’s Academy for Comprehensive Education (2010)	K-12	Laura Del Duca 2014 Bees Ferry Road Charleston, SC 29414	843-556-1070 843-556-6742 (fax)	Charleston
		<b>Email:</b> <a href="mailto:Laura.Delduca@pattisonsacademy.org">Laura.Delduca@pattisonsacademy.org</a> <b>Web:</b> <a href="http://www.pattisonsacademy.org">www.pattisonsacademy.org</a>		
Pee Dee Math, Science and Technology Academy (2013)	K-8	E. Keith Bailey 101 Docs Drive Bishopville, SC 29010	803-692-1814 803-866-883-8736 (fax)	SCPCSD
		<b>Email:</b> <a href="mailto:ekbailey@pdmsta.org">ekbailey@pdmsta.org</a> <b>Web:</b> <a href="http://www.pdmsta.org">www.pdmsta.org</a>		
Phoenix Charter High School (1999)	9–12	Elease Fulton Post Office Box 170 Alcolu, SC 29001 <i>Physical Address:</i> 1423 Hotel Street Alcolu, SC 29001	803-505-6800 803-505-6801 (fax)	Clarendon 2
		<b>Email:</b> <a href="mailto:efulton@csd2.org">efulton@csd2.org</a> <b>Web:</b> <a href="http://www.clarendon2.k12.sc.us">www.clarendon2.k12.sc.us</a>		
Polaris Tech (2018)	6-10	Melissa Crosby 1508 Grays Highway Ridgeland, SC 29936	843-645-0605 843-491-6371 (fax)	SCPCSD
		<b>Email:</b> <a href="mailto:melissacrosby@polaristech.org">melissacrosby@polaristech.org</a> <b>Web:</b> <a href="http://www.polaristech.org">www.polaristech.org</a>		
Prestige Preparatory Academy Charter School (2016)	K-6	Joyce Coleman P.O. Box 42485 Charleston, SC 29423 <i>Physical Address:</i> 2415 Avenue F North Charleston, SC 29405	843-529-6016 Fax (not available yet)	Charleston
		<b>Email:</b> <a href="mailto:jcoleman@prestigepreparatoryacademy.org">jcoleman@prestigepreparatoryacademy.org</a> <b>Web:</b> <a href="http://www.prestigepreparatoryacademy.org">www.prestigepreparatoryacademy.org</a>		
QUEST Leadership Academy (2014)	PK-5	Calandra Davis 29 Ridgeway Drive Greenville, SC 29605	864-277-7575 Fax 864-277-7404	SCPCSD

School Name	Grades	Contact Mailing Address	Telephone Fax	District
Year Open				
		<b>Email:</b> <a href="mailto:cdavis@questleadershipacademy.org">cdavis@questleadershipacademy.org</a> <b>Web:</b> <a href="http://www.questleadershipacademy.org">www.questleadershipacademy.org</a>		
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
		<b>Email:</b> <a href="mailto:tniece.javis2@richlandone.org">tniece.javis2@richlandone.org</a> <b>Web:</b> <a href="http://www.richlandonemiddlecollege.org">www.richlandonemiddlecollege.org</a>		
Richland Two Charter High School (2010)	9-12	Dr. Perry D. Mills, Sr. 7900 Brookmount Lane Columbia, SC 29203	803-419-1348 Fax 803-738-7539 or 803-935-1212	Richland Two
		<b>Email:</b> <a href="mailto:pmills@richland2.org">pmills@richland2.org</a> <b>Web:</b> <a href="http://www.richland2.org/charterhigh">www.richland2.org/charterhigh</a>		
Riverview Charter School (2009)	K-8	Cora Stepp 81 Savannah Highway Beaufort, SC 29906	843-873-9295 843- 327-8400(fax)	Beaufort
		<b>Email:</b> <a href="mailto:frontoffice@riverviewcharterschool.org">frontoffice@riverviewcharterschool.org</a> <b>Web:</b> <a href="http://www.riverviewcharterschool.org">www.riverviewcharterschool.org</a>		
Riverwalk Academy (2014)	K-7	Naomi French 5750 Mt. Gallant Road Rock Hill, SC 29732	803-327-8400 803-454-9031 (fax)	SCPCSD
		<b>Email:</b> <a href="mailto:cstepp@riverwalkacademy.com">cstepp@riverwalkacademy.com</a> <b>Web:</b> <a href="http://www.riverwalkacademy.com">www.riverwalkacademy.com</a>		
Royal Live Oaks Academy (2012)	K-10	Dr. Karen Wicks P.O. Box 528 Hardeeville, SC 29927 <i>Physical Address:</i> 1398 Church Road Hardeeville, SC 29927	843-784-2630 843-784-2623(fax)	Charter Institute at Erskine
		<b>Email:</b> <a href="mailto:karen.wicks@rloacs.org">karen.wicks@rloacs.org</a> <b>Web:</b> <a href="http://www.rloacs.org">www.rloacs.org</a>		
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
		<b>Email:</b> <a href="mailto:aebel@connectionseducation.com">aebel@connectionseducation.com</a> <b>Web:</b> <a href="http://www.connectionsacademy.com/south-carolina">www.connectionsacademy.com/south-carolina</a>		
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)	Charter Institute at Erskine
		<b>Email:</b> <a href="mailto:cdaniel@scvcs.org">cdaniel@scvcs.org</a> <b>Web:</b> <a href="http://www.scvcs.org">www.scvcs.org</a>		
SC Whitmore School (2011)	9-12	John Loveday 501 Commerce Dr. N.E. Columbia, SC 29223	866-476-6416 866-476-1646	SCPCSD

School Name	Grades	Contact	Telephone	District
Year Open		Mailing Address	Fax	
		<b>Email:</b> <a href="mailto:jloveday@scwhitmoreschool.org">jloveday@scwhitmoreschool.org</a> <b>Web:</b> <a href="http://www.scwhitmoreschool.org">www.scwhitmoreschool.org</a>		
Spartanburg Preparatory School (2009)	K-8	Tomikia Whitmire 385 South Spring St. Spartanburg SC 29306	864-621-3882 Fax 864-804-6404	SCPCSD
		<b>Email:</b> <a href="mailto:tomikia.whitmire@spartanburgprep.org">tomikia.whitmire@spartanburgprep.org</a> <b>Web:</b> <a href="http://www.spartanburgprep.org">www.spartanburgprep.org</a>		
Tall Pines STEM Academy Charter School (2016)	5-7	Kathryn F. Griffin 82 Camp Long Road Aiken, SC 29805	803-502-1692 Fax 803-459-1092	SCPCSD
		<b>Email:</b> <a href="mailto:kfgriff@clemson.edu">kfgriff@clemson.edu</a> <b>Web:</b> <a href="http://www.tallpinesacademy.com">www.tallpinesacademy.com</a>		
The Montessori School of Camden (2018)	K-6	John Moncure 2 Montessori Way Camden, SC 29020	803-432-6828 803-432-6422 (fax)	Charter Institute at Erskine
		<b>Email:</b> <a href="mailto:headmaster@montessori-camden.com">headmaster@montessori-camden.com</a> <b>Web:</b> <a href="http://www.montessori-camden.com/home">www.montessori-camden.com/home</a>		
Virtus Academy of South Carolina (2018)	K-5	Amanda Bailey 704 North Beaverdam Drive Florence, SC 29501	843-617-5087 864-751-5936 (fax)	Charter Institute at Erskine
		<b>Email:</b> <a href="mailto:abailey@virtusacademysc.org">abailey@virtusacademysc.org</a> <b>Web:</b> <a href="http://www.virtusacademy.org">www.virtusacademy.org</a>		
York Preparatory Academy (2010)	K5-12	Richard Shepard 1047 Golden Gate Court Rock Hill, SC 29732	803-324-4400 866-469-2083 (fax)	SCPCSD
		<b>Email:</b> <a href="mailto:richard.shepard@yorkprep.org">richard.shepard@yorkprep.org</a> <b>Web:</b> <a href="http://www.yorkprep.org">www.yorkprep.org</a>		
Youth Leadership Academy (2012)	6-8	Sandra Blankenship 698 Concord Church Rd. Pickens, SC 29671	864-898-4511 864-898-5784 (fax)	SCPCSD
		<b>Email:</b> <a href="mailto:sblankenship@ylaofsc.com">sblankenship@ylaofsc.com</a> <b>Web:</b> <a href="http://www.ylaofsc.com">www.ylaofsc.com</a>		

## ***APPENDIX C***

### **Due Dates for SCDE Reports 2018-2019**

Listed below are reports required by the Office of Finance and their due dates for 2018-19. 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.

<b>November 2</b>	MEMBERSHIP/ATTENDANCE 45 DAY REPORTING PERIOD OPENS
	STUDENT ACCOUNTABILITY 45 DAY REPORTING PERIOD OPENS
<b>November 16</b>	DEADLINE FOR PCS STAFF UPDATES (THIS IS A DUE DATE FOR FEDERAL REPORTS AND ACCREDITATION REPORTS)
<b>December 3</b>	2017-18 AUDITS AND IN\$ITE
<b>December 7</b>	MEMBERSHIP/ATTENDANCE CERTIFY 45 DAY REPORT (\$) STUDENT ACCOUNTABILITY CERTIFY 45 DAY REPORT (\$)
<b>March 25</b>	MEMBERSHIP/ATTENDANCE 135 DAY REPORTING PERIOD OPENS
	STUDENT ACCOUNTABILITY 135 DAY REPORTING PERIOD OPENS
<b>April 10</b>	MEMBERSHIP/ATTENDANCE CERTIFY 135 DAY REPORT (\$) STUDENT ACCOUNTABILITY CERTIFY 135 DAY REPORT (\$) HOME INSTRUCTION REPORT (\$)
<b>April 29</b>	PCS UPDATES FOR 135 DAY FUNDING (\$)
<b>April 30</b>	MEMBERSHIP/ATTENDANCE CERTIFY 135 DAY REPORT (\$) STUDENT ACCOUNTABILITY CERTIFY 135 DAY REPORT (\$) HOME INSTRUCTION REPORT (\$)
<b>June 28</b>	FINAL CHANGES TO PCS/ TECHNOLOGY PROFICIENCY FOR FY 18-19
<b>June 28</b>	FUNDING FLEXIBILITY FORM 2018-19

### ***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.

<b><u>Program Description</u></b>	<b><u>Revenue Code</u></b>	<b><u>Subfund</u></b>	<b><u>CFDA #</u></b>
Medicaid - FY 18-19	0720	200	
Special Needs Transportation	1930	800	
Technology Technical Assistance (Carryover)	3105	915	
EEDA Career Specialists	3118	928	
Student Health & Fitness	3127	937	
Special Contracts	3131	100	
Home Instruction	3132	100	
Child Early Reading Development and Education Program – CERDEP	3134	924	
Reading Coaches	3135	935	
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	
Fringe Benefits	3180	100	
Retiree Insurance	3181	100	
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	

<b><u>Program Description</u></b>	<b><u>Revenue Code</u></b>	<b><u>Subfund</u></b>	<b><u>CFDA#</u></b>
Pupils in Poverty	3352	100	
Academic Assistance	3351	100	
Vocational – EFA	3327	100	
Autism – EFA	3331	100	
RTF Payments	3350	100	
Education Foundation Supplement	3375	100	
ADEPT	3502	302	
Aid to District Technology	3507	307	
Arts in Education	3509	309	
Professional Development (Carryover)	3511	311	
Formative Assessment	3518	318	
Refurbish Science Kits	3526	326	
Career and Technology Education (CATE)	3529	329	
Work-Based Learning Career Specialist	3529A	329	
Work-Based Learning Staff Development	3529B	329	
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	
CERDEP	3541	341	
Teacher Salary Supplement	3550	350	
Fringe Teacher Salary	3555	355	
Adult Education	3556	356	
Summer Reading Program	3557	357	
Reading (Carryover)	3558	358	
State Priority Schools	3571	371	
Teacher Supply	3577	377	
Student Health and Fitness – Nurses (Carryover)	3581	381	
Aid to Districts – MOE	3585	385	
School Building	3590	500	
Capital Improvement Plan	3593	393	
EEDA Supplies and Materials – Career Awareness	3595	395	
EEDA Career Specialists	3596	396	
Aid to Districts	3597	397	
Misc. EIA	3599	399	
School Safety – Facility and Infrastructure Safety Upgrades	3670	970	
Misc. Lottery	3699	969	
Misc. State	3999	100	

<b><u>Program Description</u></b>	<b><u>Revenue Code</u></b>	<b><u>Subfund</u></b>	<b><u>CFDA#</u></b>
Perkins Aid, Title I	4210	207	84.048
Title I – Basic State Grant	4310	201	84.010
Title I – Migrant Education	4310	235	84.011
Title I – Neglected and Delinquent	4310	221 236	84.013
Title I Section 1003(A) – School Improvement:  Targeted Support and Improvement Comprehensive Support and Improvement	4310	237 239	84.010
Title VI – REAP	4312	251	84.358B
School Improvement Grant	4314	234	84.377A
Charter Schools	4320	252	84.282A
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
Supporting Effective Instruction (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
Title IV – SSAE	4997	210	

## 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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