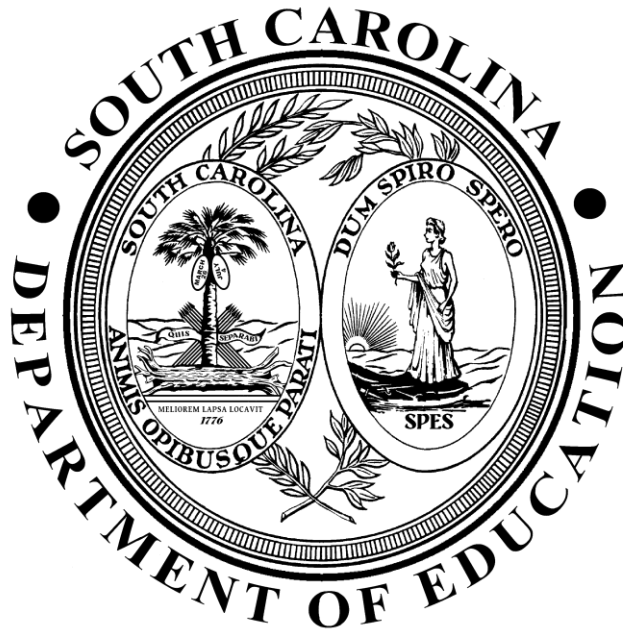


**STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION



Abbeville Equity Districts
Comprehensive Report

Provided to the General Assembly

Pursuant to Proviso 1.83 of the 2017–18 Appropriation Act

January 1, 2018

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Reporting Requirement

This report is submitted to the General Assembly per Proviso 1.83 of the 2017–18 Appropriations Act. The Proviso reads as follows:

Of the appropriations and provision of services that are provided in the current fiscal year’s budget for the Abbeville equity districts, the Department of Education must submit a comprehensive report to the General Assembly by January 1, 2018 on the current allocation of funds to the Abbeville equity districts and the provision of services to these districts.

In this report, the South Carolina Department of Education (SCDE) outlines – by division and office – provision of services to the thirty-four plaintiff districts, which include:

Abbeville	Dillon 3	Lee
Allendale	Dillon 4	Lexington 4
Bamberg 1	Florence 1	Marion
Bamberg 2	Florence 2	Marlboro
Barnwell 19	Florence 3	McCormick
Barnwell 29	Florence 4	Orangeburg 3
Barnwell 45	Florence 5	Orangeburg 4
Berkeley	Hampton 1	Orangeburg 5
Chesterfield	Hampton 2	Saluda
Clarendon 1	Jasper	Williamsburg
Clarendon 2	Laurens 55	
Clarendon 3	Laurens 56	

Fiscal Year 2017–18 Appropriations Act

The provisos and budget items for the current fiscal year that were provided to serve *Abbeville* equity districts are listed in Appendix A. The following is a list of those items:

- Proviso 1.69 (Teacher Salary Schedule Structure) (completed; can be found on the SCDE website.)¹
- Proviso 1.77 (Technology Technical Assistance) (Not funded.)
- Proviso 1.81 (Assistance Funding) (Does not allow flexible funding; provides carry forward authority.)
- Proviso 1.83 (Comprehensive Report)
- Proviso 1A.25 (Professional Development)
- Proviso 1A.50 (EIA Surplus) (Directed use of \$55,828,859 for the Capital Improvement Plan)
- Proviso 1A.66 (College and Career Readiness)

¹ <https://ed.sc.gov/data/reports/legislative-reports/special-one-time-reports/2017-10-25-teacher-salary-schedule-structure/>

- Proviso 1A.82 (*Abbeville* Equity School Districts Capital Improvement Plan)
 - Budget Section 1.VIII.J, *Abbeville* Equity School Districts Capital Improvements
 - \$4,828,859

Chief Finance Office

In FY 2017–18, the General Assembly appropriated \$55,828,859 for the *Abbeville* Equity School Districts Capital Improvement Plan to fund school facility upgrades. *Abbeville* districts and those districts with a poverty index of 80 percent or greater were eligible to receive funding. The State Board of Education approved the allocation methodology and the amounts allocated to each district. Each district received \$1,163,101, and the *Abbeville* districts received a combined total of \$39,545,434.

The General Assembly appropriated professional development funding via Proviso 1A.25 for districts to be spent on professional development of certified instructional and instructional leadership personnel in grades kindergarten through twelve across all content areas, including teaching in and through the arts and using technology in classroom instruction. Of the \$6,761,933 allocated to districts based upon weighted pupil units, \$1,205,244 was allocated to *Abbeville* districts. The professional development allocation by *Abbeville* district is provided in Table 1.

Table 1. *Proviso 1A.25 Professional Development Allocation by Abbeville Plaintiff District*

District	Allocation	District	Allocation
Abbeville	\$ 26,508.00	Florence 4	\$6,405.16
Allendale	\$10,695.80	Florence 5	\$12,072.18
Bamberg 1	\$12,088.18	Hampton 1	\$20,597.73
Bamberg 2	\$6,441.06	Hampton 2	\$6,918.76
Barnwell 19	\$6,010.79	Jasper	\$23,782.00
Barnwell 29	\$8,111.22	Laurens 55	\$53,711.21
Barnwell 45	\$20,201.25	Laurens 56	\$28,792.87
Berkeley	\$298,692.67	Lee	\$18,750.18
Chesterfield	\$64,680.70	Lexington 4	\$30,852.46
Clarendon 1	\$7,049.25	McCormick	\$6,920.34
Clarendon 2	\$26,811.34	Marion 10	\$42,410.91
Clarendon 3	\$10,907.38	Marlboro	\$36,390.69
Dillon 3	\$14,357.57	Orangeburg 3	\$24,896.67
Dillon 4	\$36,051.33	Orangeburg 4	\$33,112.75
Florence 1	\$148,130.42	Orangeburg 5	\$59,193.85
Florence 2	\$10,708.12	Saluda	\$20,126.35

District	Allocation	District	Allocation
Florence 3	\$34,218.86	Williamsburg	\$38,645.79
Total			\$1,205,243.84

For this fiscal year, the Office of Standards and Learning continues to roll out professional development to the *Abbeville* school districts under an appropriation from FY 2016–17. The General Assembly appropriated \$3,000,000 in lottery funds via Proviso 1A.66 for College and Career Readiness. The funds were to be used first to increase the capacity of districts that are or were the original trial and plaintiff school districts in the *Abbeville* law suit. The use of the funds is listed below under Division of College and Career Readiness.

Chief of Staff/Chief Operating Officer (COO)

The Office of the Chief Information Officer reports directly to the Chief of Staff and COO. Provisos with direction to provide assistance that was provided *Abbeville* school districts included 1.73 as follows:

- 1.73. (SDE: Technology Technical Assistance) Of the funds appropriated for the K-12 Technology Initiative, the department is authorized to withhold up to \$350,000 in order to provide technology technical assistance to school districts.

The South Carolina Technology Assistance is an initiative of Superintendent Spearman, funded by the General Assembly, which provides technology technical assistance, readiness assessments, and technology planning services to South Carolina public school districts to provide technology technical assistance to school districts. As part of this initiative, the SCDE has engaged skilled temporary staff to offer individualized Technology Readiness Analyses, initially focused on readiness for the legislative mandate that all students in grades 3–8 be administered state assessments online starting in 2016–17, as required by 2014 amendments to the Education Accountability Act, S.C. Code Ann. §59-18-325. The effort began with a prioritized list of rural and plaintiff districts of the *Abbeville v. South Carolina* equity lawsuit. Areas addressed in this study include the district’s technology readiness to deliver state-required and other local online assessments, 1:1 computing, enhanced internet connectivity for the support of instruction in their schools, and IT aspects of school operations related to technology. The Readiness Analysis provides an evaluation of each school district’s ability to organize and conduct district-wide testing for their students in grades 3–8.

During FY 2017–18, funding appropriated per Proviso 1.73 is being used to serve the original *Abbeville* school districts with follow-up studies to evaluate the progress made since their original analysis. The follow-up evaluations identified additional needs and the districts’ comfort level with proceeding with online testing for their students in the spring of 2018. SCDE’s staff and contractors have continued to provide technical assistance related to identified needs and assisted with assembling collaborative groups to share resources and explore joint purchasing opportunities.

Although Proviso 1.77 directed that from “funds appropriated to the Department of Education for Technology Technical Assistance” be used to increase capacity for use of appropriate technology in the *Abbeville* districts, no funds were appropriated for this purpose in FY 2017–18.

Division of College and Career Readiness

This SCDE division provides services to South Carolina public school districts related to standards development and support, career and technology education (CATE) funding and programming, literacy and early learning support under Act 284, access to programming and services available through the state’s virtual school, VirtualSC, which is free to the state’s students, schools, and districts, and federally funded special education services. For this fiscal year, the Office of Standards and Learning and the Office of Early Learning and Literacy continue to roll out professional development to the *Abbeville* school districts under an appropriation from FY 2016–17.

Table 2 details the amounts allocated for each of the professional development opportunities provided by the Division of College and Career Readiness.

Table 2. *Professional Opportunities Provided by the Division of College and Career Readiness by Amount Allocated*

Professional Development	Amount
<i>Why Poverty Matters</i>	\$96,250.00
Elementary ELA Classroom Library Alignment	\$1,636,825.00
Design Thinking	\$199,891.00
Physical Education	\$171,270.00
Genetics Center	\$236,468.00
Elementary Literacy	\$123,846.00
MetaMetrics	\$245,530.00
Center for Executive Education Leadership	\$259,920.00
Salkehatchie Consortium	\$30,000.00
Total	\$3,000,000.00

The Office of Standards and Learning

Why Poverty Matters. The SCDE partnered with the Center of Excellence to Prepare Teachers of Children of Poverty (CEPTP) at Francis Marion University to offer professional development training, *Why Poverty Matters*, to *Abbeville* districts. The director of the CEPTP, Dr. Tammy Pawloski, is conducting monthly trainings on the key indicators of poverty and how teachers can best meet the needs of these students. Each month a poverty indicator is introduced in a face-to-face, ninety-minute session. Dr. Pawloski presents the research around the indicator and strategies for positively impacting students. Teachers implement the strategies in the classroom during the month and discuss findings at the next professional development session with Dr.

Pawloski. The sessions are conducted outside of the instructional day and teachers receive a stipend for each session they attend.

Design Thinking. The 2017 South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency include Design Proficiency Standards that were written to be applicable across all content areas. South Carolina is the first state in the nation to develop and receive approval for these standards. Plaintiff districts were invited to send arts educators that represent various arts content areas in grades PreK–12 (dance, theatre, visual arts, music, media arts) to a Design Thinking Institute to support teachers in the implementation of the new Design Proficiency Standards. The Design Thinking Institute is professional learning to cultivate design thinking strategies and units to be used in the teachers' classrooms. It addresses instruction, curriculum, and assessment in design thinking for arts educators in South Carolina. The professional learning opportunity was specifically designed to deepen participants' understanding of the standards, to demonstrate

- how to implement design thinking strategies in classrooms,
- how to develop and implement units of study that incorporate design thinking as a part of project-based learning opportunities implemented through design challenges, and
- how to lead students through the design process by process in which they present their design solution/prototype, explain their thought processes, and receive feedback from stakeholders. When applied in the classroom, this feedback allows students to analyze and reflect upon their work to make thoughtful revisions toward improvement.

The Design Thinking Institute was offered in a combination of face-to-face and virtual meetings and strategically addressed the *Profile of the South Carolina Graduate* incorporating creativity and innovation, critical thinking and problem solving, collaboration and teamwork, communication, self-direction, and interpersonal skills.

Physical Education. The Office of Standards and Learning (OSL) will conduct a four-day Physical Education Institute June 11–14, 2018. The professional learning institute will be directed to plaintiff districts in an effort to provide teachers with the necessary skills to address physical, social, and emotional needs of students. Participants will engage in best practices of physical education including task progressions, student feedback, formative assessment, and management of time, equipment, and space. Using the best practices experienced in the institute, the participants will plan units of study that are designed to meet the needs of their students and that are aligned to 2017 South Carolina Academic Standards for Health and Safety Education. Additionally, participating districts will receive funds to purchase equipment to implement the planned units of study. Teachers attending the institute will receive a daily stipend and reimbursement for travel, lodging, and meals.

Genetics Center. The SCDE partnered with the Greenwood Genetics Center to provide students in plaintiff districts hands-on, engaging laboratory experiences. The Gene Machine Mobile Science Laboratory of the Greenwood Genetic Center (GGC) brought hands-on genetics educational experiences and career exploration to over 6,000 middle and high school students. The Gene Machine is popular, and the schedule is often filled by the beginning of the school year leaving many students without the opportunity. To help make this valuable program more accessible to all students, the SCDE allocated funding to GGC to expand its outreach educational

STEM programs for the 2017–18 school year to provide learning opportunities to students in the plaintiff districts. The money was used to expand the services of the Gene Machine and also offer additional field trips for students to the GGC campus in Greenwood, and provide plaintiff district teachers with professional learning opportunities. The Outreach Program supports current South Carolina science standards and the *Profile of the South Carolina Graduate*. The ultimate goal of the outreach programs is to help equalize some of the educational disparities among school districts across our state and in the long term, help to strengthen the South Carolina workforce. GGC offered a summer course and workshop for teachers with three hour graduate credits through Lander University. Teachers from Bamberg 2, Berkeley, Hampton 1, Lexington 4, and Orangeburg 4 plaintiff school districts participated. Plaintiff district teachers were provided with lab samples and gel electrophoresis equipment to use as a demonstration for their students. The equipment included a gel box, power supply, micropipette and tip box, dye samples, and buffer. GGC instructors contacted participating teachers during the school year to determine the effectiveness and use of this lab equipment in the classroom with planning underway for the 2018 course offering. Twenty of the thirty-four plaintiff districts participated in services through the GGC.

Elementary Literacy. The Office of Standards and Learning (OSL) is offering a hybrid professional learning opportunity that consists of five face-to-face meetings, two live virtual meetings, and four in-class model lesson meetings from December 2017–May 2018. This professional learning opportunity is created to further support K–5 elementary education teachers in literacy best practices within English language arts as well as across content area instruction. The targeted audience for this professional development is elementary teachers, as well as school and district administrators. During this professional learning opportunity, educators will actively participate in model lessons, deepen literacy expertise, apply literacy understandings across content, use formative assessment and Lexile scores to drive instruction, and develop plans to monitor new learning and student impact.

MetaMetrics. The Office of Research and Data Analysis (ORDA) and the OSL combined efforts to provide professional learning opportunities for plaintiff districts that focused on the use of Lexiles and Quantiles, which are reported on the student’s state score report. MetaMetrics Inc. provides the Lexile reader measure to assess a student’s developmental reading ability, and the Lexile text measure to assess the level of various written materials. Quantile measures are on a similar for mathematics skills and concepts. MetaMetrics conducted a study to link results on the South Carolina assessments to the Lexile and Quantile measures. Results for SC READY English language arts and mathematics assessments, and the English 1 and Algebra 1 End-of-Course examinations were linked, and Lexile and Quantile measures were provided for students taking the assessments. MetaMetrics collaborated with the SCDE to provide individualized, student instructional information on state score reports, ongoing professional learning opportunities, and support for implementation of the Lexile and Quantile measures. Districts received Growth Planners to be utilized in monitoring previous assessment results and predicting growth toward college and career readiness. MetaMetrics will provide parent brochures to explain the purpose and use of Lexile and Quantile measures and will assist in customizing summer reading and math initiatives that directly impact student success and prevent the “summer slide” of basic reading and math skills. Plaintiff districts are participating in a series of

ongoing professional learning that utilizes the resources of the MetaMetrics study.

Center for Executive Education Leadership. The SCDE partnered with the South Carolina Association of School Administrators Association's Center for Executive Education Leadership to provide professional development to administrators in plaintiff districts. iLEAD is an intensive leadership development program originally designed specifically for principals. All participants have received a battery of assessments and an executive coaching debrief designed to increase their self-awareness of both leadership strengths and challenges. Three cohorts of learners have been established based on job level, position as a district administrator or principal, and development needs, with additional workshops designed to provide individualized presentations to each cohort. Participants have developed an Individual Development Plan (IDP) based on their assessment results and focused on improving challenge areas within the experiential context of a school improvement priority or strategic plan goal. Each participant received intensive support from an executive coach for designing their plan. Where appropriate, SCDE transformation coaches also provided support. Each administrator has been paired with another program participant as a development partner with time set aside at each face-to-face workshop for support and discussion of progress on goals. Participants have completed a leadership fundamentals course and instructional leadership course. A fiscal management course is underway with a completion date set for February 2018. The final course, Recruiting and Selection, is scheduled to begin in April 2018. An evaluation of progress and completion of IDP goals will take place in April 2018 for each participant.

Salkehatchie Consortium. The SCDE is assisting districts in the Salkehatchie region to replicate a successful consortium model that currently operates in the Western Piedmont, Old English, and Pee Dee areas of the state. One-time funds in the amount of \$30,000 have been provided to hire a part-time executive director of the Salkehatchie Consortium to coordinate professional development among the consortium members, who are *Abbeville* districts. This director will also facilitate an agreement among consortium members for on-going contributions for future sustainability. This effort will serve the plaintiff schools districts of Bamberg 1, Bamberg 2, Barnwell 19, Barnwell 29, Barnwell 45, Hampton 1, Hampton 2, and Jasper. The consortium provides an organized structure for the Salkehatchie districts to collaborate on job-alike professional development, procurement, personnel, as well as other services that can be shared among districts. This structure ultimately will provide the Salkehatchie districts with an organized system that will strengthen their ability to build the capacity needed to recruit and retain effective teachers and administrators; improve the quality of instruction, provide sustained professional learning, and share resources to meet the goals of each district.

The Office of Early Learning and Literacy

Elementary ELA Classroom Library Alignment.

Abbeville districts are invited to participate in professional development training to build independent reading skills of elementary students. SC Ready results indicated that independent reading skills were an area of weakness throughout the state. A team from each elementary school made up of administrators, reading coaches, and teachers will participate in training provided by the SCDE Literacy Specialists that strategically addresses promising practices in independent reading, guided reading word study, and Lexile level instruction. Participating teams will be allotted funds for each literacy classroom in grades PK–5 for the purpose of purchasing classroom libraries that will provide students with the practice needed to build their independent reading skills at the appropriate Lexile reading level.

Division of Operations and Support

This division supports operations of the SCDE and provides technical assistance and services to school districts related to maintaining the statewide bus transportation fleet and managing the school bus driver training/certification program; monitoring school food authorities nutrition and wellness programs; ensuring compliance with building code requirements for safe learning environments; and issuing guidance on school-based Medicaid services and billing for special needs transportation.

Office of School Facilities

Proviso 1A.50 and Proviso 1A.80 of the FY 2017–18 General Appropriations Act require that \$55,828,859 be made available to any school district that is a plaintiff in the *Abbeville* lawsuit or districts with a poverty index of eighty percent or higher. Thirty-four *Abbeville* plaintiff districts and fourteen districts with eighty percent or greater poverty qualified for these funds to support school district capital improvement plans. An interim report was submitted to the General Assembly in December 2017, detailing the application process and allocation of these funds and can be found on the SCDE’s website².

Additionally, Proviso 1.92 of the FY 2016–17 General Appropriations Act required the SCDE to issue a procurement to contract with vendors to conduct reviews of “(1) facilities use and management; (2) energy management; (3) site reviews when needed; and (4) any technology needs and infrastructure as aligned to the district technology plan and the district technology assessment.” The SCDE engaged contractors to visit and evaluate the condition of public school buildings in the state to meet the requirements of items (1) and (3) above. Resulting facility assessments for 30 of the *Abbeville* plaintiff districts can be found on the SCDE website at <https://ed.sc.gov/districts-schools/school-planning-building/school-facility-building-funds/>. Four *Abbeville* plaintiff districts (Barnwell 19, Berkeley, Clarendon 1, and Lexington 4) had had recent assessments and therefore were not required to undergo additional facility assessments.

² <https://ed.sc.gov/scdoe/assets/File/districts-schools/school-planning-building/Assessments/Abbeville%20Capital%20Improvement%20%20Report%202017%20Final.pdf>

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Appendix A: Provisos Related to the *Abbeville* Equity Districts, FY 2017–18

1.69. (SDE: Teacher Salary Schedule Structure) The Department of Education shall convene stakeholders to include: Palmetto State Teachers Association, South Carolina School Business Officials, South Carolina Association of School Administrators, South Carolina School Boards Association, South Carolina Education Association, the Education Oversight Committee and CERRA to examine and make recommendations regarding changes to the statewide minimum state teacher salary schedule to include extending the steps on the state teacher salary schedule; an examination of the beginning teacher salary; and an examination of each district's salary schedule structure. The department shall also include information from each of the districts who are, or were, the original trial and plaintiff school districts in the Abbeville law suit regarding salary needs in those districts. Recommendations shall be provided on the modification of the teacher salary schedule structure and the potential fiscal impact on implementing the modification recommendations to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee by October 1, 2017.

- Complete and posted at

<http://www.scstatehouse.gov/reports/DeptofEducation/2017TeacherSalaryStructureRec.pdf>

1.77. (SDE: Technology Technical Assistance) Funds appropriated to the Department of Education for Technology Technical Assistance must be used to increase the capacity of districts who are or were the original trial and plaintiff school districts in the Abbeville law suit. Funds shall be used by the department to assist school districts in procuring appropriate technology to include devices and infrastructure in accordance with the recommendations made by the technology review team to begin to build capacity to offer online testing and increased access. For the current fiscal year districts and individual public charter schools may request a waiver from the State Board of Education from the requirement that all assessments be administered online.

- This item was not funded in FY 2017–18.

1.81. (SDE: Assistance Funding) For the current fiscal year, any funds appropriated to the Department of Education to assist districts that are or were Plaintiffs in the Abbeville law suit and funding appropriated to the department to provide technical assistance to underperforming districts may not be transferred to any other program, are not subject to flexibility, and may be carried forward and expended for the same purposes.

- No report required.

1.83 (SDE: Abbeville Equity Districts Comprehensive Report) Of the appropriations and provision of services that are provided in the current fiscal year's budget for the Abbeville equity districts, the Department of Education must submit a comprehensive report to the General Assembly by January 1, 2018 on the current allocation of funds to the Abbeville equity districts and the provision of services to these districts.

- This document is submitted to meet this requirement.

1.89. (SDE: Carry Forward) For Fiscal Year 2017–18, the Department of Education is directed to allocate \$30,000,000 from carry forward or unencumbered or unobligated cash balances for the School Districts Capital Improvement Plan as set forth in this Act.

- See 1A.82.

1A.25. (SDE-EIA: Professional Development) Of the funds appropriated for professional development, up to \$500,000 may be expended for gifted and talented teacher endorsement and certification activities. The balance of EIA funds appropriated for professional development must be allocated to districts based on the number of weighted pupil units in each school district in proportion to the statewide weighted pupil units using the one hundred thirty-five day count of the prior school year. The funds must be expended on professional development for certificated instructional and instructional leadership personnel in grades kindergarten through twelve across all content areas, including teaching in and through the arts and using technology in classroom instruction. No more than twenty-five percent of the funds appropriated for professional development may be retained by the Department of Education for the administration and provision of other professional development services which must be targeted to districts who are or were the original trial and plaintiff school districts in the Abbeville law suit to increase the capacity of educators and leaders in those districts. The Department of Education must provide professional development on assessing student mastery of the content standards through classroom, formative and end-of-year assessments. The Department of Education also must post on the agency's website the South Carolina Professional Development Standards and provide training through telecommunication methods to school leadership on the professional development standards. The department is authorized to carry forward and expend professional development funds for the same purpose.

- Included in this report.

1A.50. (SDE-EIA: Surplus) For Fiscal Year 2017–18, EIA cash funds from the prior fiscal year and EIA funds not otherwise appropriated or authorized must be carried forward and expended on the following items in the order listed:

1. Computer Science Task Force - \$400,000;
2. EOC-Partnerships - \$6,281,500;
3. Industry Certification - \$3,000,000;
4. SDE-[*Abbeville*] School Districts Capital Improvement Plan - \$55,828,859;
5. SDE-Technical Assistance - \$1,308,500; and
6. SDE-K-12 Funding Gap - \$450,000.

The Department of Education shall disburse the funds for the K-12 Funding Gap proportionately to school districts that, in the current fiscal year, are cumulatively appropriated and allocated at least eight percent less state funds than the school district was appropriated and allocated in Fiscal Year 2016-17. For purposes of this proviso, state funds includes Education Improvement Act funds. Further, the amounts appropriated and allocated in Part IA and Sections 1 and 1A of this Part IB, shall be considered for purposes of determining whether a school district received less state funds.

- See 1A.82.

1A.66. (SDE-EIA: College and Career Readiness) Funds appropriated to the Department of Education for District College and Career Readiness Assistance must first be used to increase the capacity of districts that are or were the original trial and plaintiff school districts in the Abbeville law suit. Funds shall be used by the department to provide assistance to districts using appropriately experienced educators with demonstrated effectiveness in instructional leadership. Support shall include professional development, standards and learning support, instructional support, data analysis and leadership development resources to ensure that educators are equipped with the tools to provide students with high quality, personalized learning that supports the Profile of the South Carolina Graduate. The department shall report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee on how these funds were expended.

- This item was funded in FY 2016–17 from non-recurring lottery funds at \$3,000,000. The SCDE is providing a summary report here and will provide additional information in the required separate report.

1A.81. (SDE-EIA: Revolving Student Loan Program Transfer) The State Treasurer shall transfer \$16,000,000 from the EIA Revolving Student Loan Program, Fund 41L1, to the Department of Education. The department shall utilize these funds for the [*Abbeville*] School Districts Capital Improvement Plan as set forth in this act.

- *See* 1A.82.

1A.82. (SDE-EIA: Abbeville Equity School Districts Capital Improvement Plan) The funds appropriated for the Abbeville Equity School Districts Capital Improvement Plan in Part IA, Section 1, VIII, I, Abbeville Equity School Districts Capital Improvements and by provisos 1.89, 1A.50, 1A.81, and 1A.85 shall be allocated by the Department of Education to eligible school districts for the purpose of funding school facility upgrades. Eligible school districts include any school district that is a plaintiff in the Abbeville law suit or districts with a poverty index of eighty percent or higher. For the purpose of this provision, "school facility" means only facilities necessary for instructional and related supporting purposes including, but not limited to, classrooms, libraries, media centers, laboratories, cafeterias, physical education spaces, related interior and exterior facilities, and the conduit, wiring, and powering of hardware installations for classroom computers or for area network systems. Eligible school facility projects shall include: (a) health and safety upgrades; (b) technology upgrades inside school facilities; (c) upgrades associated with career and technology education programs; and (d) deferred maintenance needs as described in the district's capital improvement plan. 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. 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 Abbeville Equity School Districts Capital Improvement Plan activities for the preceding year to the Governor, the Chairman of the Senate Finance Committee, the Chairman of the House Ways and Means Committee, the Chairman of the Senate Education Committee, and the Chairman of the House Education and Public Works Committee.

- Summarized in this report and separate reported as required by this proviso.

1A.85. (SDE-EIA: Carry Forward) For Fiscal Year 2017–18, the Department of Education is directed to allocate \$30,000,000 from carry forward or unencumbered or unobligated cash balances for the School Districts Capital Improvement Plan as set forth in this Act.

- *See* 1A.82.