

**SENATE FINANCE COMMITTEE
K-12 EDUCATION SUBCOMMITTEE CHAIRMAN'S
PROVISO RECOMMENDATIONS FOR FY 2016-17**

SECTION 1 - H630 - DEPARTMENT OF EDUCATION

1.53 **AMEND FURTHER** (Health Education) Requires school districts to ensure compliance with Chapter 32 of Title 59 [COMPREHENSIVE HEALTH EDUCATION PROGRAM]; outlines a complaint process for concerns; and requires the district have its base student cost reduced by 1% if corrective action is not taken on any founded complaint.

WMC: AMEND proviso to require each school district to publish on its website the title and publisher of all health education materials it used in the classroom. Delete the requirement that a district's base student cost be reduced by 1% if a complaint is determined to be founded and corrective action is not taken and instead establish a 30 day process for investigation, determination, and corrective action to be taken. Direct that if the department determines the district did not take appropriate immediate action to correct a violation, 1% of the district's Student Health and Fitness Act funds shall be withheld until the district is in compliance. *Combines proviso 1.83 into this proviso since both direct district compliance with Chapter 32 of Title 59.* Fiscal Impact: None. Requested by Department of Education.

HOU: ADOPT proviso as amended.

SFC SUBCOMMITTEE CHAIRMAN'S RECOMMENDATION: AMEND FURTHER to change the 30 day process to 60 days. Direct that if the department determines a district is non-compliant with mandated health education or if they fail to publish the title and publisher of materials on its website, 1% of the district's Student Health and Fitness Act funds shall be withheld by the department until the district is in compliance.

1.53. (SDE: Health Education) Each school district is required to ensure that all comprehensive health education, reproductive health education, and family life education conducted within the district, whether by school district employees or a private entity, must utilize curriculum that complies with the provisions contained in Chapter 32, Title 59. *Each district shall publish on its website the title and publisher of all health education materials it has approved, adopted, and used in the classroom.* Any person may complain in a signed, notarized writing to the chairman of the governing board of a school district that matter not in compliance with the requirements of Chapter 32, Title 59 is being taught in the district. Upon receiving a notarized complaint, the chairman of the governing board must ensure that the complaint is immediately investigated and, if the complaint is determined to be founded, that immediate action is taken to correct the violation. If corrective action is not taken, ~~then the district must have its base student cost reduced by one percent within 30 60 days of such a determination, or if no investigation is made within 30 60 days of the chairman's receipt of the notarized statement, then the complainant may within 30 60 calendar day, give written notice to the department.~~ *The notice must include the original notarized complaint. If, upon investigation, the department determines that the district has not taken appropriate immediate action to correct a violation, then the Department of Education shall withhold one percent of the district's funds allocated in Part IA, Section 1, X - Student Health and Fitness Act until the department determines the district is in compliance. If the department determines that a district is non-compliant with mandated health education or if the district fails to publish the title and publisher of materials on its website, then the Department of Education shall withhold one percent of the district's funds allocated in Part IA, Section 1, X - Student Health and Fitness Act until the department determines the district is in compliance.*

1.62 **AMEND** (Full-Day 4K) Provides guidelines for participation in and funding for the CDEPP program.

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WMC: AMEND proviso to direct that eligible students that reside in a school district that met the poverty level for participation in the prior school year may participate in the current school year. Amend the public and private providers reimbursement rate from "\$4,218" to "\$4,323" and the private providers transportation reimbursement from "\$550" to "\$564." *First Steps states that statute requires an annual increase in the tuition amount based on an inflation factor, but this amount has not been increased since the inception of the program in 2006. In addition, the transportation amount per student has also not been increased.* Fiscal Impact: First Steps states an increase in tuition rate per child of \$105 to support the RFA inflation factor. This would mean an additional cost of \$271,530 per year, which the current budget levels would support without additional funds. The increase in cost of the transportation would be \$4,046 which the current budget levels would support without additional funding. Requested by First Steps to School Readiness. *Note: Companion EIA proviso is 1A.30.*

HOU: ADOPT proviso as amended.

SFC SUBCOMMITTEE CHAIRMAN'S RECOMMENDATION: AMEND FURTHER to restore the \$550 private providers transportation reimbursement.

1.62. (SDE: Full-Day 4K) ~~For the current school year, eligible~~ Eligible students residing in a school district ~~with a poverty index of seventy percent or greater may participate~~ that met the poverty level for participation in the prior school year are eligible to participate in the South Carolina Early Reading Development and Education Program in the current school year. Public and private providers will be reimbursed for instructional costs at a rate of ~~\$4,218~~ \$4,323 per student enrolled. Eligible students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall also be eligible for a reimbursement of ~~\$550~~ \$564 per eligible child transported. All providers who are reimbursed are required to retain records as required by their fiscal agent. 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. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps.

Of the funds appropriated, \$300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by January fifteenth of each year. To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day four-year-old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades.

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1.66 AMEND FURTHER (Reading/Literacy Coaches) Provides for the allocation of funds appropriated for Reading Coaches to school districts.

WMC: AMEND proviso to change “reading coaches” to “literacy coaches” and change “Not Met” to “below proficient.” Clarify the duties associated with literacy coaches. Direct that unspent or unallocated literacy coach funds be used to fund Summer Reading Camps and require the department report the amount of funds used for this purpose. *Note: Companion EIA proviso is 1A.66.*

HOU: AMEND FURTHER, section (D), to delete the authorization for a school district to use literacy coaches as interventionists and instead require school districts to request a waiver from the State Superintendent of Education to do so. Sponsor: Rep. Anthony.

SFC SUBCOMMITTEE CHAIRMAN'S RECOMMENDATION: AMEND FURTHER to change reference to “literacy coaches” to reading/literacy coaches.” Amend section (C) to delete to specified duties of reading/literacy coaches and instead direct that the reading/literacy coaches shall serve according to the provisions in Chapter 155 of Title 59. Amend section (D) to specify that schools and districts that accept funds for a reading/literacy coach must agree that the position not serve as an administrator.

1.66.(SDE: Reading/Literacy Coaches) (A) Funds appropriated for **Reading/Literacy Coaches** must be allocated to school districts by the Department of Education as follows:

(1) for each elementary school in which twenty percent or more of the students scored ~~Not Met~~ below proficient on the reading and research test in the most recent year for which such data are available, the school district shall be eligible to receive the lesser of either up to \$62,730 or the actual cost of salary and benefits for a full-time **reading/literacy** coach; and

(2) for each elementary school in which fewer than twenty percent of the students scored ~~Not Met~~ below proficient on the reading and research test during the same period, the school district shall be eligible to receive the lesser of either up to \$31,365 or fifty percent of the actual cost of salary and benefits for a full-time **reading/literacy** coach. A school district must provide local support for state funds provided under this paragraph. School districts may use existing local funds currently used for reading assistance as the local support.

(B) By accepting these funds, a school district warrants that they will not be used to supplant existing school district expenditures, except for districts that either are currently, or in the prior fiscal year, were paying for **reading/literacy coaches** with local funds. A district may, however, assign a **reading/literacy** coach to a primary school rather than to the elementary school to improve the early literacy skills of young children.

(C) Funds appropriated for **Reading/Literacy Coaches** are intended to be used to provide elementary schools with **reading/literacy** coaches, ~~who shall serve as job embedded, stable resources for professional development learning opportunities throughout schools in order to generate improvement in reading and literacy instruction and student achievement~~ who shall serve according to the provisions in Chapter 155 of Title 59. ~~Reading coaches~~ Literacy coaches shall support and provide initial and ongoing professional development learning opportunities to teachers based on an analysis of student assessment and data, the provision of differentiated instruction, and intensive intervention interventions. ~~The reading coach shall~~ Schools and districts accepting funding to support a coaching position agree to the following:

~~(1) Literacy coaches shall model effective instructional strategies for teachers by working weekly with students in whole, and small groups, or individually;~~

~~(2) Literacy coaches shall facilitate study groups professional learning opportunities for educators and leadership teams through work with students in demonstration lessons by modeling instructional strategies;~~

~~(3) Literacy coaches shall train teachers in data analysis and using data to differentiated differentiate instruction;~~

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~~(4) Literacy coaches shall coaching and mentoring coach and mentor colleagues;~~

~~(5) Literacy coaches shall work with teachers to ensure that research evidence-based reading programs strategies are implemented with fidelity;~~

~~(6) work with all teachers (including content area and elective areas) at the school they serve, and help prioritize time for those teachers, activities, and roles Literacy coaches shall coordinate literacy and instructional strategies across the school that will have the greatest impact on student achievement, namely coaching and mentoring in the classrooms at both the school and district level;~~

~~(7) Literacy coaches shall help lead and support reading literacy leadership teams; and,~~

~~(8)~~

~~(D) The reading literacy coach must not be assigned a regular classroom teaching assignment, must not serve as an administrator, must not perform administrative functions that deter from the flow of improving reading instruction and reading performance of students, and must not devote a significant portion of his or her time to administering or coordinating assessments. School districts must request a waiver from the State Superintendent of Education in order to utilize literacy coaches as interventionists as included in the district reading plan and when supported by assessment data showing the district reading plan is improving literacy. Schools and districts accepting funding to support a coaching position agree that the reading/literacy coach must not serve as an administrator.~~

~~(E) No later than February 1, 2016, the The Department of Education must publish guidelines that define the minimum qualifications for a reading/literacy coach for Fiscal Year 2015-16. These guidelines must deem any licensed/certified teacher qualified if, at a minimum, he or she:~~

~~(1) holds a bachelor's degree or higher and an add-on endorsement for literacy coach or literacy specialist; ; or~~

~~(2) holds a bachelor's degree or higher and is actively pursuing the literacy coach or literacy specialist endorsement; or~~

~~(3) holds a master's degree or higher in reading or a closely-related field.~~

~~Within these guidelines, the Department of Education must also establish a process for Fiscal Year 2015-16 through which an elementary school may be permitted to use some or all of the allocation granted under subsection (A) in order to obtain in-school reading coaching services from a department approved consultant or vendor, assist districts in identifying a reading/literacy coach in the event that the school is not successful in identifying and directly employing a qualified candidate. The provisions of subsection (A), including the local support requirements, shall also apply to any allocations made pursuant to this paragraph.~~

~~(F) The Department of Education must develop procedures for monitoring the use of funds appropriated for Reading Coaches reading/literacy coaches to ensure they are applied to their intended uses and are not redirected for other purposes. The Department of Education may receive up to \$100,000 of the funds appropriated for Reading Coaches reading/literacy coaches in order to implement this program, provided that this allocation does not exceed the department's actual costs.~~

~~(G) Prior to the close of the current fiscal year, any remaining unspent or unallocated funds for Reading Coaches, reading/literacy coaches but no more than \$5,000,000, shall be distributed by the Department of Education among the school districts containing elementary or primary schools that were eligible for and which elected to receive funding under subsection (A)(1) of this proviso; these funds shall be distributed in proportion to these districts' relative shares of students who scored Not Met on the research and reading test in the most recent year for which such data are available used to fund Summer Reading Camps. Funds distributed under this subsection must be used exclusively to support reading-related professional development opportunities for teachers that lead to the literacy add-on endorsement.~~

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(~~G~~ H) The Department of Education shall require:

(1) any school district receiving funding under subsection (A) to identify the name and qualifications of the supported **reading/literacy** coach; as well as the school in which the coach is assigned ~~along with the rationale for how the school selection was made~~; and

(2) any school district receiving funding under subsection (~~F~~ G) to account for the specific amounts and uses of such funds.

(~~H~~ I) With the data reported by the school districts, the department shall report by January fifteenth of the current fiscal year on the hiring of and assignment of **reading/ literacy** coaches by school ~~and on the expenditure of professional development funds for opportunities for teachers to earn the literacy endorsement~~. The department shall also report the amount of funds that will be ~~carried forward~~ *used for Summer Reading Camps*.

(~~I~~ J) Funds appropriated for ~~Reading Coaches~~ *reading/literacy coaches* shall be retained and carried forward to be used for the same purpose but may not be flexed.

(~~J~~ K) For Fiscal Year ~~2015-16~~ *2016-17*, if increased funding for **reading/ literacy** coaches is not sufficient to provide additional **reading/ literacy** coaches at each elementary school then the funding must be targeted to the areas of greatest need based on the number of students substantially failing to demonstrate reading proficiency as indicated on the prior year's state assessment.

1.70 **AMEND** (South Carolina Community Block Grants for Education Pilot Program) Creates the South Carolina Community Block Grants for Education Pilot Program.

SFC SUBCOMMITTEE CHAIRMAN'S RECOMMENDATION: AMEND proviso to direct that priority also be given to applications that involve public-private partnerships with providers who collaborate to also improve social and emotional readiness of children.

1.70. (SDE: South Carolina Community Block Grants for Education Pilot Program) There is created the South Carolina Community Block Grants for Education Pilot Program. The purpose of this matching grants program is to encourage and sustain partnerships between a community and its local public school district or school for the implementation of innovative, state-of-the-art education initiatives and models to improve student learning. The initiatives and models funded by the grant must be well designed, based on strong evidence of effectiveness, and have a history of improved student performance.

The General Assembly finds that the success offered by these initiatives and programs is assured best when vigorous community support is integral to their development and implementation. It is the intent of this proviso to encourage public school and district communities and their entrepreneurial public educators to undertake state-of-the-art initiatives to improve student learning and to share the results of these efforts with the state's public education community.

As used in this proviso:

(1) "Community" is defined as a group of parents, educators, and individuals from business, faith groups, elected officials, nonprofit organizations and others who support the public school district or school in its efforts to provide an outstanding education for each child. As applied to the schools impacted within a district or an individual school, "community" includes the school faculty and the School Improvement Council as established in Section 59-20-60 of the 1976 Code;

(2) "Poverty" is defined as the percent of students eligible in the prior year for the free and reduced price lunch program and or Medicaid; and

(3) "Achievement" is as established by the Education Oversight Committee for the report card ratings developed pursuant to Section 59-18-900 of the 1976 Code.

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The Executive Director of the Education Oversight Committee is directed to appoint an independent grants committee to develop the process for awarding the grants including the application procedure, selection process, and matching grant formula. The grants committee will be comprised of seven members, three members selected from the education community and four members from the business community. The chairman of the committee will be selected by the committee members at the first meeting of the grants committee. The grants committee will review and select the recipients of the Community Block Grants for Education.

The criteria for awarding the grants must include, but are not limited to:

- (1) the establishment and continuation of a robust community advisory committee to leverage funding, expertise, and other resources to assist the district or school throughout the implementation of the initiatives funded through the Block Grant Program;
- (2) a demonstrated ability to meet the match throughout the granting period;
- (3) a demonstrated ability to implement the initiative or model as set forth in the application; and
- (4) an explanation of the manner in which the initiative supports the district's or school's strategic plan required by Section 59-18-1310 of the 1976 Code.

In addition, the district or school, with input from the community advisory committee, must include:

- (1) a comprehensive plan to examine delivery implementation and measure impact of the model;
- (2) a report on implementation problems and successes and impact of the innovation or model; and
- (3) evidence of support for the project from the school district administration when an individual school applies for a grant.

The match required from a grant recipient is based on the poverty of the district or school. No matching amount will exceed more than seventy percent of the grant request or be less than ten percent of the request. The required match may be met by funds or by in-kind donations, such as technology, to be further defined by the grants committee. Public school districts and schools that have high poverty and low achievement will receive priority for grants when their applications are judged to meet the criteria established for the grant program.

However, no grant may exceed \$250,000 annually unless the grants committee finds that exceptional circumstances warrant exceeding this amount.

The Education Oversight Committee will review the grantee reports and examine the implementation of the initiatives and models to understand the delivery of services and any contextual factors. The Oversight Committee will then highlight the accomplishments and common challenges of the initiatives and models funded by the Community Block Grant for Education Pilot Program to share the lessons learned with the state's public education community.

For the current fiscal year, funds allocated to the Community Block Grant for Education Pilot Program must be used to provide or expand high-quality early childhood programs for a targeted population of at-risk four-year-olds. High-quality is defined as meeting the minimum program requirements of the Child Early Reading Development and Education Program and providing measurable high-quality child-teacher interactions, curricula and instruction. Priority will be given to applications that involve public-private partnerships between school districts, schools, Head Start, and private child care providers who collaborate to: (1) provide high-quality programs to four-year-olds to maximize the return on investment; (2) assist in making the transition to kindergarten; (3) improve the early literacy, *social and emotional*, and numeracy readiness of children; and (4) engage families in improving their children's readiness.

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1.90 **AMEND NEW PROVISO** (Highly Qualified Teachers) **WMC:** ADD new proviso to suspend the requirement that teachers must be highly qualified in core academic subjects.

HOU: ADOPT new proviso.

SFC SUBCOMMITTEE CHAIRMAN'S RECOMMENDATION: AMEND new proviso to delete previous suspension and instead suspend the teacher certification requirements for highly qualified educators aligned to No Child Left Behind. Direct the department report to the General Assembly by February 1st on updated federal requirements under the Every Student Succeeds Act.

1.90. (SDE-Highly Qualified Teachers) For the current fiscal year, ~~the requirement that teachers must be highly qualified in the core academic subjects is suspended~~ teacher certification requirements for highly qualified educators aligned to No Child Left Behind shall be suspended. The department shall report to the General Assembly by February 1 on the updated Federal requirements under the Every Student Succeeds Act.

SECTION 1A - H630 - DEPARTMENT OF EDUCATION-EIA

1A.9 **AMEND FURTHER** (Teacher Supplies) Provides guidelines for distributing teacher supply reimbursement of up to \$275 each school year to offset the expenses they have incurred for teaching supplies and materials. Allows any classroom teacher, including those at a S.C. private schools that are not eligible for this reimbursement to claim a refundable income tax credit on their 2015 tax return.

WMC: AMEND proviso to add “non-certified” public school teachers and “career specialist” to those individuals eligible to receive the reimbursement and to also allow those eligible individuals employed by a “publically funded full day 4K classroom.” Update tax return reference to “2016.” Fiscal Impact: None. Requested by Department of Education.

HOU: ADOPT proviso as amended.

SFC SUBCOMMITTEE CHAIRMAN'S RECOMMENDATION: AMEND FURTHER to reinsert “up to” \$275 reimbursement. Direct the school district to disburse these funds to each teacher by a check and direct that if requested by the teacher, to give the teacher the option of being reimbursed by a debit card.

1A.9. (SDE-EIA: Teacher Supplies) All certified and non-certified public school teachers, certified special school classroom teachers, certified media specialists, ~~and~~ certified guidance counselors, and career specialists who are employed by a school district ~~or~~ a charter school, or a publically funded full day 4K classroom, as of November thirtieth of the current fiscal year, based on the public decision of the school board may receive reimbursement of **up to** two hundred seventy-five dollars each school year to offset expenses incurred by them for teaching supplies and materials. Funds shall be disbursed by the department to School districts by July fifteenth based on the last reconciled Professional Certified Staff (PCS) listing from the previous year. With remaining funds for this program, any deviation in the PCS and actual teacher count will be reconciled by December thirty-first or as soon as practicable thereafter. Based on the public decision of the school district these funds shall be disbursed to each teacher via check in a manner separate and distinct from their payroll check on the first day teachers, by contract, are required to be in attendance at school for the current contract year. Upon request of the teacher, a school district must give the teacher the option of being reimbursed by a debit card. This reimbursement shall not be considered by the state as taxable income. Special schools include the Governor’s School for Science and Math, the Governor’s School for the Arts and Humanities, Wil Lou Gray Opportunity School, John de la Howe School, School for the Deaf and the Blind,

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Felton Lab, Department of Juvenile Justice, and Palmetto Unified School District. Funds distributed to school districts or allocated to schools must not supplant existing supply money paid to teachers from other sources. If a school district requires receipts for tax purposes the receipts may not be required before December thirty-first. Districts that do not wish to require receipts may have teachers retain the receipts and certify for the district they have received the allocation for purchase of teaching supplies and/or materials and that they have purchased or will purchase supplies and/or materials during the fiscal year for the amount of the allocation. Districts shall not have an audit exception related to non-retention of receipts in any instances where a similar instrument is utilized. Any district requiring receipts must notify any teacher from whom receipts have not been submitted between November twenty-fifth and December sixth that receipts must be submitted to the district. Districts may not add any additional requirement not listed herein related to this reimbursement.

Any classroom teacher, including a classroom teacher at a South Carolina private school, that is not eligible for the reimbursement allowed by this provision, may claim a refundable income tax credit on the teacher's ~~2015~~ 2016 tax return, provided that the return or any amended return claiming the credit is filed prior to the end of the fiscal year. The credit is equal to two hundred seventy-five dollars, or the amount the teacher expends on teacher supplies and materials, whichever is less. If any expenditures eligible for a credit are made after December thirty-first, the teacher may include the expenditures on his initial return or may file an amended ~~2015~~ 2016 return claiming the credit, so long as the return or amended return is filed in this fiscal year. The Department of Revenue may require whatever proof it deems necessary to implement the credit provided by this part of this provision.

1A.30 AMEND FURTHER (Full-Day 4K) Provides guidelines for participation in and funding for the CDEPP program.

WMC: AMEND proviso to direct that eligible students that reside in a school district that met the poverty level for participation in the prior school year may participate in the current school year. Amend the public and private providers reimbursement rate from "\$4,218" to "\$4,323" and the private providers transportation reimbursement from "\$550" to "\$562." *First Steps states that statute requires an annual increase in the tuition amount based on an inflation factor, but this amount has not been increased since the inception of the program in 2006. In addition, the transportation amount per student has also not been increased.* Fiscal Impact: First Steps states an increase in tuition rate per child of \$105 to support the RFA inflation factor. This would mean an additional cost of \$271,530 per year, which the current budget levels would support without additional funds. The increase in cost of the transportation would be \$4,046 which the current budget levels would support without additional funding. Requested by First Steps to School Readiness. *Note: Companion General Education proviso is 1.62.*

HOU: ADOPT proviso as amended.

SFC SUBCOMMITTEE CHAIRMAN'S RECOMMENDATION: AMEND FURTHER to restore the \$550 private providers transportation reimbursement.

1A.30. (SDE-EIA: Full-Day 4K) ~~For the current school year, eligible~~ Eligible students residing in a school district ~~with a poverty index of seventy percent or greater may participate~~ that met the poverty level for participation in the prior school year are eligible to participate in the South Carolina Early Reading Development and Education Program in the current school year. Public and private providers will be reimbursed for instructional costs at a rate of ~~\$4,218~~ \$4,323 per student enrolled. Eligible students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall also be eligible for a reimbursement of ~~\$550~~ \$564 per eligible child transported. All providers who are

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reimbursed are required to retain records as required by their fiscal agent. 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. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps.

Of the funds appropriated, \$300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by January fifteenth of each year. To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day four-year-old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades.

1A.34 AMEND FURTHER (Career Cluster Industry Partnerships) Direct the department to provide \$800,000 in direct grants to private sector industry partners that apply for a grant and who meet the guidelines. Requires the organization to submit reports that detail the work and outcomes and to also submit semi-annual programmatic and financial reports.

WMC: AMEND proviso to change the requirement that organizations must apply for the grant by July "first" to July "31st."

HOU: ADOPT proviso as amended.

SFC SUBCOMMITTEE CHAIRMAN'S RECOMMENDATION: AMEND FURTHER to delete references to specific industries and retain reference to "career clusters;" amend the \$150,000 grant to delete the requirement that the grant be awarded "exclusively for career and technology education" and retain the requirement that it be awarded in at least 4 of the career clusters. Require the recipient industry represented offer a certification or credential recognized by a national industry organization and include in their grant request how the funds will be spent in direct support of students.

1A.34. (SDE-EIA: Career Cluster Industry Partnerships) From the funds appropriated to the Department of Education, \$800,000 must be provided as direct grants to the private sector statewide trade association or educational foundation providing nationally certified programs in career and technology education representing the ~~automotive, construction, engineering, healthcare, mechanical contracting/construction, and hospitality tourism~~ career clusters. Organizations applying for a grant must do so by July ~~first~~ 31st and the Department of Education must award a minimum of one grant of at least \$150,000 in at least four of ~~these specified~~ the career clusters ~~to be used exclusively for career and technology education.~~ The recipient industry ~~organization~~ represented must ~~conduct end-of-course exams graded~~ offer a certification or

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credential recognized by a national industry organization and must include in their grant request how the money will be spent in direct support of students to further industry-specific career technology education; a description and history of their program nationally and within South Carolina; estimates of future employment growth in their industry; and the national scope of their program. By August first of the following year, the organization must submit to the department a report detailing how the grant increased industry/employer awareness; the number of increased schools using the industry-based curriculum and partnered with the industry organization; the increased number of students in the program; and an overview and analysis of the organization's statewide student competition. The grant must be used for career awareness programs for that industry cluster; statewide student competitions leading to national competitions; teacher development and training; post-secondary scholarships in industry-specific degree programs; student recruitment into that career cluster programs; programs to educate middle and high school Career or Guidance Counselors about the industry; service to disadvantaged youth; and administering business/employer awareness and partnerships which help lead to experience-based, career-oriented experiences including internships, apprenticeships, mentoring, co-op education and service learning. The Office of Career and Technology Education of the department will develop goals with each career cluster on the number of new schools using the industry-based curriculum and partnered with that career cluster organization. These funds may not be used to supplant or replace, in whole or in part, other existing resources/assets sourced outside the present grant being used to provide the same services or programs. Organizations may carry-over grants for up to three years when a large project is identified in the grant application to be used at a future date; otherwise excess funds must be returned to the state. Organizations awarded must submit a semi-annual programmatic and financial report on the last day of December in addition to the final report due August first that has been audited by a third party accounting firm.

1A.38 AMEND FURTHER (Teacher Salaries/SE Average) States the projected Southeastern average teacher salary for FY 2015-16 is \$49,796. Requires a local district board of trustees to provide a step increase for all eligible certified teachers. Directs the department to continue to use the FY 2012-13 statewide minimum teacher salary schedule in FY 2015-16.

WMC: AMEND proviso to change the projected SE average teacher salary from "\$49,796" to "\$51,495" and update fiscal year to "2016-17."

HOU: ADOPT proviso as amended.

SFC SUBCOMMITTEE CHAIRMAN'S RECOMMENDATION: AMEND FURTHER to specify that the statewide minimum teacher salary schedule used in FY 12-13 will be increased by 2%.

1A.38. (SDE-EIA: Teacher Salaries/SE Average) The projected Southeastern average teacher salary shall be the average of the average teachers' salaries of the southeastern states as projected by the Revenue and Fiscal Affairs Office. For the current school year the Southeastern average teacher salary is projected to be ~~\$49,796~~ \$51,495. The General Assembly remains desirous of raising the average teacher salary in South Carolina through incremental increases over the next few years so as to make such equivalent to the national average teacher salary.

The statewide minimum teacher salary schedule used in Fiscal Year 2015-16 ~~2016-17~~ and be increased by 2%.

Additionally, for the current fiscal year, a local school district board of trustees must increase the salary compensation for all eligible certified teachers employed by the district by no less than one year of experience credit using the district salary schedule utilized the prior fiscal year as the basis for providing the step. Application of this provision must be applied uniformly for all eligible certified teachers.

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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(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.

For purposes of this provision teachers shall be defined by the Department of Education using the Professional Certified Staff (PCS) System.

1A.52 CONFORM TO FUNDING / AMEND (Surplus) Requires EIA funds carried forward from the prior fiscal year that are not appropriated or authorized to be carried forward and spent for specified purposes and directs that any additional funds carried forward and not otherwise appropriated or authorized to be used for Instructional Materials.. Allows the funding items to be reduced pro rata if there are not sufficient monies to fund the items.

WMC: AMEND proviso to update fiscal year to 2016-17. Amend list of items to increase EOC Partnerships for Innovation from "\$900,000" to "\$2,800,000;" delete Assessment/Testing - \$7,300,000; and Digital Music Materials - \$625,000." Add "Industry Certification - \$3,000,000; Adult Education - \$1,500,000; Power Schools/Data Collection - \$1,952,000; IT Academy - \$750,000; and Instructional Development and Digital Content Curation - \$493,443."

HOU: ADOPT proviso as amended.

SFC SUBCOMMITTEE CHAIRMAN'S RECOMMENDATION: CONFORM to funding recommendation.

1A.52. (SDE-EIA: Surplus) For Fiscal Year ~~2015-16~~ 2016-17, EIA surplus funds from the prior fiscal year and not otherwise appropriated or authorized must be carried forward and expended on the following items:

1. EOC - Partnerships for Innovation - ~~\$900,000~~ \$2,800,000;
2. Allendale County School District - \$150,000;
3. Modernize Vocational Equipment - \$1,501,307;
4. ~~Assessment/Testing - \$7,300,000; and~~ Industry Certification - \$3,000,000;
5. ~~Digital Music Materials as provided in FY 2014-15 - up to \$625,000~~ Adult Education - \$1,500,000;
6. Power Schools/Data Collection - \$1,952,000;
7. IT Academy - \$750,000; and
8. Instructional Development and Digital Content Curation - \$493,443.

Any additional funds carried forward and not otherwise appropriated or authorized may be used for Instructional Materials.

If excess EIA revenues are less than the amounts appropriated, funding for the items listed herein shall be reduced on a pro rata basis.

1A.64 AMEND FURTHER (Rural Teacher Recruiting Incentive) Creates a program within CERRA to recruit and retain classroom educators in rural and underserved districts that annually experience excessive teacher turnover. Requires CERRA report by 1/15/16 to the Governor, the President Pro Tempore of the Senate, and the Speaker of the House on the incentives that have been developed. Authorize Rural Teacher Recruiting Incentive funds to be carried forward and used for the same purpose.

WMC: AMEND proviso to change "Fiscal Year 2015-16" to "the current fiscal year." Direct CERRA to "publish" rather than "develop" eligibility requirements. Direct CERRA to include incentives (1) for S.C. Teachers Loan forgiveness at a rate of 1 year for every 2 years of service in an eligible district unless the teacher is eligible for a greater forgiveness rate under S.C. Teachers Loan Program guidelines; (2) development of a forgiveness program for other student

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loans, not to exceed \$7,500 per year, administered by the S.C. Student Loan Corporation, with teachers receiving loan forgiveness at a rate of 1 year for each year of service as a teacher; (3) development of a forgivable loan program for individuals pursuing graduate coursework in furtherance of a career in teaching; (4) support for establishment and maintenance of a teaching mentorship program; and (5) other technical support and recruiting incentives. Direct CERRA to also develop a process for recovering an amount equal to the incentive given to a participant who does not meet the obligations associated with the incentive.

HOU: ADOPT proviso as amended.

SFC SUBCOMMITTEE CHAIRMAN'S RECOMMENDATION: AMEND FURTHER to item (B)(1) to change "twelve" to "eleven;" amend item (C) to include "loan forgiveness" in the incentives and to include incentive options for individuals entering the field through an alternative certification pathway; amend item (C)(2) to delete the directive to develop a program for forgiveness of "other student loans" and instead develop a program for forgiveness of "undergraduate" student loans; amend item (C)(3) to delete "to be administered by the SC Student Loan Corporation;" and amend item (C)(4) to change "\$5,000" to "\$2,500" and delete the 5 year time limit.

1A.64. (SDE-EIA: Rural Teacher Recruiting Incentive) (A) There is created a program within the South Carolina Center for Educator Recruitment, Retention, and Advancement (CERRA) to recruit and retain classroom educators in rural and underserved districts experiencing excessive turnover of classroom teachers on an annual basis.

(B) During ~~Fiscal Year 2015-16~~ the current fiscal year CERRA shall ~~develop~~ publish eligibility requirements and applications for individual educators, school districts, and institutions of higher education not inconsistent with existing licensure requirements for each, but also including:

(1) Eligible districts identified by CERRA as experiencing greater than ~~twelve~~ eleven percent average annual teacher turnover, as reported on the districts' five most recent district report cards issued by the South Carolina Department of Education, may make application to participate in the program.

(2) Individuals eligible for incentives shall be willing to provide instructional services in an eligible district in exchange for participation in an incentive detailed in item (C) of this section, pursuant to the obligations and restrictions stated for each.

(3) Institutions of higher education eligible to receive education funding as a component of recruiting incentives created pursuant to item (C) of this section shall not be excluded from participation in Teaching Fellows Program ~~in accordance with proviso 1A.57 of this Act.~~

(4) Any incentives requiring individuals to relocate into an eligible district to provide instructional services shall not be made available to individuals providing instructional services in other eligible districts.

(C) Pursuant to item (A), CERRA shall develop a set of incentives including, but not limited to, salary supplements, education subsidies, loan forgiveness, professional development, and mentorship to be provided to classroom educators that offer instructional services in eligible districts. ~~The incentives and implementation shall be developed in consultation with the State Department of Education and the Education Oversight Committee, and shall provide incentive options for eligible individuals at all stages of their careers, including high-school and college or university students interested in entering the teaching profession~~ and including individuals entering the field through an alternative certification pathway to include, but not limited to, PACE, ABCTE, Teach for American and CATE Work-Based Certification.

At a minimum, the incentives shall include:

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(1) South Carolina Teachers Loan forgiveness at a rate of one year for every two years of service as a teacher in an eligible district, unless otherwise eligible for a greater forgiveness rate under the guidelines of the South Carolina Teachers Loan Program.

~~(2) Development of a program for forgiveness for other student loans, not to exceed \$7,500 per year, to be administered by the South Carolina Student Loan Corporation. Teachers participating in this incentive shall receive loan forgiveness at a rate of one year for each year of service as a teacher. Development of a program for forgiveness of undergraduate student loans, not to exceed \$5,000 per year, for up to 7 years, for teachers participating in this incentive that achieve certification through an alternative pathway or who have a loan from an institution other than the South Carolina Student Loan Corporation or program other than the South Carolina Teachers Loan Program.~~

(3) Development of a forgivable loan program for individuals pursuing graduate coursework in furtherance of a teaching career, ~~to be administered by the SC Student Loan Corporation,~~ including enrollment in graduate-level coursework necessary to seek additional credentialing or certification relevant to the participant's teaching practice, or individuals seeking an alternative pathway to certification as a teacher.

(4) Support for the establishment and maintenance of a teaching mentorship program, including salary supplements for teaching mentors not to exceed ~~\$5,000~~ \$2,500 per year ~~for a period of time not to exceed 5 years.~~

(5) Other technical support and recruiting incentives as developed by CERRA in conjunction with the Department of Education and the Education Oversight Committee consistent with the objectives of this section.

(D) In addition to eligibility and application requirements, CERRA shall develop a process for recovering an amount equal to the incentives given to individual participants who fail to comply with the obligations associated with a relevant incentive in which they participate including, but not limited to, failure to complete a prescribed course of study, failure to obtain a relevant certification or licensure upon completion of a course of study, or failure to provide instructional services in an eligible district for a prescribed period of time.

(~~D~~ E) CERRA shall report by ~~January 15, 2016~~ July 31 of the current fiscal year to the Governor, President pro Tempore of the Senate, and Speaker of the House on the incentives developed pursuant to item (C) of this section and make recommendations for attracting and retaining high quality teachers in rural and underserved districts. The report shall contain at a minimum eligibility requirements and application processes for districts and individuals, descriptions of and proposed budgets for each incentive program and an analysis of the number and demographics of individuals potentially eligible for each.

(~~E~~ F) Funds appropriated or transferred for use in the Rural Teacher Recruiting Incentive may be carried forward from prior fiscal years and used for the same purpose.

1A.66 AMEND FURTHER (~~Reading~~ Literacy Coaches) Provides for the allocation of funds appropriated for Reading Coaches to school districts.

WMC: AMEND proviso to change "reading coaches" to "literacy coaches" and change "Not Met" to "below proficient." Clarify the duties associated with literacy coaches. Direct that unspent or unallocated literacy coach funds be used to fund Summer Reading Camps and require the department report the amount of funds used for this purpose. *Note: Companion General Education proviso is 1.66.*

HOU: AMEND FURTHER, section (D), to delete the authorization for a school district to use literacy coaches as interventionists and instead require school districts to request a waiver from the State Superintendent of Education to do so. Sponsor: Rep. Anthony.

SFC SUBCOMMITTEE CHAIRMAN'S RECOMMENDATION: AMEND FURTHER to change reference to "literacy coaches" to reading/literacy coaches." Amend section (C) to delete

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to specified duties of reading/literacy coaches and instead direct that the reading/literacy coaches shall serve according to the provisions in Chapter 155 of Title 59. Amend section (D) to specify that schools and districts that accept funds for a reading/literacy coach must agree that the position not serve as an administrator.

1A.66. (SDE-EIA: **Reading/Literacy** Coaches) (A) Funds appropriated for **Reading/Literacy** Coaches must be allocated to school districts by the Department of Education as follows:

(1) for each elementary school in which twenty percent or more of the students scored ~~Not Met~~ below proficient on the reading and research test in the most recent year for which such data are available, the school district shall be eligible to receive the lesser of either up to \$62,730 or the actual cost of salary and benefits for a full-time **reading/literacy** coach; and

(2) for each elementary school in which fewer than twenty percent of the students scored ~~Not Met~~ below proficient on the reading and research test during the same period, the school district shall be eligible to receive the lesser of either up to \$31,365 or fifty percent of the actual cost of salary and benefits for a full-time **reading/literacy** coach. A school district must provide local support for state funds provided under this paragraph. School districts may use existing local funds currently used for reading assistance as the local support.

(B) By accepting these funds, a school district warrants that they will not be used to supplant existing school district expenditures, except for districts that either are currently, or in the prior fiscal year, were paying for **reading/literacy coaches** with local funds. A district may, however, assign a **reading/literacy** coach to a primary school rather than to the elementary school to improve the early literacy skills of young children.

(C) Funds appropriated for **Reading/Literacy Coaches** are intended to be used to provide elementary schools with **reading/literacy** coaches, ~~who shall serve as job embedded, stable resources for professional development learning opportunities throughout schools in order to generate improvement in reading and literacy instruction and student achievement~~ who shall serve according to the provisions in Chapter 155 of Title 59. ~~Reading coaches~~ Literacy coaches shall support and provide initial and ongoing professional development ~~learning opportunities~~ to teachers based on an analysis of student assessment and ~~data~~, the provision of differentiated instruction, and intensive intervention ~~interventions~~. ~~The reading coach shall~~ Schools and districts accepting funding to support a coaching position agree to the following:

~~(1) Literacy coaches shall model effective instructional strategies for teachers by working weekly with students in whole, and small groups, or individually;~~

~~(2) Literacy coaches shall facilitate study groups professional learning opportunities for educators and leadership teams through work with students in demonstration lessons by modeling instructional strategies;~~

~~(3) Literacy coaches shall train teachers in data analysis and using data to differentiated differentiate instruction;~~

~~(4) Literacy coaches shall coaching and mentoring coach and mentor colleagues;~~

~~(5) Literacy coaches shall work with teachers to ensure that research evidence-based reading programs strategies are implemented with fidelity;~~

~~(6) work with all teachers (including content area and elective areas) at the school they serve, and help prioritize time for those teachers, activities, and roles~~ Literacy coaches shall coordinate literacy and instructional strategies across the school that will have the greatest impact on student achievement, namely coaching and mentoring in the classrooms at both the school and district level;

~~(7) Literacy coaches shall help lead and support reading literacy leadership teams; and~~

~~(8)~~

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~~(D) The reading literacy coach must not be assigned a regular classroom teaching assignment, must not serve as an administrator, must not perform administrative functions that deter from the flow of improving reading instruction and reading performance of students, and must not devote a significant portion of his or her time to administering or coordinating assessments. School districts must request a waiver from the State Superintendent of Education in order to utilize literacy coaches as interventionists as included in the district reading plan and when supported by assessment data showing the district reading plan is improving literacy. Schools and districts accepting funding to support a coaching position agree that the reading/literacy coach must not serve as an administrator.~~

(~~D~~ E) No later than February 1, 2016, the The Department of Education must publish guidelines that define the minimum qualifications for a **reading/literacy** coach for Fiscal Year 2015-16. These guidelines must deem any licensed/certified teacher qualified if, at a minimum, he or she:

- (1) holds a bachelor's degree or higher and an add-on endorsement for literacy coach or literacy specialist; ~~;~~ *or*
- (2) holds a bachelor's degree or higher and is actively pursuing the literacy coach or literacy specialist endorsement; or
- (3) holds a master's degree or higher in reading or a closely-related field.

Within these guidelines, the Department of Education must also establish a process for Fiscal Year 2015-16 through which an elementary school may be permitted to use some or all of the allocation granted under subsection (A) in order to obtain in-school reading coaching services from a department approved consultant or vendor, assist districts in identifying a reading/literacy coach in the event that the school is not successful in identifying and directly employing a qualified candidate. The provisions of subsection (A), including the local support requirements, shall also apply to any allocations made pursuant to this paragraph.

(~~E~~ F) The Department of Education must develop procedures for monitoring the use of funds appropriated for ~~Reading Coaches~~ reading/literacy coaches to ensure they are applied to their intended uses and are not redirected for other purposes. The Department of Education may receive up to \$100,000 of the funds appropriated for ~~Reading Coaches~~ reading/literacy coaches in order to implement this program, provided that this allocation does not exceed the department's actual costs.

(~~F~~ G) Prior to the close of the current fiscal year, any ~~remaining unspent or unallocated~~ funds for ~~Reading Coaches~~, reading/literacy coaches but no more than \$5,000,000, shall be distributed by the Department of Education among the school districts containing elementary or primary schools that were eligible for and which elected to receive funding under subsection (A)(1) of this proviso; these funds shall be distributed in proportion to these districts' relative shares of students who scored Not Met on the research and reading test in the most recent year for which such data are available used to fund Summer Reading Camps. Funds distributed under this subsection must be used exclusively to support reading-related professional development opportunities for teachers that lead to the literacy add-on endorsement.

(~~G~~ H) The Department of Education shall require:

- (1) any school district receiving funding under subsection (A) to identify the name and qualifications of the supported **reading/literacy** coach; as well as the school in which the coach is assigned ~~along with the rationale for how the school selection was made;~~ and
- (2) any school district receiving funding under subsection (~~F~~ G) to account for the specific amounts and uses of such funds.

(~~H~~ I) With the data reported by the school districts, the department shall report by January fifteenth of the current fiscal year on the hiring of and assignment of **reading/ literacy** coaches by school and on the expenditure of professional development funds for opportunities for teachers

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~~to earn the literacy endorsement.~~ The department shall also report the amount of funds that will be ~~carried forward~~ *used for Summer Reading Camps.*

(~~I~~*J*) Funds appropriated for ~~Reading Coaches~~ *reading/literacy coaches* shall be retained and carried forward to be used for the same purpose but may not be flexed.

(~~J~~*K*) For Fiscal Year ~~2015-16~~ *2016-17*, if increased funding for ~~reading/~~ *literacy* coaches is not sufficient to provide additional ~~reading/~~ *literacy* coaches at each elementary school then the funding must be targeted to the areas of greatest need based on the number of students substantially failing to demonstrate reading proficiency as indicated on the prior year's state assessment.

1A.mcc ADD (EOC-Military-Connected Children) SFC SUBCOMMITTEE CHAIRMAN'S RECOMMENDATION: ADD new proviso to direct the EOC to use \$100,000 of Partnerships for Innovation funds to initiate a pilot program in at least two school districts that have a high military density that will provide training, services, resources and research to various educational and mental health professionals, service providers, and military parents. Direct that the objective of the pilot is to increase the level of educational quality and support for military-connected children. Require the training and services be provided by a non-profit entity with specific credentials. Direct the EOC to report on the expenditures of these funds and post-training evaluation in its annual report on the education performance of military-connected children as required by Act 289 of 2014.

1A.mcc. (SDE-EIA: EOC Military-Connected Children) Of the funds allocated for Partnerships for Innovation, the Education Oversight Committee is directed to expend \$100,000 to initiate in at least two school districts with high military density, a pilot program that will provide training, services, resources and research to teachers, counselors, mental health professionals, school nurses, service providers and military parents. The objective of the pilot is to increase the level of educational quality and support for military-connected children. The training and services must be provided by a non-profit entity that is an NBCC-Approved Continuing Education Provider and is an authorized provider by the international Association for Continuing Education and Training (IACET). Pursuant to its responsibilities under Act 289 of 2014, the Education Oversight Committee will report on the expenditure of these funds and post-training evaluations in its annual report on the educational performance of military-connected children.

1A.sl ADD (Stem Labs) SFC SUBCOMMITTEE CHAIRMAN'S RECOMMENDATION: ADD new proviso to direct the EOC, from funds appropriated for customized STEM labs, to work with the Department of Education's Office of Standards and Learning to solicit middle schools from the Abbeville trial and plaintiff districts to participate in implementing a STEM based curriculum customized for 6th-8th grade designed to address local industry needs. Require the curriculum be aligned to state standards and certified by ACT WorkKeys.

1A.sl. (SDE-EIA: STEM Labs) Of the funds appropriated for customized STEM labs, the Education Oversight Committee shall work with the Department of Education, Office of Standards and Learning to solicit interested middle schools from the Abbeville trial and plaintiff districts to participate in implementing a STEM based curriculum. The pilot sites will receive a customized 6th - 8th grade STEM curriculum designed to address the needs of local industry. The curriculum provided will be aligned to state standards and certified by ACT WorkKeys and will include hands-on, problem based student labs. The curriculum will also be certified by ACT WorkKeys. Teachers in the pilot sites will receive ongoing, year-long professional development

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on cross curricular STEM implementation that will be aligned to state standards as well and the district strategic plan.

SECTION 7 - L120 - JOHN DE LA HOWE SCHOOL

7.6 AMEND NEW PROVISO FURTHER (Transition) **WMC:** ADD new proviso to direct John de la Howe School to enter into a management agreement with Clemson University for Clemson to provide all financial and programmatic management and operations of the school. Direct that all funds appropriated to or received by the school shall be received by Clemson as the fiscal agent and authorize Clemson to deduct its costs, including personnel costs, for the services they provide under the management agreement. Specify that Clemson University is not responsible for any past, present, or future liabilities, obligations, or debts of the school or its board of trustees. Direct DOA and EBO to assist in the transition as needed. Direct the university to evaluate campus physical assets, the capacity of existing staff to serve at risk students in accordance with the purposes of Dr. John de la Howe's will, and their ability to provide such programs and services. Direct the evaluation to consider what educational services the school can provide, including such options as becoming a charter school under Chapter 40 of Title 59 [CHARTER SCHOOLS] or a program under Section 59-19-350 [SCHOOLS OF CHOICE EXEMPT FROM STATE LAWS AND REGULATIONS]; what career opportunities, especially in agribusiness, can be provided; and the costs of and timeframe for these changes. Direct the university to report its findings and recommendations to the Chairmen of the Senate Finance and House Ways and Means Committees by December 1st.

HOU: AMEND new proviso to temporarily suspend the John de la Howe School Board of Trustees and to suspend Sections 59-49-20 [TRUSTEES OF SCHOOL; APPOINTMENT; TERM; VACANCIES]; 59-49-40 [MEETINGS OF TRUSTEES]; 59-49-60 [COMPENSATION OF TRUSTEES]; 59-49-80 [SUPERINTENDENT; EMPLOYEES]; 59-49-110 [IMPROVED FORESTRY AND FARM PRACTICES]; and 59-49-140 [RULES AND REGULATIONS] for the current fiscal year. Direct that by September 30, an advisory group be established comprised of one person designed by each of the following: the Directors of DSS, DJJ, and DAODAS, the State Superintendent of Education, the Chairmen of the Joint Citizens and Legislative Committee on Children, a Representative appointed by the Speaker of the House and a Senator appointed by the President Pro Tempore of the Senate. Direct the advisory group recommend an educational, vocational, and life skills training program at the school for older youth who are at risk and who are aging out of foster care, of DSS juvenile justice supervisory programs or DJJ. Direct that the training program include specific components and direct Clemson University collaborate with the advisory group on development of a vocation farming component. Direct that effective July 1, the funds appropriated to the school be transferred to a line item under DJJ. Require DJJ, in consultation with the advisory group, to procure a contract by November 30, with a non-profit child-service provider that has specific credentials to operate the program. Direct DOA and EBO to assist in the transition as needed. Provide for the safe transition of the existing residents from the school into placements, programs, and services. Provide guidelines for the advisory group in the development of the program, qualifications, and selection of the non-profit child-service provider. Direct DJJ to provide fiscal administration of the funds, contract procurement, accountability, compliance and reporting and to by June 30, to submit status and progress reports to the House Ways and Means and Senate Finance Committee and to the Joint Citizens and Legislative Committee on Children. Authorize the advisory group to make recommendations to the Governor and the General Assembly on the future role of the John de la Howe School. Sponsors: Reps. Bingham, Cobb-Hunter, Erickson, Long, Parks, Hayes, and Anthony.

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SFC SUBCOMMITTEE CHAIRMAN'S RECOMMENDATION: AMEND FURTHER to delete the suspension of the referenced John de la Howe School code cites. Direct the John de la Howe Board of Trustees to work with the advisory group and add an appointment by the Director of the Department of Mental Health. Delete the transfer of funds from John de la Howe to DJJ and direct that the John de la Howe Board of Trustees, rather than DJJ is the responsible party. Direct the board of trustees, with technical assistance from Clemson, DOA and EBO, to continue to provide wilderness camp programs to students in the current fiscal year and to identify initiatives to provide agricultural education opportunities on campus for the students. Require rather than allow the board of trustees, in consultation with the advisory group to make recommendations to the Governor and the General Assembly on the future role of the school

7.6. (JDLH: Transition) ~~The General Assembly recognizes that multiple reports conducted over prior years have highlighted the cost inefficiencies of John de la Howe and the lack of data regarding the impact of the program on student outcomes.~~

~~The Board of Trustees of the John de la Howe School will be temporarily suspended for the current fiscal year. To wit, Sections 59-49-20, 59-49-40, 59-49-60, 59-49-80, 59-49-110, and 59-49-140 of the 1976 Code are suspended for the fiscal year.~~ In accordance with the purposes of the will of Dr. John de la Howe, by September 30 of the current fiscal year, **the Board of Trustees of John de la Howe is directed to work with** an advisory group comprised of one person each designated by the Director of the Department of Social Services, **the Director of the Department of Mental Health**, the Director of the Department of Juvenile Justice, the State Superintendent ~~of the Department~~ of Education, the Director of the Department of Alcohol and Other Drug Abuse Services, the Chair of the Joint Citizens and Legislative Committee on Children, a Representative appointed by the Speaker of the House, and a Senator appointed by the President Pro Tempore of the Senate ~~will to~~ recommend an educational, vocational, and life skills training program at the John de la Howe School for older youth who are at risk and who are aging out of the foster care or the juvenile justice supervisory programs of the Department of Social Services or the Department of Juvenile Justice. The program will utilize the funds appropriated to John de la Howe School for the costs of the program that will include school drop-out recovery to complete a high school degree, a GED program, vocational and employment training, and an aftercare program for transition of the youth to independent living and employment. Clemson University will collaborate with the advisory group regarding the development of a vocational farming component for the program.

~~Effective July 1, the funds appropriated to the John de la Howe School will be transferred to a line item contained in the appropriations section for the Department of Juvenile Justice. In consultation with the advisory group and as set forth herein, by November 30, the Department of Juvenile Justice~~ **John de la Howe Board of Trustees** will procure a contract with a non-profit child-service provider to operate the program. The non-profit child-service provider must be a nationally accredited (AdvancED) educational organization experienced in both child protection and juvenile justice programs and must be able to demonstrate a history of success in the operation of educational and vocational residential training programs for youth. The Department of Administration and the Executive Budget Office will assist ~~the Department of Juvenile Justice~~ **John de la Howe** as needed in the transition.

~~With funds appropriated and with technical assistance from Clemson University, the Department of Administration and the Executive Budget Office, the John de la Howe School Board of Trustees will continue to provide wilderness camp programs to students in the current fiscal year; and identify initiatives to provide agricultural education opportunities on campus for students.~~

~~The John de la Howe will work with the~~ Department of Social Services and the Department of Juvenile Justice ~~will to~~ provide for the safe transition of the existing residents from John de la

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Howe School into such placements, programs and services as determined appropriate based on an assessment of their individual needs.

In the development of the program and in the qualifications and selection of the non-profit child-service provider, considerations by **the John de la Howe Board of Trustees in consultation with** the advisory group will include the following:

(1) the overlap of needs of children who crossover for services between the Department of Social Services and the Department of Juvenile Justice;

(2) educational, school drop-out recovery, GED, vocational programs, life skills training programs, career and employment opportunities, and independent living programs for these older youth clients that can be provided using the John de la Howe School facilities, resources, and funding to assist these youth who are at risk and aging out of state services to prepare for success as adults;

(3) aftercare programs that will follow these youths into the community and help them to become established in viable employment and living situations that encourage a future free of homelessness, unemployment, poverty, alcohol and other substance abuse, criminal behavior, and dependence on public assistance;

(4) provide the existing child clients at John de la Howe School with a proper, safe transition to family reunification or other appropriate placements and services;

(5) provide consideration of current John de la Howe School employees, where appropriate, for employment pursuant to the new non-profit provider contract for program services; and,

(6) how the existing funds and youth vocational training programs can be applied to provide repairs and maintenance to the John de la Howe School buildings and grounds.

The ~~Department of Juvenile Justice~~ **John de la Howe Board of Trustees, with technical assistance from the Department of Education** will provide procurement for the contract, fiscal administration of the funds, contract accountability, compliance, and reporting and will submit reports by June 30th of the current fiscal year ~~and by June 30th of the next fiscal year~~ to the House Ways and Means Committee, the Senate Finance Committee, and the Joint Citizens and Legislative Committee on Children to inform the Committees regarding the status and progress of programs, operations, client data, facilities, and budget information. **The John de la Howe Board of Trustees, in consultation with the** advisory group ~~may~~ **will** make recommendations to the Governor and General Assembly regarding the future role of the John De La Howe School.