

Amendment: D1

Representative **Whitmire** proposes the following amendment:

Department of Education

Amend

1.3. (SDE: State Aid to Classrooms) To the extent possible within available funds, it is the intent of the General Assembly to provide for one hundred percent of full implementation of the Education Finance Act via an allocation from the State Aid to Classrooms appropriation. The funds appropriated for State Aid to Classrooms shall be allocated as follows: ~~65.59~~ 60.16 percent must be allocated based on the Education Finance Act formula and the differentiated student weightings in this Act; ~~28.72~~ 29.57 percent must be allocated based on the manner of distribution of EFA employer contributions in the prior fiscal year; and ~~5.68~~ 10.27 percent must be allocated to fully implement the State Minimum Teacher Salary Schedule with a minimum starting teacher salary of ~~\$35,000~~ \$38,000. The department is authorized to adjust the percentage allocation related to EFA employer contributions to accommodate for the disbursement of the state retirement funds and any other related employee allocation sent to districts.

For the current fiscal year, the total pupil count, *which includes students attending schools in traditional school districts, in charter schools authorized by the S.C. Public Charter School District and any higher education institution, and in special school districts*, is projected to be ~~761,476~~ 720,316. These funds represent an average per pupil of ~~\$4,127~~ \$3,889 in State Aid to Classrooms.

For the current fiscal year, the pupil count for revenues per pupil, which includes students attending schools in traditional school districts only, is projected to be 722,760. The average per pupil funding is projected to be ~~\$6,832~~ \$6,556 state, ~~\$1,232~~ \$1,315 federal, and ~~\$6,857~~ 6,406 local. This is an average total funding level of ~~\$14,921~~ \$14,227 excluding revenues of local bond issues. It is the intent of the General Assembly that the consolidation of the Education Finance Act and Education Finance Act - Employer Contributions appropriations, and the subsequent allocation of the State Aid to Classrooms appropriation back to these categories, should not significantly alter the application of funding formulas or maintenance of effort requirements referencing the Education Finance Act and Education Finance Act - Employer Contributions.

FULL COMMITTEE AMENDMENT

The funds allocated from State Aid to Classrooms for implementing the revised State Minimum Teacher Salary Schedule shall be distributed to school districts using the EIA Teacher Salary Supplement methodology. The resulting estimated teacher salary schedule is as follows:

YRS EXP	CLASS 8	CLASS 7	CLASS 1	CLASS 2	CLASS 3
	DR DEGREE	MASTERS DEGREE +30 HRS	MASTERS DEGREE	BACHELORS DEGREE +18 HRS	BACHELORS DEGREE
0	47,076	43,576	40,076	36,576	35,000
	8.6%	9.8%	9.4%	9.3%	9.4%
1	47,593	43,813	40,377	36,838	35,119
	9.8%	10.4%	10.2%	10.1%	9.7%
2	47,924	43,888	40,525	36,994	35,313
	10.6%	10.6%	10.6%	10.6%	10.4%
3	48,236	43,957	40,664	37,107	35,462
	8.3%	8.3%	8.3%	8.3%	8.3%
4	48,578	44,058	40,831	37,280	35,667
	6.1%	6.1%	6.1%	6.1%	6.1%
5	48,870	44,125	40,961	37,388	35,806
	4.0%	4.0%	4.0%	4.0%	4.0%
6	50,134	45,074	41,911	38,273	36,691
	4.0%	4.0%	4.0%	4.0%	4.0%
7	51,400	46,022	42,859	39,127	37,546
	4.0%	4.0%	4.0%	4.0%	4.0%
8	52,665	46,972	43,808	40,012	38,431
	4.0%	4.0%	4.0%	4.0%	4.0%
9	53,930	47,921	44,757	40,867	39,285
	4.0%	4.0%	4.0%	4.0%	4.0%
10	55,196	48,870	45,707	41,753	40,171
	4.0%	4.0%	4.0%	4.0%	4.0%
11	56,461	49,818	46,655	42,607	41,025
	4.0%	4.0%	4.0%	4.0%	4.0%
12	57,726	50,768	47,604	43,492	41,911
	4.0%	4.0%	4.0%	4.0%	4.0%
13	58,991	51,716	48,553	44,346	42,765
	4.0%	4.0%	4.0%	4.0%	4.0%
14	60,257	52,665	49,502	45,233	43,650
	4.0%	4.0%	4.0%	4.0%	4.0%
15	61,522	53,614	50,450	46,087	44,504
	4.0%	4.0%	4.0%	4.0%	4.0%
16	62,787	54,564	51,400	46,972	45,391
	4.0%	4.0%	4.0%	4.0%	4.0%
17	64,053	55,511	52,348	47,825	46,245
	4.0%	4.0%	4.0%	4.0%	4.0%
18	64,693	56,066	52,873	48,305	46,706
	4.0%	4.0%	4.0%	4.0%	4.0%

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19	65,339	56,628	53,401	48,786	47,173
	4.0%	4.0%	4.0%	4.0%	4.0%
20	65,993	57,195	53,934	49,275	47,646
	4.0%	4.0%	4.0%	4.0%	4.0%
21	66,654	57,766	54,474	49,767	48,122
	4.0%	4.0%	4.0%	4.0%	4.0%
22	67,320	58,343	55,019	50,264	48,603
	4.0%	4.0%	4.0%	4.0%	4.0%
23	67,993	58,926	55,569	50,768	49,089
	4.0%	4.0%	4.0%	4.0%	4.0%

<i>YRS EXP</i>	<i>CLASS 8</i>	<i>CLASS 7</i>	<i>CLASS 1</i>	<i>CLASS 2</i>	<i>CLASS 3</i>
	<i>DR DEGREE</i>	<i>MASTERS DEGREE</i>	<i>MASTERS DEGREE</i>	<i>BACHELORS DEGREE</i>	<i>BACHELORS DEGREE</i>
		<i>+30 HRS</i>		<i>+18 HOURS</i>	
<u>0</u>	<u>50,076</u>	<u>46,576</u>	<u>43,076</u>	<u>39,576</u>	<u>38,000</u>
	%	%	%	%	%
<u>1</u>	<u>50,593</u>	<u>46,813</u>	<u>43,377</u>	<u>39,838</u>	<u>38,119</u>
	%	%	%	%	%
<u>2</u>	<u>50,924</u>	<u>46,888</u>	<u>43,525</u>	<u>39,994</u>	<u>38,313</u>
	%	%	%	%	%
<u>3</u>	<u>51,236</u>	<u>46,957</u>	<u>43,664</u>	<u>40,107</u>	<u>38,462</u>
	%	%	%	%	%
<u>4</u>	<u>51,578</u>	<u>47,058</u>	<u>43,831</u>	<u>40,280</u>	<u>38,667</u>
	%	%	%	%	%
<u>5</u>	<u>51,870</u>	<u>47,125</u>	<u>43,961</u>	<u>40,388</u>	<u>38,806</u>
	%	%	%	%	%
<u>6</u>	<u>53,134</u>	<u>48,074</u>	<u>44,911</u>	<u>41,273</u>	<u>39,691</u>
	%	%	%	%	%
<u>7</u>	<u>54,400</u>	<u>49,022</u>	<u>45,859</u>	<u>42,127</u>	<u>40,546</u>
	%	%	%	%	%
<u>8</u>	<u>55,665</u>	<u>49,972</u>	<u>46,808</u>	<u>43,012</u>	<u>41,431</u>
	%	%	%	%	%
<u>9</u>	<u>56,930</u>	<u>50,921</u>	<u>47,757</u>	<u>43,867</u>	<u>42,285</u>
	%	%	%	%	%
<u>10</u>	<u>58,196</u>	<u>51,870</u>	<u>48,707</u>	<u>44,753</u>	<u>43,171</u>
	%	%	%	%	%
<u>11</u>	<u>59,461</u>	<u>52,818</u>	<u>49,655</u>	<u>45,607</u>	<u>44,025</u>
	%	%	%	%	%
<u>12</u>	<u>60,726</u>	<u>53,768</u>	<u>50,604</u>	<u>46,492</u>	<u>44,911</u>
	%	%	%	%	%
<u>13</u>	<u>61,991</u>	<u>54,716</u>	<u>51,553</u>	<u>47,346</u>	<u>45,765</u>
	%	%	%	%	%
<u>14</u>	<u>63,257</u>	<u>55,665</u>	<u>52,502</u>	<u>48,233</u>	<u>46,650</u>
	%	%	%	%	%

FULL COMMITTEE AMENDMENT

<u>15</u>	<u>64,522</u>	<u>56,614</u>	<u>53,450</u>	<u>49,087</u>	<u>47,504</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
<u>16</u>	<u>65,787</u>	<u>57,564</u>	<u>54,400</u>	<u>49,972</u>	<u>48,391</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
<u>17</u>	<u>67,053</u>	<u>58,511</u>	<u>55,348</u>	<u>50,825</u>	<u>49,245</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
<u>18</u>	<u>67,693</u>	<u>59,066</u>	<u>55,873</u>	<u>51,305</u>	<u>49,706</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
<u>19</u>	<u>68,339</u>	<u>59,628</u>	<u>56,401</u>	<u>51,786</u>	<u>50,173</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
<u>20</u>	<u>68,993</u>	<u>60,195</u>	<u>56,934</u>	<u>52,275</u>	<u>50,646</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
<u>21</u>	<u>69,654</u>	<u>60,766</u>	<u>57,474</u>	<u>52,767</u>	<u>51,122</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
<u>22</u>	<u>70,320</u>	<u>61,343</u>	<u>58,019</u>	<u>53,264</u>	<u>51,603</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
<u>23</u>	<u>70,993</u>	<u>61,926</u>	<u>58,569</u>	<u>53,768</u>	<u>52,089</u>

As further used in this act, references to the Education Finance Act or EFA funds shall be interpreted to mean the ~~65.59~~ 60.16 percent of funds appropriated for State Aid to Classrooms and allocated for the Education Finance Act and, where appropriate, the ~~28.72~~ 29.57 percent of State Aid to Classrooms allocated for Education Finance Act Employer Contributions.

For the purpose of maintaining consistency when calculating maintenance of effort, references to the base student cost shall be interpreted as the base student cost resulting from the ~~65.59~~ 60.16 percent of funds appropriated for State Aid to Classrooms and allocated for the Education Finance Act and, where appropriate, the ~~28.72~~ 29.57 percent of State Aid to Classrooms allocated for Education Finance Act Employer Contributions, and other any other items normally included in the base student cost calculation.

For the current fiscal year the South Carolina Public Charter School District and any institution of higher education sponsoring a public charter school shall receive and distribute state EFA funds to the charter school as determined by one hundred percent of the current year's base student cost, as funded by the General Assembly multiplied by the weighted pupils enrolled in the charter school, which must be subject to adjustment for student attendance.

The Revenue and Fiscal Affairs Office, must post in a prominent place on their website for each school district projections, including the per pupil state, federal and local revenues, excluding revenues of local bond issues, for the current fiscal year. Also, as soon as practicable, upon determining the exact numbers regarding pupil count and funding, the Revenue and Fiscal Affairs Office, shall also post on their website the one hundred thirty-five day average daily membership for each school district and per pupil state, federal and local revenues, excluding revenues of local bond issues, based on the most recent audited financial statement as reported annually pursuant to Section 59-17-100. The Department of Education and the Education Oversight Committee shall provide in a prominent place on their internet websites a link to the information posted by the Revenue and Fiscal Affairs Office, including the projected numbers and the exact numbers.

For the current fiscal year, the pupil classification weightings are as follows:

- (1) K-12 pupils or base students including homebound students 1.00

Students served in licensed residential treatment facilities (RTFs) for children and adolescents as defined under Section 44-7-130 of the 1976 Code shall receive a weighting of 2.10.

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- (2) Weights for students with disabilities as prescribed in Section 59-20-40(1)(c) Special Programs
- (3) Precareer and Career Technology 1.29
- (4) Additional weights for personalized instruction:
 - (A) Gifted and Talented 0.15
 - (B) Academic Assistance 0.15
 - (C) Limited English Proficiency 0.20
 - (D) Pupils in Poverty 0.20
 - (E) Dual Credit Enrollment 0.15

No local match is required for the additional weightings for personalized instruction in the current school year. Charter school per pupil calculations for locally sponsored charters will continue to be calculated according to Section 59-40-140 of the 1976 Code. Students may receive multiple weights for personalized instruction; however, within each weight, students should only be counted once. These weights are defined below:

Students in poverty are students who qualify for Medicaid, SNAP, TANF, or are homeless, transient, or in foster care.

Gifted and talented students are students who are classified as academically or artistically gifted and talented or who are enrolled in Advanced Placement (AP), International Baccalaureate (IB), and Cambridge International courses in high school. Districts shall set-aside twelve percent of the funds for serving artistically gifted and talented students in grades three through twelve.

Students in need of academic assistance are students who do not meet state standards in mathematics, English language arts, or both on state approved assessments in grades three through eight and high school assessments for grades nine through twelve. The additional weight generates funds needed to provide additional instructional services to these students.

Students with limited English proficiency are students who require intensive English language instruction programs and whose families require specialized parental involvement intervention.

Funds received by a school district pursuant to the dual credit weighting must be used to defray all possible costs of dual credit courses for students. Students identified for dual credit enrollment must be identified in PowerSchool as taking a course that will lead to both high school credit and post-secondary credit. Districts must utilize these funds to offset the cost of tuition, fees, instructors, and instructional materials for qualifying courses with the local technical college or other institution of higher education. Each school district shall report to the department the number of students participating in dual credit courses and specify the cost borne by each entity. School districts must assist students in accessing Lottery Tuition Assistance when applicable.

Further, the Department of Education may use school district student counts for personalized instruction as collected in the same manner as the prior fiscal year, PowerSchool or other available existing data sources as determined by the department to calculate the school district add on weightings for the personalized instruction classifications and the determination of the school districts monetary entitlement. End of year adjustments shall be based on the one hundred thirty-five day student average daily membership for all classifications. During the current fiscal year the department will update PowerSchool calculations, reports, screen development, documentation, and training to incorporate the new pupil classification weightings and to make final district allocation adjustments by June 30. The department must provide districts with technical assistance with regard to student count changes in PowerSchool.

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Representative **Whitmire** proposes the following amendment:

Department of Education

Amend

1.56. (SDE: Full-Day 4K) ~~Eligible students residing in a school district 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.~~ *Beginning with the current fiscal year, eligible students residing in any school district may participate in the South Carolina Early Reading Development and Education program (CERDEP) pending the availability of space and funding. Student eligibility as defined by Section 59-156-130 of the 1976 Code is an annual family income of one hundred eighty-five percent or less of the federal poverty guidelines as promulgated annually by the United States Department of Health and Human Services or a statement of Medicaid eligibility. Parents may choose to enroll their child in a private child care center or private school approved by the Office of First Steps or in a public school participating in the program and approved by the Department of Education. Both the Office of First Steps and the Department of Education shall collaborate with South Carolina Head Start State Collaboration Office to inform parents of all their options.*

Private providers approved by the Office of First Steps to participate in CERDEP shall include independent schools, including those religious in nature, that have a full-day 4K program and meet the following qualifications. The independent school: (1) offers a general education to primary or secondary school students; (2) does not discriminate on the basis of race, color, or national origin; (3) is located in this State; (4) has an educational curriculum that includes courses set forth in the state's diploma requirements, graduation certificate requirements for special needs children, and where the students attending are administered national achievement or state standardized tests, or both, at progressive grade levels to determine student progress; (5) has school facilities that are subject to applicable federal, state, and local laws; (6) is a member in good standing of the Southern Association of Colleges and Schools, the South Carolina Association of Christian Schools, the South Carolina Independent Schools Association, or Palmetto Association of Independent Schools; and (7) requires all teachers and aides to undergo criminal background checks. The Office of First Steps shall approve eligible independent schools for participation in the program. The Office of First Steps shall also be the fiscal agent for these private providers, reimbursing the independent schools only for the instructional cost of eligible students enrolled in the full-day 4K program, which in the current fiscal year is \$4,800 per student enrolled. The Office of First Steps shall ensure that independent schools participating use a curriculum that prepares students to be ready for kindergarten as defined by the South Carolina Early Learning Standards and that

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independent schools assess the early literacy gains of students participating in CERDEP with either one of the state selected assessments or an early literacy assessment approved by the Office of First Steps.

Beginning with the current fiscal year, public schools and independent schools participating in CERDEP shall not be required to be approved, registered, or licensed by the Department of Social Services in order to participate in CERDEP.

Public and private providers shall be funded for instructional costs at a rate of ~~\$4,600~~ \$4,800 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 child care providers transporting eligible children to and from school shall also be eligible for a reimbursement of ~~\$574~~ \$587 per eligible child transported. All providers who are reimbursed are required to retain records as required by their fiscal agent. New public school providers and child care 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. The Department of Education shall only provide funding for public school students whose complete records have been entered into PowerSchool based on the one hundred and thirty-five day student average daily membership. For the current fiscal year, providers may enroll pay-lunch children who score at or below the twenty-fifth national percentile on two of the three DIAL-3 subscales by July 1 if at least seventy-five percent of the total number of children eligible or the Child Early Reading Development and Education Program in a district or county are projected to be enrolled in that program, Head Start, or ABC Child Care Program as determined by the Department of Education and the Office of First Steps, Child Early Reading Development and Education Program. Providers may receive reimbursement for these children if funds are available.

Annually, the Department of Education is directed to audit the annual allocations to public providers to ensure that allocations are accurate and aligned to the appropriate pro rata per student allocation, materials, and equipment funding. In the event the department, during the audit process determines that the annual allocations of the prior fiscal year are not accurate, the department must adjust the allocations for the current fiscal year to account for the audit findings. The department must provide the results of the annual audit findings to the General Assembly no later than December first. Likewise, in the event the Office of First Steps determines that the annual allocations of the prior fiscal year to private providers are not accurate, the Office of First Steps must adjust the allocations for the current fiscal year to account for the findings.

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

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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 along with information, recommendations, and a timeline for how the state can increase the number of students served in high-quality programs.

For each school district that chooses not to participate in the full-day 4K program, the district shall receive the same amount of EIA funds as allocated in the prior fiscal year for the provision of a half-day 4K program from the funds appropriated to the Department of Education for CERDEP or from any funds carried forward from the prior fiscal year to CERDEP.

For the current fiscal year, with unexpended funds carried forward from the prior fiscal year, the Office of First Steps may expend these funds accordingly: (1) up to \$1,000,000 may be used to pilot a program to provide higher reimbursement rates to high-quality child care centers. The reimbursement rate for students enrolled by child care providers rated B or higher in the ABC Quality System operated by the Department of Social Services may be increased by up to 10% of the per-student base following guidelines developed by the Office of First Steps; (2) up to \$100,000 may be used to provide one-time supplemental, needs-based incentive grants in an amount not to exceed \$30,000 for newly created and/or newly approved private providers proposing to expand service to ten or more CERDEP eligible children in communities unable to enroll all of eligible students in a public, private, or Head Start setting during the prior fiscal year. These grants are designed to address building renovations, documented as necessary to bring proposed classrooms into compliance with licensing regulations, materials and staffing costs, and/or other obstacles currently preventing their participation in the program. The First Steps Board of Trustees shall develop and approve an application process that incorporates formal review and fiscal safeguards designed to ensure grant funds are used solely to address documented barriers to program participation. Providers receiving this one-time supplement shall be 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 shall require the provider to return a portion of the supplemental allocation at a level determined by the Office of First Steps to School Readiness. First Steps shall submit a report detailing its process, expenditures and expanded enrollment to the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee by March 15; and (3) up to \$1,000,000 may be used to provide grants to public-private partnerships to address building renovations and designs necessary to get the building and classrooms into compliance with licensing regulations and other obstacles that prevent participation in CERDEP following guidelines developed by the Office of First Steps. Providers participating in this pilot shall be 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 shall require the provider to return a portion of the supplemental allocation at a level determined by the Office of First Steps.

If by August first, the Department of Education or the Office of First Steps determines that appropriations will exceed expenditures, available funds may be used to fund an extended program and to increase the length of the program to a maximum of eight and a half hours per day or two hundred and twenty days per year or to fund summer programs. If a district chooses to fund summer enrollment the program funding shall conform to the funding in this act for full year programs however it shall be reduced on a pro rata basis to conform with the length of the program. A summer program shall be no more than eight and a half hours per day and shall be not more than ten weeks in length. The per pupil allocation and classroom grant must conform with the appropriated amount contained in this Act and end of year adjustments shall be based on the one hundred and thirty-five-day student average daily membership or later student average daily membership for districts choosing to extend the program past one hundred

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and eighty days. Funds may also be used to provide professional development and quality evaluations of programs. No later than April first, the Department of Education and the Office of First Steps shall report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee on the expenditure of these funds to include the following information: the amount of money used and specific steps and measures taken to enhance the quality of the 4K program and the amount of money used for professional development as well as the types of professional development offered and the number of participants. The Office of First Steps is directed to determine if the provision of extended programs in private centers improves the ability of parents to enter the workforce or to pursue postsecondary training or industry credentials.

On September 15, the Department of Education and the Office of First Steps shall share data that identifies the total number of children enrolled in CERDEP in both public and private providers. If available appropriations exceed the instructional costs of serving children enrolled in the program and if a waiting list of eligible children can be documented by the Department of Education and by the Office of First Steps, then the Executive Budget Office may authorize the transfer of funds between the Department of Education and the Office of First Steps. Funds may only be transferred and used for the instructional costs of the program.

Amendment: D1

Representative **Whitmire** proposes the following amendment:

Department of Education

Delete

~~1.68. (SDE: CDEPP Unexpended Funds) For Fiscal Year 2019-20, the Office of First Steps to School Readiness is permitted to retain the first \$1,000,000 of any unexpended CDEPP funds of the prior fiscal year and expend these funds to enhance the quality of the full day 4K program in private centers and provide professional development opportunities. — By August first, the Office of First Steps is directed to allocate any additional unexpended CDEPP funds from the prior fiscal year and any CDEPP funds carried forward from prior fiscal years that were transferred to the restricted account for the following purpose: Education Oversight Committee — \$1,000,000 for the South Carolina Community Block Grants for Education Pilot Program.~~

~~If carry forward funds are less than the amounts appropriated, funding for the items listed herein shall be reduced on a pro rata basis.~~

~~If by August first, the Department of Education or the Office of First Steps determines there will be funds available, funds shall be allocated on a per pupil basis for districts eligible for participation first, who have a documented waiting list, and funded an extended program per this proviso in the prior school year, then to districts to increase the length of the program to a maximum of eight and a half hours per day or two hundred and twenty days per year or to fund summer programs. The department and the Office of First Steps are authorized to target funds to ensure that the schools in which more than one third of third graders scored “Does Not Meet Expectations” on the state English/language arts assessment are serving all eligible four year olds. By August 1, the Department of Education and the Office of First Steps must collect the documented waiting lists and determine a process to notify parents of eligible students of available slots in all approved providers. If a district chooses to fund summer enrollment the program funding shall conform to the funding in this act for full year programs, however shall be reduced on a pro rata basis to conform with the length of the program. A summer program shall be no more than eight and a half hours per day and shall be not more than ten weeks in length. The per pupil allocation and classroom grant must conform with the appropriated amount contained in this Act and end-of-year adjustments shall be based on the one hundred and thirty five day student average daily membership or later student average daily membership for districts choosing to extend the program past one hundred and eighty days. Funds may also be used to provide parent engagement, professional development and quality evaluations of programs.~~

~~For Fiscal Year 2019-20, the Office of First Steps may pilot a program to provide higher reimbursement rates to high quality centers in order to increase the numbers of First Steps participants. Utilizing up to~~

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~~\$1,000,000 of carry forward funding, the reimbursement rate for students enrolled by private providers rated B or higher in the ABC Quality System operated by the Department of Social Services may be increased by up to 10% of the per student base following guidelines developed by the Office of First Steps.~~

~~No later than April first, the Department of Education and the Office of First Steps must report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee on the expenditure of these funds to include the following information: the amount of money used and specific steps and measures taken to enhance the quality of the 4K program and the amount of money used for professional development as well as the types of professional development offered and the number of participants.~~

Amendment: D1

Representative **Whitmire** proposes the following amendment:

Department of Education

Delete

~~1.74. (SDE: First Steps 4K Underserved Communities) Using funds appropriated for the Child Early Reading and Development Education Program, South Carolina First Steps shall develop a pilot program to expand four-year-old kindergarten enrollment within underserved communities eligible for participation during the most recent fiscal year. Newly created and/or newly approved private providers proposing to expand service to ten or more CERDEP eligible children in communities unable to enroll all of eligible students in a public, private, or Head Start setting during the prior fiscal year, may apply for up to \$30,000 in one-time supplemental, needs-based incentives designed to address building renovations, documented as necessary to bring proposed classrooms into compliance with licensing regulations, materials and staffing costs, and/or other obstacles currently preventing their participation in the First Steps 4K program. The First Steps Board of Trustees shall develop and approve an application process that incorporates formal review and fiscal safeguards designed to ensure grant funds are used solely to address documented barriers to program participation. Providers receiving this one-time supplement 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 supplemental allocation at a level determined by the Office of First Steps to School Readiness. First Steps shall submit a report detailing its process, expenditures and expanded enrollment to the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee by March 15, 2020.~~

~~For Fiscal Year 2019-20, the Office of First Steps may pilot a program to provide CERDEP services in underserved communities serving multi-counties and multi-districts. 4K centers served by this pilot may provide CERDEP-funded services to eligible children from non-CERDEP districts but must also offer services to students from at least one school district eligible to participate in the CERDEP program. Utilizing up to \$1,000,000 of carry-forward funding, First Steps may provide grants to participants in this pilot if they are public-private partnerships to address building renovations and designs necessary to get the building and classrooms into compliance with licensing regulations and other obstacles that prevent participation in the CERDEP program following guidelines developed by SC First Steps. Providers participating in this pilot 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 supplemental allocation at a level determined by the Office of First Steps to School Readiness.~~

Amendment: D1

Representative **Whitmire** proposes the following amendment:

Department of Education

Amend

1.87. (SDE: 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 ~~\$52,830~~ \$54,165. 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.

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. For Fiscal Year ~~2019-20~~ 2020-21, the requirement that school districts maintain local salary supplements per teacher no less than their prior fiscal year level is suspended if additional State funds fill the gap.

Funds allocated by Proviso 1.3 for implementing a revised state minimum salary schedule for Teacher Salaries must be used to increase salaries of those teachers eligible pursuant to Section 59-20-50(4)(b), to include classroom teachers, librarians, guidance counselors, psychologists, social workers, occupational and physical therapists, school nurses, orientation/mobility instructors, and audiologists in the school districts of the state by not less than ~~four percent~~ \$3,000. Districts must use the district salary schedule utilized the prior fiscal year as the basis for providing the increase.

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

Amendment: D1

Representative **Whitmire** proposes the following amendment:

Department of Education-EIA

Amend

1A.29. (SDE-EIA: Full-Day 4K) ~~Eligible students residing in a school district 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.~~ *Beginning with the current fiscal year, eligible students residing in any school district may participate in the South Carolina Early Reading Development and Education program (CERDEP) pending the availability of space and funding. Student eligibility as defined by Section 59-156-130 of the 1976 Code is an annual family income of one hundred eighty-five percent or less of the federal poverty guidelines as promulgated annually by the United States Department of Health and Human Services or a statement of Medicaid eligibility. Parents may choose to enroll their child in a private child care center or private school approved by the Office of First Steps or in a public school participating in the program and approved by the Department of Education. Both the Office of First Steps and the Department of Education shall collaborate with South Carolina Head Start State Collaboration Office to inform parents of all their options.*

Private providers approved by the Office of First Steps to participate in CERDEP shall include independent schools, including those religious in nature, that have a full-day 4K program and meet the following qualifications. The independent school: (1) offers a general education to primary or secondary school students; (2) does not discriminate on the basis of race, color, or national origin; (3) is located in this State; (4) has an educational curriculum that includes courses set forth in the state's diploma requirements, graduation certificate requirements for special needs children, and where the students attending are administered national achievement or state standardized tests, or both, at progressive grade levels to determine student progress; (5) has school facilities that are subject to applicable federal, state, and local laws; (6) is a member in good standing of the Southern Association of Colleges and Schools, the South Carolina Association of Christian Schools, the South Carolina Independent Schools Association, or Palmetto Association of Independent Schools; and (7) requires all teachers and aides to undergo criminal background checks. The Office of First Steps shall approve eligible independent schools for participation in the program. The Office of First Steps shall also be the fiscal agent for these private providers, reimbursing the independent schools only for the instructional cost of eligible students enrolled in the full-day 4K program, which in the current fiscal year is \$4,800 per student enrolled. The Office of First Steps shall ensure that independent schools participating use a curriculum that prepares students to be ready for kindergarten as defined by the South Carolina Early Learning Standards and that

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independent schools assess the early literacy gains of students participating in CERDEP with either one of the state selected assessments or an early literacy assessment approved by the Office of First Steps.

Beginning with the current fiscal year, public schools and independent schools participating in CERDEP shall not be required to be approved, registered, or licensed by the Department of Social Services in order to participate in CERDEP.

Public and private providers shall be funded for instructional costs at a rate of ~~\$4,600~~ \$4,800 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 child care providers transporting eligible children to and from school shall also be eligible for a reimbursement of ~~\$574~~ \$587 per eligible child transported. All providers who are reimbursed are required to retain records as required by their fiscal agent. New public school providers and child care 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. The Department of Education shall only provide funding for public school students whose complete records have been entered into PowerSchool based on the one hundred and thirty-five day student average daily membership. For the current fiscal year, providers may enroll pay-lunch children who score at or below the twenty-fifth national percentile on two of the three DIAL-3 subscales by July 1 if at least seventy-five percent of the total number of children eligible or the Child Early Reading Development and Education Program in a district or county are projected to be enrolled in that program, Head Start, or ABC Child Care Program as determined by the Department of Education and the Office of First Steps, Child Early Reading Development and Education Program. Providers may receive reimbursement for these children if funds are available.

Annually, the Department of Education is directed to audit the annual allocations to public providers to ensure that allocations are accurate and aligned to the appropriate pro rata per student allocation, materials, and equipment funding. In the event the department, during the audit process determines that the annual allocations of the prior fiscal year are not accurate, the department must adjust the allocations for the current fiscal year to account for the audit findings. The department must provide the results of the annual audit findings to the General Assembly no later than December first. Likewise, in the event the Office of First Steps determines that the annual allocations of the prior fiscal year to private providers are not accurate, the Office of First Steps must adjust the allocations for the current fiscal year to account for the findings.

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

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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 along with information, recommendations, and a timeline for how the state can increase the number of students served in high-quality programs.

For each school district that chooses not to participate in the full-day 4K program, the district shall receive the same amount of EIA funds as allocated in the prior fiscal year for the provision of a half-day 4K program from the funds appropriated to the Department of Education for CERDEP or from any funds carried forward from the prior fiscal year to CERDEP.

For the current fiscal year, with unexpended funds carried forward from the prior fiscal year, the Office of First Steps may expend these funds accordingly: (1) up to \$1,000,000 may be used to pilot a program to provide higher reimbursement rates to high-quality child care centers. The reimbursement rate for students enrolled by child care providers rated B or higher in the ABC Quality System operated by the Department of Social Services may be increased by up to 10% of the per-student base following guidelines developed by the Office of First Steps; (2) up to \$100,000 may be used to provide one-time supplemental, needs-based incentive grants in an amount not to exceed \$30,000 for newly created and/or newly approved private providers proposing to expand service to ten or more CERDEP eligible children in communities unable to enroll all of eligible students in a public, private, or Head Start setting during the prior fiscal year. These grants are designed to address building renovations, documented as necessary to bring proposed classrooms into compliance with licensing regulations, materials and staffing costs, and/or other obstacles currently preventing their participation in the program. The First Steps Board of Trustees shall develop and approve an application process that incorporates formal review and fiscal safeguards designed to ensure grant funds are used solely to address documented barriers to program participation. Providers receiving this one-time supplement shall be 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 shall require the provider to return a portion of the supplemental allocation at a level determined by the Office of First Steps to School Readiness. First Steps shall submit a report detailing its process, expenditures and expanded enrollment to the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee by March 15; and (3) up to \$1,000,000 may be used to provide grants to public-private partnerships to address building renovations and designs necessary to get the building and classrooms into compliance with licensing regulations and other obstacles that prevent participation in CERDEP following guidelines developed by the Office of First Steps. Providers participating in this pilot shall be 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 shall require the provider to return a portion of the supplemental allocation at a level determined by the Office of First Steps.

If by August first, the Department of Education or the Office of First Steps determines that appropriations will exceed expenditures, available funds may be used to fund an extended program and to increase the length of the program to a maximum of eight and a half hours per day or two hundred and twenty days per year or to fund summer programs. If a district chooses to fund summer enrollment the program funding shall conform to the funding in this act for full year programs, however it shall be reduced on a pro rata basis to conform with the length of the program. A summer program shall be no more than eight and a half hours per day and shall be not more than ten weeks in length. The per pupil allocation and classroom grant must conform with the appropriated amount contained in this Act and end of year adjustments shall be based on the one hundred and thirty-five-day student average daily membership or later student average daily membership for districts choosing to extend the program past

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one hundred and eighty days. Funds may also be used to provide professional development and quality evaluations of programs. No later than April first, the Department of Education and the Office of First Steps shall report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee on the expenditure of these funds to include the following information: the amount of money used and specific steps and measures taken to enhance the quality of the 4K program and the amount of money used for professional development as well as the types of professional development offered and the number of participants. The Office of First Steps is directed to determine if the provision of extended programs in private centers improves the ability of parents to enter the workforce or to pursue postsecondary training or industry credentials.

On September 15, the Department of Education and the Office of First Steps shall share data that identifies the total number of children enrolled in CERDEP in both public and private providers. If available appropriations exceed the instructional costs of serving children enrolled in the program and if a waiting list of eligible children can be documented by the Department of Education and by the Office of First Steps, then the Executive Budget Office may authorize the transfer of funds between the Department of Education and the Office of First Steps. Funds may only be transferred and used for the instructional costs of the program.

Amendment: D1

Representative **Whitmire** proposes the following amendment:

Department of Education-EIA

Amend

1A.36. (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 ~~\$52,830~~ \$54,165. 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.

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. For Fiscal Year ~~2019-20~~ 2020-21, the requirement that school districts maintain local salary supplements per teacher no less than their prior fiscal year level is suspended if additional State funds fill the gap.

Funds allocated by Proviso 1.3 for implementing a revised state minimum salary schedule for Teacher Salaries must be used to increase salaries of those teachers eligible pursuant to Section 59-20-50(4)(b), to include classroom teachers, librarians, guidance counselors, psychologists, social workers, occupational and physical therapists, school nurses, orientation/mobility instructors, and audiologists in the school districts of the state by not less than ~~four percent~~ \$3,000. Districts must use the district salary schedule utilized the prior fiscal year as the basis for providing the increase.

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

Amendment: D1

Representative **Whitmire** proposes the following amendment:

Department of Education-EIA

Amend

1A.52. (SDE-EIA: Project Read) Of the funds appropriated in Section 1A. VIII.A.3. for Reading, ~~\$500,000~~ \$600,000 must be used for teacher in-service training and professional development related to Project Read. The department may set accountability guidelines to ensure that funds are spent in accordance with the proviso.

Amendment: D1

Representative **Whitmire** proposes the following amendment:

Department of Education-EIA

Amend

1A.55. (SDE-EIA: 4K Early Literacy Competencies Assessments) Of the funds carried forward ~~from the full-day 4K program from the previous fiscal year~~ for assessment/testing, the Department of Education is authorized to expend up to \$800,000 on assessments and professional development to analyze the early literacy competencies of children in publicly funded prekindergarten. ~~If these funds are not available, funds appropriated and/or authorized for assessment shall be used to administer the prekindergarten assessments.~~ The department shall manage the administration of assessments that analyze the early literacy and language development of children in publicly funded prekindergarten as done in the prior fiscal year. Each school district and private provider participating in a publicly funded prekindergarten program will administer one of the formative assessments selected by the department to each child eligible for and enrolled in a publicly funded prekindergarten program during the first forty-five days of the school year and during the last forty-five days of the school year. Accommodations that do not invalidate the results of these assessments must be provided in the manner set forth by the student's Individualized Education Program or 504 Accommodations Plan and for students who are Limited English Proficient according to their LEP Plan. The department will provide the assessment data to the Education Oversight Committee. The results of the assessment and the developmental intervention strategies recommended or services needed to address the child's identified needs must also be provided, in writing, to the parent or guardian. The assessment may not be used to deny a student to admission to prekindergarten.

Furthermore, up to \$2,000,000 of the funds appropriated for ~~half-day programs for four-year-olds~~ assessment/testing and funds carried forward from assessment must be expended by the Department of Education to administer the Kindergarten Readiness Assessment (KRA) to each child entering kindergarten in the public schools. The assessment of kindergarten students must be administered at a minimum of once during the first forty-five days of the school year with the results collected by the department. The results of the assessments and the developmental intervention strategies recommended or services needed to address each child's identified needs must also be provided, in writing, to the parent or guardian. The assessment may not be used to deny a student admission to kindergarten. Accommodations that do not invalidate the results of these assessments must be provided in the manner set forth by the student's Individualized Education Program, 504 Accommodations Plan, or LEP Plan. Districts are given the option of designating up to two days of the one hundred eighty day school calendar to administer the assessment to kindergarten students. The department will also provide the results of the assessment of kindergarten students to the Education Oversight Committee. With available funds, the

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department will also provide or secure training for appropriate educators in how to administer the assessment.

For all students assessed with the Kindergarten Readiness Assessment (KRA), the Department of Education is required to collect data from schools and school districts on the prior early learning experience of each student. The data would include whether the kindergartener had attended in the prior school year a Head Start program, a South Carolina Early Reading Development and Education Program in a public school or a private center, a half-day 4K program in a public school, a full-day 4K program in a public school, a child care center (registered faith-based, registered family home, group home, or exempt provider) or informal child care.

Amendment: D1

Representative **Whitmire** proposes the following amendment:

Department of Education-EIA

Delete

~~1A.56. (SDE-EIA: CDEPP Unexpended Funds) For Fiscal Year 2018-19, the Office of First Steps to School Readiness is permitted to retain the first \$1,000,000 of any unexpended CDEPP funds of the prior fiscal year and expend these funds to enhance the quality of the full-day 4K program in private centers and provide professional development opportunities.~~

~~By August first, the Office of First Steps is directed to allocate any additional unexpended CDEPP funds from the prior fiscal year and any CDEPP funds carried forward from prior fiscal years that were transferred to the restricted account for the following purpose: Education Oversight Committee \$1,000,000 for the South Carolina Community Block Grants for Education Pilot Program.~~

~~If carry forward funds are less than the amounts appropriated, funding for the items listed herein shall be reduced on a pro rata basis.~~

~~If by August first, the Department of Education or the Office of First Steps determines there will be funds available, funds shall be allocated on a per pupil basis for districts eligible for participation first, who have a documented waiting list, and funded an extended program per this proviso in the prior school year, then to districts to increase the length of the program to a maximum of eight and a half hours per day or two hundred and twenty days per year or to fund summer programs. By August 1, the Department of Education and the Office of First Steps must collect the documented waiting lists and determine a process to notify parents of eligible students of available slots in all approved providers. If a district chooses to fund summer enrollment the program funding shall conform to the funding in this act for full year programs, however shall be reduced on a pro rata basis to conform with the length of the program. A summer program shall be no more than eight and a half hours per day and shall be not more than ten weeks in length. The per pupil allocation and classroom grant must conform with the appropriated amount contained in this Act and end of year adjustments shall be based on the one hundred and thirty five day student average daily membership or later student average daily membership for districts choosing to extend the program past one hundred and eighty days. Funds may also be used to provide professional development and quality evaluations of programs.~~

~~No later than April first, the Department of Education and the Office of First Steps must report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee on the expenditure of these funds to include the following information: the amount of money used and specific steps and measures taken to enhance the quality of the 4K program and the amount of money used for professional development as well as the types of professional development offered and the number of participants.~~

Amendment: D1

Representative **Whitmire** proposes the following amendment:

Department of Education-EIA

New

1A.sp. (SDE-EIA: Surplus) For Fiscal Year 2020-21, 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. Instructional Materials - \$26,547,200;

2. Computer Science Certification and Professional Learning - \$700,000;

3. Roper Mountain Science Center - \$1,000,000; and

4. Industry Certifications- \$3,000,000.

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

Amendment: D1

Representative **Whitmire** proposes the following amendment:

Department of Education-EIA

New

IA.nsc. (SDE-EIA: National Student Clearing House) Of the funds appropriated to the Revenue and Fiscal Affairs Office, the state shall utilize the services of the National Student Clearinghouse to comply with Section 59-18-1950 of the 1976 Code. The funds shall allow the state, as well as all high schools, to receive timely and accurate information about the college-going rate and success of South Carolina students who attend postsecondary institutions. The Department of Education shall collaborate with the Revenue and Fiscal Affairs Office to facilitate the exchange and safeguarding of data.

Amendment: D1

Representative **Whitmire** proposes the following amendment:

Department of Education-EIA

New

IA. cp (SDE-EIA: First Steps County Partnerships) For the current fiscal year, of the funds appropriated to the Office of First Steps to School Readiness for County Partnerships, the First Steps Board shall through a competitive grants process allocate up to \$3,000,000 to local county partnerships for the enhancement or expansion of evidence-based programs that serve at-risk children and their families from birth to age three. Applications must address the needs of children living in Tier III or Tier IV counties. Priority shall be given to counties that include a collaborative effort on behalf of multiple county partnerships to address common needs across regions or counties.

Amendment: D1

Representative **Whitmire** proposes the following amendment:

Department of Education-EIA

New

1A.csp. (SDE-EIA: K-12 Computer Science Plan) Along with the funds appropriated for computer science regional specialists and computer science professional learning, the Department of Education shall develop, and the State Board of Education will review and approve a state K-12 computer science plan that includes timelines, goals and strategies for achieving the goals by December 30 of the fiscal year.

Amendment: D1

Representative **Whitmire** proposes the following amendment:

Career and Technology Education Centers

New

25.ctec. (TEC: Career and Technology Education Centers) Of the funds appropriated to the State Board for Technical and Comprehensive Education (Board) for Career and Technology Education Centers, a grants committee shall be established for the purpose of creating or expanding career and technical education center offerings in rural areas of the state.

The grants committee shall be composed of five individuals: three appointed by the President of the Board representing postsecondary education and business; and two appointed by the State Superintendent of Education representing K-12 public education. The President and State Superintendent shall make every effort to ensure diversity in the committee's composition. A chairman shall be selected by the membership of the committee for a term of two years.

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

1. Demonstrate a committed source of funding for a 2:1 state to local match of grant funds for districts that fell within the Tier IV status for 2019 pursuant to Section 12-6-3360(B) and a 1:1 state to local match for all other applicants;
2. Demonstrate an alignment with state and local workforce needs as identified by the Department of Employment and Workforce and as evidenced by the comprehensive local needs assessment that promotes program development and implementation at the K-12 and postsecondary level;
3. A curriculum plan that provides access to students pursuing a post-secondary degree or workforce training;
4. A detailed summary and budget;
5. Demonstrate collaboration and partnership on the project with each of the following:
 - a. a school district
 - b. technical college or two or four-year college or university
 - c. local business or a regional business
6. Identification of key measurable benchmarks to be used to demonstrate the initiative's success and community or regional impact;
7. Demonstrate community or regional support from local government, non-governmental organizations; and
8. Demonstrate a funding source for sustained future operation and overhead expenses.

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An application for a grant shall not be considered by the committee if the project is to be located within a county containing two or more school districts. However, an application shall be considered from multidistrict counties who have or are in the process of implementing a consolidation plan of district level operations and governance.

The Board shall provide notification of all grant awards within fifteen days to the Governor, the Chairman of the House Ways and Means Committee, and the Chairman of the Senate Finance Committee and post the notifications on the Board's website. The Office of Career and Technical Education and Board shall provide an evaluation summary of program offerings across school districts and technical colleges in South Carolina.

Grantees shall be required participate in external evaluations as prescribed by the committee and agreed upon in the application and awards process.

Grantees shall also be required to comply with provisions included in Section 11-7-35 of the 1976 Code and Proviso 117.21 of this act.