

**PUBLIC EDUCATION SUBCOMMITTEE
RECOMMENDATIONS FOR FY 2019-20
TO THE PROVISO SUBCOMMITTEE**

SECTION 1 - H630 - DEPARTMENT OF EDUCATION

1.3 CONFORM TO FUNDING / AMEND (EFA Formula/Base Student Cost Inflation Factor) States the General Assembly’s intent to fully implement the EFA including an inflation factor to match the inflation wages of public school employees in the southeast; states that for FY 18-19, the base student cost has been determined to be \$2,485; that the per pupil count is projected to be 727,513, and projects the average per pupil funding. Provides for the distribution of funds to the SC Public Charter School District. Requires the Revenue and Fiscal Affairs Office post each school district's projections on their website and for each school district to also post their numbers. Requires the department and the EOC provide links to this information on their websites. Provides pupil classification weightings.

SUBCOMMITTEE RECOMMENDATION: CONFORM TO FUNDING / AMEND proviso to include “student safety weighting” as an additional weight for personalized instruction. Include “Cambridge International” in the definition of gifted and talented high school students. Direct the school safety weighting be applied to grades K-12 to employ school resource officers, mental health staff, counselors, psychologists and social workers.

1.3. (SDE: EFA Formula/Base Student Cost Inflation Factor) 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 to include an inflation factor projected by the Revenue and Fiscal Affairs Office to match inflation wages of public school employees in the Southeast. The base student cost for the current fiscal year has been determined to be ~~\$2,485~~. For the current fiscal year, the total pupil count is projected to be ~~727,513~~. The average per pupil funding is projected to be ~~\$6,198~~ state, of which ~~\$2,372~~ comes from the EFA, ~~\$1,281~~ federal, and ~~\$5,982~~ local. This is an average total funding level of ~~\$13,461~~ excluding revenues of local bond issues. 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 students 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.

- (2) Weights for students with disabilities as prescribed in Section 59-20-40(1)(c) Special Programs

- (3) Precareer and Career Technology 1.29

**PUBLIC EDUCATION SUBCOMMITTEE
RECOMMENDATIONS FOR FY 2019-20
TO THE PROVISO SUBCOMMITTEE**

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| (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 |
| (F) <i>Student Safety weighting</i> | <u>0.025</u> |

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), ~~and~~ 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.

The School Safety weighting shall be applied to all students served in grades K-12 and shall be used to employ appropriate support staff which may include, but is not limited to: school resource officers, school based mental health staff, school counselors, school psychologists and school social workers.

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.

**PUBLIC EDUCATION SUBCOMMITTEE
RECOMMENDATIONS FOR FY 2019-20
TO THE PROVISO SUBCOMMITTEE**

- 1.57** **AMEND** (Full-Day 4K) Provides guidelines for participation in and funding for the SC Early Reading Development and Education Program. *Note: Companion EIA proviso is 1A.29.*
SUBCOMMITTEE RECOMMENDATION: AMEND proviso to change the public and private provider rate for instructional costs from “\$4,510” to “\$4,600.”

1.57. (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. Public and private providers shall be funded for instructional costs at a rate of ~~\$4,510~~ \$4,600 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 \$574 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. 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.

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 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.

**PUBLIC EDUCATION SUBCOMMITTEE
RECOMMENDATIONS FOR FY 2019-20
TO THE PROVISO SUBCOMMITTEE**

1.58 **AMEND** (Summer Reading Camps) Provides for the allocation of funds provided for summer reading camps.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to delete the requirement that the calculation of the 40% or greater poverty index be based on the poverty index used the prior fiscal year for students eligible for the free and reduced price lunch program and Medicaid. Requested by Department of Education.

1.58. (SDE: Summer Reading Camps) For the current fiscal year, funds appropriated for summer reading camps must be allocated as follows: (1) up to twenty percent to the Department of Education to provide bus transportation for students attending the camps; (2) \$700,000 allocated to the department to provide grants to support community partnerships whereby community organizations shall partner with local school districts to provide enrichment activities as part of after school programs or summer reading camps that utilize volunteers, mentors or tutors to provide instructional support to struggling readers in elementary schools that have a poverty index of forty percent or greater ~~based on the poverty index utilized the prior fiscal year that was student eligibility for the free or reduced price lunch program and Medicaid.~~ All mentors and tutors that are a part of these after school programs or summer reading camps must have passed a SLED criminal background check. Participant to volunteer or teacher ratio must conform to that of the school district in which the program is located; and (3) the remainder on a per pupil allocation to each school district based on the number of students who substantially failed to demonstrate third-grade reading proficiency as indicated on the prior year's state assessment as defined by Section 59-155-120 (10) of the 1976 Code. Summer reading camps must be at least six weeks in duration with a minimum of four days of instruction per week and four hours of instruction per day, or the equivalent minimum hours of instruction in the summer. School transportation shall be provided. The camps must be taught by compensated teachers who have at least an add-on literacy endorsement or who have documented and demonstrated substantial success in helping students comprehend grade-level texts. The Department of Education shall assist districts that cannot find qualified teachers to work in the summer camps. Districts may also choose to contract for the services of qualified instructors or collaborate with one or more districts to provide a summer reading camp. Schools and school districts are encouraged to partner with county or school libraries, institutions of higher learning, community organizations, faith-based institutions, businesses, pediatric and family practice medical personnel, and other groups to provide volunteers, mentors, tutors, space, or other support to assist with the provision of the summer reading camps. In the current school year, any student in third grade who substantially fails to demonstrate third-grade reading proficiency by the end of the school year must be offered the opportunity to attend a summer reading camp at no cost to the parent or guardian. The purpose of the reading camp is to provide students who are significantly below third-grade reading proficiency with the opportunity to receive quality, intensive instructional services and support. A district may also include in the summer reading camps students who are not exhibiting reading proficiency at any grade and may charge fees for these students to attend the summer reading camps based on a sliding scale pursuant to Section 59-19-90, except where a child is found to be reading below grade level in the first, second or third grade. A parent or guardian of a student who does not substantially demonstrate proficiency in comprehending texts appropriate for his grade level must make the final decision regarding the student's participation in the summer reading camp.

1.66 **AMEND** (First Steps 4K Technology) Authorizes First Steps to spend up to \$75,000 of 4K carry forward funds to purchase electronic devices, with certain restrictions, for administering required school readiness assessments to children enrolled in the full-day 4K program in private

**PUBLIC EDUCATION SUBCOMMITTEE
RECOMMENDATIONS FOR FY 2019-20
TO THE PROVISO SUBCOMMITTEE**

centers. Requires First Steps to provide a report on these expenditures to the Chairmen of the Senate Finance and Ways and Means Committees by January 15, 2019.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to update report due date from January 15, “2019” to “of the current fiscal year.”

1.66. (SDE: First Steps 4K Technology) During the current fiscal year, South Carolina Office of First Steps to School Readiness is authorized to expend up to \$75,000 from the four-year-old kindergarten carry forward funds to purchase electronic devices for the administration of required school readiness assessments to children enrolled in the full-day 4K program in private centers in the current fiscal year. The State Office of First Steps may purchase one device, which would be the property of the Office of First Steps, for every ten centers serving children in the program. The regional coordinators who provide support to the centers shall coordinate the usage of the devices among the centers. First Steps shall provide a report documenting its technology and materials expenditures to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee no later than January 15, ~~2019~~ *of the current fiscal year.*

1.69 **AMEND** (CDEPP Unexpended Funds) Provides for the retention and expenditure of prior year CDEPP funds by First Steps and requires a report to the Chairmen of the Senate Finance and House Ways and Means Committees on how the funds were spent. *Note: Companion EIA proviso is 1A.59.*

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to update fiscal year reference from “2018-19” to “the current fiscal year.” Require First Steps to spend \$1,000,000 of unexpended CDEPP funds to provide matching support and expand initiatives of Save the Children. Require SDE to use \$900,000 of unexpended CDEPP funds to support a home-based, technology delivered kindergarten readiness program.

1.69. (SDE: CDEPP Unexpended Funds) For ~~Fiscal Year 2018-19~~ *the current fiscal year*, 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. *The Office of First Steps to School Readiness is also required to expend \$1,000,000 of unexpended CDEPP funds of the prior fiscal year or any appropriated funds in the current fiscal year to provide matching support and expand initiatives of Save the Children to serve more children and their families.*

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.

For Fiscal Year 2019-20, the Department of Education is required to use \$900,000 of unexpended CDEPP funds from the prior fiscal year or any appropriated funds in the current fiscal year to support a home-based, technology delivered kindergarten readiness program with software aligned with NAEYC’s 12 Principles of Child Development and Learning that Inform Practice and with Head Start’s Early Learning Outcomes framework and with demonstrated Random Controlled Trials (RCT) results. The objective is to expand upon promising practices piloted in school districts in the prior two fiscal years to serve more children and their families.

**PUBLIC EDUCATION SUBCOMMITTEE
RECOMMENDATIONS FOR FY 2019-20
TO THE PROVISO SUBCOMMITTEE**

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.

1.71 **AMEND** (Technology Technical Assistance) Directs the department to use funds to assist school districts in the Abbeville lawsuit in procuring technology to build capacity to offer online testing and increased access. Allows an online assessment waiver from the State Board of Education for the current fiscal year.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to delete the reference to the Abbeville lawsuit districts and expand the plan to include statewide schools and districts. Provide directives for the new plan. Direct the department to present the plan, with cost projections, to the Governor and the Chairmen of the House Ways and Means and Senate Finance Committees by February 1, 2020.

1.71. (SDE: Technology Technical Assistance) Funds appropriated to the Department of Education for Technology Technical Assistance must *first* be used to ~~increase the capacity of districts who are or were the original trial and plaintiff school districts in the Abbeville law suit~~ develop a statewide technology plan for schools and districts. The plan must address, at a minimum, infrastructure and connectivity needs, online testing requirements, equipment, educational technology, digital literacy and a statewide learning management system to connect teachers and students. The plan must take into account the need for some districts to utilize a regional approach to services that may include, but is not limited to, purchasing, training and support services. This plan, including cost projections, shall be presented to the Governor, the Chairman of the House Ways and Means Committee, and the Chairman of the Senate Finance Committee by February 1, 2020. Remaining funds shall be used by the department to assist school districts in procuring appropriate technology to include devices and infrastructure in accordance with the recommendations made by the technology review team to begin to build capacity to offer online testing and increased access. For the current fiscal year districts and individual public charter schools may request a waiver from the State Board of Education from the requirement that all assessments be administered online.

**PUBLIC EDUCATION SUBCOMMITTEE
RECOMMENDATIONS FOR FY 2019-20
TO THE PROVISO SUBCOMMITTEE**

1.76 **AMEND** (First Steps 4K Underserved Communities) Directs First Step to use CDEPP funds to develop a pilot program to expand 4K enrollment in underserved communities that were eligible in the most recent fiscal year and directs that newly created and/or approved private providers, under certain conditions, may receive up to \$30,000 in supplemental, needs-based incentives. Requires providers that receive the supplement to participate in the program for at least 3 years and directs that failure to do so will result in First Steps determining what portion of the funds must be returned. Directs First Steps to submit an expenditure and expanded enrollment report to the Chairmen of the House Ways and Means and Senate Finance Committees by March 15, 2019.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to update report due date to March 15, “2020.”

1.76. (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 enrolling less than 80% 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, ~~2019~~ 2020.

1.77 **AMEND** (School Leadership) Directs the department to use \$400,000 of Professional Development funds to contract with a non-profit leadership development provider that specializes in multiple assessments, executive coaching, and leadership development that provides school leadership progressive career path skills.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to delete reference to contracting with a non-profit leadership development provider and instead direct that the funds be allocated to South Carolina Foundation for Educational Leadership for Executive Education Leadership (CEEL) to provide specialized professional development.

1.77. (SDE: School Leadership) Of the funds appropriated to and retained by the department for Professional Development, \$400,000 shall be ~~used to contract with a non-profit leadership development provider. The provider must specialize~~ allocated to South Carolina Foundation for Educational Leadership for Center of Executive Education Leadership (CEEL) which shall provide professional development that specializes in multiple assessments, executive coaching, and leadership development that provides the skills necessary for a progressive career path in school leadership.

**PUBLIC EDUCATION SUBCOMMITTEE
RECOMMENDATIONS FOR FY 2019-20
TO THE PROVISO SUBCOMMITTEE**

1.82 CONFORM TO FUNDING / AMEND (Safe Schools Initiative) Directs the Department of Education and SLED to develop a Crisis Intervention Team to coordinate, collect and compile input from each school district. Provides a reporting guideline and direction on how to expend lottery funds appropriated for school safety.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to delete development directive and instruct SDE and SLED to continue to support pre-crisis intervention in school districts. Direct each school in the state, by August 15, 2019, to identify key staff to serve on the pre-crisis intervention team. Delete reporting guidelines. Exempt school safety plans from FOIA requests.

1.82. (SDE: Safe Schools Initiative) (A) For the current fiscal year, the Department of Education and the State Law Enforcement Division ~~must develop, within existing staff, a~~ *shall continue to support, through the state level Crisis Intervention Team, pre-crisis intervention teams and training in school districts. By August 15, 2019, each school in the state must have identified key staff to serve on a pre-crisis intervention team. The department will work with stakeholders to provide professional development to staff who will serve on the team. The state level Crisis Intervention Team will continue* to coordinate, collect and compile Crisis Intervention & School Safety Plans from each school district with their input. ~~The report shall include recommendations for the General Assembly to consider which may include, but are not limited to, physical building security, bullet proof and access controlled doors, RFID chip in student identification cards, mental health services, school resource officers, and other school safety measures. Total costs associated with each recommendation shall be included in the report. If additional funding is required to implement the recommendations, the Department of Education and the State Law Enforcement Division are directed to include the recommended funds in their Fiscal Year 2019-20 agency budget plan. The report shall be submitted to the Chairman of the Senate Finance Committee, the Chairman of the House Ways and Means Committee and the Governor by December 31, 2018. These plans shall be exempt from the provisions of the S.C. Code Ann. 30-4-10, et seq. The Department of Education and the State Law Enforcement Division will continue to provide the Governor and the General Assembly with recommendations regarding school safety which will include any projected costs or necessary statute changes.~~

(B) Of the lottery funds appropriated to the Department of Education for School Safety - Facility and Infrastructure Safety Upgrades, the department shall allocate the funds to school districts for the purpose of funding life safety infrastructure for school facilities projects. Eligible school facility projects shall include, but not necessarily be limited to items such as: (a) door locks, (b) security cameras, (c) metal detectors, (d) lifesaving medical equipment and (e) equipment related to school resource officers, excluding vehicles. For purposes of this provision, school facilities shall not include unimproved real property, centralized district administration facilities, or other facilities, including those normally identified with interscholastic sports activities.

The department shall develop and maintain an application process for school districts to request funding for qualified school projects and establish policies, procedures, and priorities for the making of grants pursuant to this provision. In establishing these procedures, the department shall utilize the school facilities report among other sources. At least twice a year and upon receipt of applications pursuant to the application process adopted by the department, the department shall prioritize the eligible projects with the greatest need and shall submit a list of recommended grant awards to the State Board of Education. Grants shall be awarded upon an affirmative vote of the State Board.

The financial assistance provided to school districts pursuant to this provision must be used for the eligible school facility project. The department is responsible for establishing policies and procedures to ensure that funds are expended in a manner consistent with this provision.

**PUBLIC EDUCATION SUBCOMMITTEE
RECOMMENDATIONS FOR FY 2019-20
TO THE PROVISO SUBCOMMITTEE**

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

- 1.ensp** **ADD** (Exceptional Needs Sports Participation) **SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to direct that students who meet the definition of exceptional needs child and qualifying student according to Sections 12-6-3790 (A)(2) and 12-6-3790 (A)(5) [EDUCATIONAL CREDIT FOR EXCEPTIONAL NEEDS CHILDREN’S FUND] shall be eligible to participate in any sport offered at the public school the child is zoned to attend.

1.ensp. (SDE: Exceptional Needs Sports Participation) A student who meets the definition of ‘Exceptional needs child’ in Section 12-6-3790 (A)(2) and the definition of ‘Qualifying Student’ in Section 12-6-3790 (A)(5) of the 1976 Code shall be eligible to participate in any sport offered at the public school for which the child is zoned to attend.

SECTION 1A - H630 - DEPARTMENT OF EDUCATION-EIA

- 1A.9** **AMEND** (Teacher Supplies) Provides guidelines for distributing teacher supply reimbursement of up to \$275 each school year to offset the expenses teachers 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 2018 tax return.
SUBCOMMITTEE RECOMMENDATION: AMEND proviso to update tax return references to “2019.”

1A.9. (SDE-EIA: Teacher Supplies) All certified and non-certified public school teachers identified in PCS, certified special school classroom teachers, certified media specialists, certified guidance counselors, and career specialists who are employed by a school district, a charter school, or lead teachers employed in a publically funded full day 4K classroom approved by the South Carolina First Steps to School Readiness, as of November thirtieth of the current fiscal year, based on the public decision of the school board may receive reimbursement of 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 and no later than May fifteenth annually, the district shall notify all individuals entitled to receive these funds the manner in which the funds will be dispersed. Funds may 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, or the funds may be disbursed to each teacher via direct deposit as long as the funds are handled in a manner to be separate and distinct from their payroll check. 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, 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

**PUBLIC EDUCATION SUBCOMMITTEE
RECOMMENDATIONS FOR FY 2019-20
TO THE PROVISO SUBCOMMITTEE**

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 ~~2018~~ 2019 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 ~~2018~~ 2019 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. Any person receiving the reimbursement provided by this proviso is ineligible to take the income tax credit allowed by this proviso.

- 1A.22** **AMEND** (4K Targeting) Directs EIA funds allocated for 4 year old kindergarten be used for age eligible children that qualify for free or reduced-price lunch or Medicaid. Directs children with developmental delays who do not already qualify for special needs services be considered for enrollment. Directs districts, if space is limited, to prioritize students based on family income with the lowest family incomes given the highest enrollment priority.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to delete the qualification that services to children be based on qualifying for free or reduced-price lunch or Medicaid and instead direct that services be provided to children in poverty as defined in Proviso 1.3 [EFA FORMULA/BASE STUDENT COST INFLATION FACTOR].

1A.22. (SDE-EIA: 4K Targeting) EIA funds allocated for the provision of four-year-old kindergarten shall be utilized for the provision of services to age-eligible children ~~qualifying for free or reduced-price lunch or Medicaid~~ *in poverty, as defined in Proviso 1.3 of this Act*. Children with developmental delays documented through state approved screening assessments or children with medically documented disabilities who do not already qualify for special need services should also be considered for enrollment. In the event that more students seek to enroll than available space permits, districts shall prioritize students (at the time of acceptance) on the basis of family income expressed as a percentage of the federal poverty guidelines, with the lowest family incomes given the highest enrollment priority.

- 1A.25** **CONFORM TO FUNDING / AMEND** (Professional Development) Allows up to \$500,000 of professional development funds to be used for gifted and talented teacher endorsement and certification activities. Requires the department to post professional development standards on its website and provide training through telecommunication methods. Authorizes unexpended professional development funds to be carried forward and used for the same purpose.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to change “must” to “shall” provide professional development on student mastery assessment. Direct funds to also be used for professional development for computer science standards, early literacy and learning and school safety.

**PUBLIC EDUCATION SUBCOMMITTEE
RECOMMENDATIONS FOR FY 2019-20
TO THE PROVISO SUBCOMMITTEE**

1A.25. (SDE-EIA: Professional Development) Of the funds appropriated for professional development, up to \$500,000 may be expended for gifted and talented teacher endorsement and certification activities. The Department of Education ~~must~~ *shall* provide professional development on assessing student mastery of the content standards through classroom, formative and end-of-year assessments. Additionally, funds shall be used for the provision of professional development for computer science standards, early literacy and learning and school safety. The Department of Education also must post on the agency’s website the South Carolina Professional Development Standards and provide training through telecommunication methods to school leadership on the professional development standards. The department is authorized to carry forward and expend professional development funds for the same purpose.

1A.26 **AMEND** (Assessments-Gifted & Talented, Advanced Placement, & International Baccalaureate Exams) Directs funds appropriated and/or authorized for assessment be used to determine eligibility of students for gifted and talented programs and for the cost of Advanced Placement and International Baccalaureate exams.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to include the cost of Cambridge International exam. Requested by Education Oversight Committee.

1A.26. (SDE-EIA: Assessments-Gifted & Talented, Advanced Placement, & International Baccalaureate Exams) Funds appropriated and/or authorized for assessment shall be used for assessments to determine eligibility of students for gifted and talented programs and for the cost of Advanced Placement, ~~and~~ International Baccalaureate, and Cambridge International exams.

1A.29 **AMEND** (Full-Day 4K) Provides guidelines for participation in and funding for the SC Early Reading Development and Education Program. *Note: Companion SDE proviso is 1.57.*

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to change the public and private provider rate for instructional costs from “\$4,510” to “\$4,600.” Requested by Office of First Steps.

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. Public and private providers shall be funded for instructional costs at a rate of ~~\$4,510~~ \$4,600 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 \$574 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. 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.

**PUBLIC EDUCATION SUBCOMMITTEE
RECOMMENDATIONS FOR FY 2019-20
TO THE PROVISO SUBCOMMITTEE**

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 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.37 AMEND** (PowerSchool Dropout Recovery Data) Requires the department use PowerSchool and data collection funds to start collecting data from schools and school districts on the number of student who had dropped out and then reenrolled in a public school or in adult education to pursue their high school diploma. Directs the EOC, working with the department, to determine how to calculate a dropout recovery rate and require the rate be reported on the annual school and district report cards.

SUBCOMMITTEE RECOMMENDATION: AMEND to provide authorize these funds to be carried forward and spent for the same purpose. Requested by Department of Education.

1A.37. (SDE-EIA: PowerSchool Dropout Recovery Data) With the funds appropriated to the Department of Education for PowerSchool and data collection, the department will begin in the current fiscal year to collect data from schools and school districts on the number of students who had previously dropped out of school and who reenrolled in a public school or adult education to pursue a high school diploma. The Education Oversight Committee working with the Department of Education will determine how to calculate a dropout recovery rate that will be reflected on the annual school and district report cards. *The department may carry forward and expend the funds for the same purpose.*

- 1A.48 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.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to update fiscal year reference to "2019-20." Delete funding for EOC Partnerships and Industry Certification and direct that the funds be spent for Instructional Materials.

**PUBLIC EDUCATION SUBCOMMITTEE
RECOMMENDATIONS FOR FY 2019-20
TO THE PROVISO SUBCOMMITTEE**

1A.48. (SDE-EIA: Surplus) For Fiscal Year ~~2018-19~~ 2019-20, 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. EOC Partnerships—\$5,109,000; and~~
- ~~2. Industry Certification—\$2,450,000~~ *Instructional Materials.*

Any additional funds carried forward and not otherwise appropriated or authorized may be used for transportation and bus purchases.

1A.50 **AMEND** (South Carolina Public Charter School Funding) Provides for the allocation of S.C. Public Charter School District funds for virtual and brick and mortar charter schools. Provides a timeline extension for ruling on charter school applications and requires the Public Charter School District provide an outcomes report on the extended time frame to the Senate Finance and House Ways and Means Committees.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to direct that of the charter schools sponsored by the SC Public Charter School District or registered IHE, virtual schools receive \$1,900 and brick and mortar schools receive \$3,600 per enrolled 3 or 4 year old student with disabilities under IDEA. Direct that for funding purposes these students are to be included in the student counts for the Charter School District or Registered IHE. Update fiscal year reference to “2019-20.”

1A.50. (SDE-EIA: South Carolina Public Charter School Funding) The funds appropriated in Part IA, Section VIII.H.- South Carolina Public Charter School Statewide Sponsor must be allocated in the following manner to students at charter schools within the South Carolina Public Charter School District or within a registered Institution of Higher Education: Pupils enrolled in virtual charter schools sponsored by the South Carolina Public Charter School District or a registered Institution of Higher Education shall receive \$1,900 per weighted pupil and pupils enrolled in brick and mortar charter schools sponsored by the South Carolina Public Charter School District or a registered Institution of Higher Education shall receive \$3,600 per weighted pupil. Three and four year old students with a disability, who are eligible for services under IDEA and enrolled in virtual or brick and mortar charter schools sponsored by the South Carolina Public Charter School District or registered IHE, shall receive \$1,900 per student for virtual charter schools and \$3,600 per student for brick and mortar charter schools. Three and four year old students with a disability, who are eligible for serves under IDEA and enrolled in charter schools sponsored by the South Carolina Public Charter School District or a registered IHE, shall be included in student counts for the South Carolina Public Charter School District and registered IHE's solely for purposes of funding under this proviso. Any unexpended funds, not to exceed ten percent of the prior year appropriation, must be carried forward from the prior fiscal year and expended for the same purpose. Any unexpended funds exceeding ten percent of the prior year appropriation must be transferred to the Charter School Facility Revolving Loan Program established in Section 59-40-175. For Fiscal Year ~~2018-19~~ 2019-20, the timelines set forth for ruling on charter school applications are extended for sixty calendar days for all applications submitted to the South Carolina Public Charter School District if the district determines that an applicant should be permitted to amend its application to meet the requirements of Section 59-40-60 and Section 59-40-70, of the 1976 Code, based on an applicant's proposal to address an existing achievement gap utilizing an evidence-based educational program in an underserved geographical area of the state including, but not limited to, charter schools proposed to be located in any school district that is a plaintiff in the Abbeville law suit. The South Carolina Public Charter School District shall report to the Senate Finance Committee and the House Ways and Means Committee on the outcomes of this extended time for a hearing at the end of the application cycle.

**PUBLIC EDUCATION SUBCOMMITTEE
RECOMMENDATIONS FOR FY 2019-20
TO THE PROVISO SUBCOMMITTEE**

- 1A.51 DELETE** (Low Achieving Schools) Directs the EOC to use \$375,000 of the Partnerships for Innovation funds to support up to 3 low-achieving schools to design and plan for implementing innovative, research-based strategies that are focused on recruiting and retaining highly effective teachers and on increasing time-on task. Directs the EOC to assist schools to determine the evidence to be collected to measure initiative effectiveness and to identify resources to support the initiative and to collaborate with TransformSC.
SUBCOMMITTEE RECOMMENDATION: DELETE proviso.

~~1A.51. (SDE-EIA: Low Achieving Schools) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, \$375,000 must be allocated to support up to three low-achieving schools in designing and planning for implementation innovative, research-based strategies focused on recruiting and retaining highly effective teachers and on increasing time-on-task through the amount of time, the quality of instruction and the engagement of students. The committee will assist the schools in determining the evidence that will be collected to measure the effectiveness of the initiative and in identifying resources to support the initiative and in collaborating with TransformSC.~~

- 1A.52 DELETE** (TransformSC) Requires at least \$300,000 of Partnerships for Innovation funds to the EOC be allocated to the TransformSC public-private project.
SUBCOMMITTEE RECOMMENDATION: DELETE proviso.

~~1A.52. (SDE-EIA: TransformSC) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, at least \$300,000 shall be allocated to the TransformSC public-private project.~~

- 1A.59 AMEND** (CDEPP Unexpended Funds) Provides for the retention and expenditure of prior year CDEPP funds by First Steps and requires a report to the Chairmen of the Senate Finance and House Ways and Means Committees on how the funds were spent. *Note: Companion EIA proviso is 1.69.*
SUBCOMMITTEE RECOMMENDATION: AMEND proviso to update fiscal year reference from “2018-19” to “the current fiscal year.” Require First Steps to expend \$1,000,000 of unexpended CDEPP funds to provide matching support and expand initiatives of Save the Children. Require SDE to use \$900,000 of unexpended CDEPP funds to support a home-based, technology delivered kindergarten readiness program.

1A.59. (SDE-EIA: CDEPP Unexpended Funds) For ~~Fiscal Year 2018-19~~ *the current fiscal year*, 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. *The Office of First Steps to School Readiness is also required to expend \$1,000,000 of unexpended CDEPP funds of the prior fiscal year or any appropriated funds in the current fiscal year to provide matching support and expand initiatives of Save the Children to serve more children and their families.*

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.

**PUBLIC EDUCATION SUBCOMMITTEE
RECOMMENDATIONS FOR FY 2019-20
TO THE PROVISO SUBCOMMITTEE**

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

For Fiscal Year 2019-20, the Department of Education is required to use \$900,000 of unexpended CDEPP funds from the prior fiscal year or any appropriated funds in the current fiscal year to support a home-based, technology delivered kindergarten readiness program with software aligned with NAEYC's 12 Principles of Child Development and Learning that Inform Practice and with Head Start's Early Learning Outcomes framework and with demonstrated RCT results. The objective is to expand upon promising practices piloted in school districts in the prior two fiscal years to serve more children and their families.

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.

- 1A.62 CONFORM TO FUNDING** (Digital Learning) Directs that \$1,425,000 of Partnerships for Innovation funds be authorized for schools or school districts that have poverty indices of 80% or greater based on certain poverty indices or who are an Abbeville equity lawsuit trial or plaintiff district and direct the EOC to pilot a program to provide these districts with digital learning tools and resources, curriculum foundry, technical support, and professional development.
SUBCOMMITTEE RECOMMENDATION: CONFORM to funding.

1A.62. (SDE-EIA: Digital Learning) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, \$1,425,000 must be authorized for schools or school districts that have poverty indices of eighty percent or greater based on the poverty index utilized the prior fiscal year that was student eligibility for the free or reduced price lunch program and Medicaid, or are a trial or plaintiff district in the Abbeville equity lawsuit. In these districts, the EOC will pilot a program that provides school districts with digital learning tools, digital resources, the curriculum foundry, technical support, and professional development.

- 1A.64 DELETE** (Low Achieving Schools) Directs that \$306,750 of Partnerships for Innovation funds appropriated to the EOC be allocated to parent support initiatives and afterschool programs in historically underachieving communities.

**PUBLIC EDUCATION SUBCOMMITTEE
RECOMMENDATIONS FOR FY 2019-20
TO THE PROVISO SUBCOMMITTEE**

SUBCOMMITTEE RECOMMENDATION: DELETE proviso.

~~1A.64. (SDE-EIA: Low Achieving Schools) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, \$306,750 shall be allocated to parent support initiatives and afterschool programs in historically underachieving communities.~~

- 1A.65 DELETE** (EOC Military-Connected Children) Directs the EOC to use \$225,000 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. Requires training and services be provided by a non-profit entity with specific credentials. Directs 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.

SUBCOMMITTEE RECOMMENDATION: DELETE proviso.

~~1A.65. (SDE-EIA: EOC Military-Connected Children) Of the funds allocated for Partnerships for Innovation, the Education Oversight Committee is directed to expend \$225,000 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.66 DELETE** (STEM Labs) Directs the EOC to spend \$225,000 of Partnerships for Innovation funds for customized STEM labs. Directs the EOC to work with the department'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. Requires the curriculum be aligned to state standards and certified by ACT WorkKeys.

SUBCOMMITTEE RECOMMENDATION: DELETE proviso.

~~1A.66. (SDE-EIA: STEM Labs) Of the funds allocated for Partnerships for Innovation, the Education Oversight Committee is directed to expend \$225,000 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 on cross curricular STEM implementation that will be aligned to state standards as well and the district strategic plan.~~

- 1A.72 DELETE** (Teacher Academy Pilot) Directs the EOC to use \$75,000 of Teacher Academy funds to pilot a program to improve teacher recruitment and retention. Directs the academy to provide

**PUBLIC EDUCATION SUBCOMMITTEE
RECOMMENDATIONS FOR FY 2019-20
TO THE PROVISO SUBCOMMITTEE**

intensive professional development to beginning, novice, and struggling teachers during the summer. Directs the EOC to evaluate the academy's impact using the Effective Learning Environments Observation Tool.

SUBCOMMITTEE RECOMMENDATION: DELETE proviso.

~~1A.72. (SDE-EIA: Teacher Academy Pilot) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, \$75,000 shall be utilized to pilot a Teacher Academy project to improve teacher recruitment and retention. The academy shall provide intensive professional development to beginning, novice, and struggling teachers during the summer prior to the current school year. The Education Oversight Committee shall evaluate the impact of the academy using the state observation tool "Effective Learning Environments Observation Tool" (ELEOT).~~

1A.73 DELETE (Kinesthetic Learning Platform) Direct the EOC to use \$187,500 of Partnerships for Innovation funds to pilot a kinesthetic learning platform which uses physical activity to teach Pre K through 3rd grade math, English/language arts and literacy standards.

SUBCOMMITTEE RECOMMENDATION: DELETE proviso.

~~1A.73. (SDE-EIA: Kinesthetic Learning Platform) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, \$187,500 must be used to pilot a kinesthetic learning platform using physical activity to teach South Carolina's Math, English/Language Arts and Literacy standards for the Pre K through 3rd grade learner to improve academic performance.~~

1A.74 CONFORM TO FUNDING (Algebra) Directs the EOC to use \$1,125,000 of Partnerships for Innovation funds to pilot and evaluate an algebra program for students giving statewide access to various videos, study guides, practice tools and online discussion walls for peer and instructor assistance. Directs teachers to be provided with statewide access to a discussion wall, student progress reports and teaching materials within the same platform.

SUBCOMMITTEE RECOMMENDATION: CONFORM to funding.

1A.74. (SDE-EIA: Algebra) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, \$1,125,000 must be used to pilot and evaluate a program that provides students with statewide access to: (a) algebra videos, online practice tools, and tutoring; (b) algebra videos taught by at least 5 different instructors. The instructors must be from diverse backgrounds and have different teaching styles so students may differentiate their learning; (c) algebra videos, specifically aligned with South Carolina state standards; (d) algebra study guides/notes that follow along explicitly with the algebra videos. Each student must have access to a workbook version of these study guides; (e) algebra practice tool that provides instant feedback to students, as well as solution videos and guidance to review; and (f) online, collaborative discussion wall where students can ask questions and receive assistance from both peers and instructors. The discussion wall must be accessible after school and on weekends.

The pilot must also provide teachers with statewide access to: (a) a professional learning community and discussion wall, where teachers can share best practices and resources; (b) reports on student usage and progress; and (c) teacher materials, answer keys, and resources accessible within the same platform.

1A.75 DELETE (Kindergarten Readiness Program) Directs that \$225,000 of Partnerships for Innovation funds be allocated to support a home based, technology delivered kindergarten readiness program with specific software.

**PUBLIC EDUCATION SUBCOMMITTEE
RECOMMENDATIONS FOR FY 2019-20
TO THE PROVISO SUBCOMMITTEE**

SUBCOMMITTEE RECOMMENDATION: DELETE proviso.

~~1A.75. (SDE-EIA: Kindergarten Readiness Program) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, \$225,000 must be allocated to support a home-based, technology delivered kindergarten readiness program with software aligned with NAEYC's 12 Principles of Child Development and Learning that Inform Practice and with Head Start's Early Learning Outcomes framework and with demonstrated RCT results.~~

1A.78 CONFORM TO FUNDING (Digital Learning Plan) Creates a study committee to develop a Digital Learning Plan for the K-12 public education system in order to build on public schools existing technology foundation and to develop a long-term strategy that sets directions and priorities, supports innovation, and provides resources for educators and students to fully benefit from digital-age teaching and learning. Requires the EOC to report those findings to the Chairmen of the House Ways and Means and Senate Finance Committees by June 1, 2019.

SUBCOMMITTEE RECOMMENDATION: CONFORM to funding.

1A.78. (SDE-EIA: Digital Learning Plan) From funds administered by the K-12 Technology Committee, the following study committee is created to develop a Digital Learning Plan for the state's K-12 public education system. The goal of the Digital Learning Plan is to build upon the existing technology foundation of public schools and develop a coherent long-term strategy that sets directions and priorities, supports innovation, and provides resources to enable educators and students to benefit fully from digital-age teaching and learning. The Digital Learning Plan must provide recommendations for State actions that will guide and support K-12 schools in their transitions to digital-age education. The plan must be submitted to the General Assembly by January 1, 2019 and must address, at a minimum, the following issues for districts and schools: technology, infrastructure, and devices; human capacity; content instruction and assessment; security; regional and state support; policy and funding; local digital learning initiatives; and the use of alternative methods of instruction for scheduled make up time. The Digital Learning Plan must include timelines for implementation and cost projections beginning with the subsequent fiscal year. The study committee shall confer with other states and national experts on developing and implementing the Digital Learning Plan. Staff support shall be provided by the K-12 Technology Committee and agencies represented on the committee. The study committee shall be composed of the following members:

1. Executive Director of the Department of Administration, or his designee, who shall chair the study committee;
2. State Superintendent of Education, or his designee;
3. President of Educational Television Commission, or his designee;
4. Director of the State Library, or his designee;
5. Executive Director of the Education Oversight Committee, or his designee;
6. A representative of the private sector in the field of information technology appointed by the Chairman of the Senate Finance Committee;
7. A representative of the private sector in the field of information technology appointed by the Chairman of the House Ways and Means Committee;
8. One representative of an educator preparation program appointed by the State Board of Education;
9. One member of a local board of education who represents a local education agency that has successfully incorporated technology into its schools, who is appointed by the Education Oversight Committee;

**PUBLIC EDUCATION SUBCOMMITTEE
RECOMMENDATIONS FOR FY 2019-20
TO THE PROVISO SUBCOMMITTEE**

10. One member of a local board of education who represents a local education agency that has limited access to technology, who is appointed by the Education Oversight Committee; and

11. One parent of a public school child appointed by the Education Oversight Committee.

The Education Oversight Committee shall be responsible for and have control over the construct and implementation of the pilot program for alternative methods of instruction for make-up days. For the current fiscal year, the Education Oversight Committee shall select school districts around the state for a pilot program to utilize alternative methods of instruction which may include, but are not limited to, online or virtual instruction for scheduled make up time. All make up time must reflect the number of hours of the make-up days the instruction will cover. All make up time must meet state requirements for elementary and secondary school days. The Education Oversight Committee shall provide guidelines to the selected school districts no later than August 1, 2018. All districts shall continue to report to the Department of Education all days missed, reasons for the absences, days made up, and now the alternative method of instruction used. The Education Oversight Committee shall work with the Educational Television Commission (ETV) and the State Library to utilize and coordinate available ETV and State Library resources and explore alternative means of delivery to districts that may lack proper access to online instruction.

The school districts shall report the following information to the Education Oversight Committee by April 1, 2019: method(s) of implementation utilized, advantages and disadvantages of the method(s) used, and any feedback received from parents or guardians.

The Education Oversight shall report those findings to the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee by June 1, 2019.

1A.81 CONFORM TO FUNDING / AMEND (Grants Committee) Directs the department to establish an independent grants committee to support innovation pilot initiatives in public schools and school districts. Directs the committee to submit its process to the Governor and the Chairmen of the House Ways and Means and Senate Finance Committees by December 31, 2018. Require grantees and service providers to participate in an external evaluation conducted by the EOC to document results.

SUBCOMMITTEE RECOMMENDATION: AMEND to specify funds appropriated “for Innovation Grants.” Delete requirement that the committee establish guidelines. Direct the committee to continue to fund the projects previously funded by the EOC Partnerships of Innovation and Community Block Grants. Direct the committee to accept applications for new grantees. Direct the committee to serve four year terms. Delete poverty matching requirement. Change reporting deadline to “June 30, 2020.” Require grantees and service providers to participate in an external evaluation “as prescribed by the committee and agreed upon in the application and award process.” Delete EOC financial responsibility directive.

1A.81. (SDE-EIA: Grants Committee) ~~With~~ Of the funds appropriated to the Department of Education for Innovation Grants, the department shall establish an independent grants committee to support innovation pilot initiatives in public schools and school districts. The goal of the initiative is to invest in strategies or programs to improve student outcomes as described in the Profile of the South Carolina Graduate and to promote public-private partnerships between business, nonprofit organizations, institutions of higher education, local school systems and public schools shall continue to fund for the 2019-20 school year the projects funded by the Education Oversight Committee Partnerships of Innovation and the Education Oversight Committee Community Block Grants for Education Program in the prior fiscal year. Additionally, the committee shall accept applications per the established process for new grantees, not to exceed the amount appropriated by the General Assembly.

**PUBLIC EDUCATION SUBCOMMITTEE
RECOMMENDATIONS FOR FY 2019-20
TO THE PROVISO SUBCOMMITTEE**

The Superintendent of Education is directed to appoint an independent grants committee to develop the process for awarding the grants or directly purchasing services. *The committee members shall serve four year terms.* The process shall include the application procedure, selection process, and matching grant formula if applicable. The grants committee must be comprised of seven members, three members selected from the education community and four members selected from the business community. The chairman of the committee shall be selected by the committee members at the first meeting of the committee. The suggested criteria for awarding the grants to schools or school districts or directly purchasing services must include, but are not limited to:

- (1) a demonstrated ability to meet the match throughout the granting period;
- (2) a demonstrated ability to implement the initiative or model as set forth in the application;
- (3) identification of key measurable benchmarks in the education continuum that must be improved to raise student achievement and ensure all students graduate college, career and civic ready;
- (4) a demonstrated ability to be both replicable and scalable with priority given to those projects that focus on applied learning opportunities and experiences, especially in the STEM or STEAM fields;
- (5) blended and personalized learning focused on content mastery and experiential learning; and
- (6) innovative strategies to close student achievement gaps, with a focus on below average and unsatisfactory schools.

~~The match required from a grant recipient shall be 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. The committee shall submit ~~its process~~ *an annual report* to the Governor, the Chairman of *the* House Ways and Means *Committee* and the Chairman of *the* Senate Finance *Committee* by ~~December 31, 2018~~ *June 30, 2020*.

Grantees and service providers will be required to participate in an external evaluation *as prescribed by the committee and agreed upon in the application and award process* ~~that is the financial responsibility of the Education Oversight Committee. The evaluation must document the results of the grants and examine the implementation of the initiatives and models to understand the delivery of services and any contextual factors. The evaluation will then highlight the accomplishments and common challenges of the initiatives and models funded to share the lessons learned with the state's public education community.~~

1A.tlp **ADD** (Teacher Loan Program) **SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to direct that the annual maximum award for eligible juniors, seniors and graduate students is \$7,500 per year with an aggregate maximum loan amount of \$27,500. Requested by the Education Oversight Committee.

1A.tlp. (SDE-EIA: Teacher Loan Program) With the funds appropriated for the Teacher Loan Program and with funds in the revolving fund, in the current fiscal year the annual maximum award for eligible juniors, seniors and graduate students is \$7,500 per year and the aggregate maximum loan amount is \$27,500.

**PUBLIC EDUCATION SUBCOMMITTEE
RECOMMENDATIONS FOR FY 2019-20
TO THE PROVISO SUBCOMMITTEE**

1A.dlp ADD (Digital Learning Plan) **SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to direct the EOC to implement a second year of a pilot program for alternative methods of instruction for make-up days. Provide the option for the five school districts that participated in the initial pilot program to continue to participate if they will assist the committee in reviewing and approving additional school districts and provide technical assistance and support to the new districts. Authorize the committee to allocate funds to the five districts for providing technical support. Provide guidelines for participating districts. Require participating districts report to the EOC by April 1, 2020. Require the EOC to report a plan to the Governor, General Assembly, SDE and the State Board of Education by June 1, 2020.

1A.dlp. (SDE-EIA: Digital Learning Plan) The Education Oversight Committee is responsible for implementing the second year of a pilot program for alternative methods of instruction for make-up days. The five school districts that participated in the initial pilot program in the prior fiscal year shall have the option of continuing to participate during the current fiscal year. As a condition of their continued participation, these five school districts shall assist the committee in reviewing and approving additional school districts to participate in the second year of the pilot program and shall provide technical assistance and support to new districts participating in the pilot. From funds available to the committee, the committee is authorized to allocate funds to the five districts for providing technical support to the new districts participating in the pilot program.

All districts participating in the pilot in the current fiscal year shall utilize alternative methods of instruction which may include, but are not limited to, online or virtual instruction for scheduled make up time. All make up time must reflect the number of hours of the make-up days the instruction will cover. All make up time must meet state requirements for elementary and secondary school days. All districts shall continue to report to the Department of Education all days missed, reasons for the absences, days made up, and now the alternative method of instruction used. The Education Oversight Committee shall work with the Educational Television Commission (ETV) and the State Library to utilize and coordinate available ETV and State Library resources and explore alternative means of delivery to districts that may lack proper access to online instruction. All school districts shall report the following information to the Education Oversight Committee by April 1, 2020: method(s) of implementation utilized, advantages and disadvantages of the method(s) used, any feedback received from administrators, teachers, parents or guardians, and recommendations for how the program can be implemented statewide.

By June 1, 2020 the Education Oversight Committee shall report to the Governor, the General Assembly, the Department of Education, and the State Board of Education a plan for implementing the eLearning program for make-up days statewide.

SECTION 6 - H750 - SCHOOL FOR THE DEAF AND THE BLIND

6.1 DELETE (Student Activity Fee) Allows the School for the Deaf and Blind to charge a student activity fee, not to exceed \$40, differentiated according to the income of the family expenses. Authorizes funds to be carried forward.

SUBCOMMITTEE RECOMMENDATION: DELETE proviso.

~~**6.1.**(SDB: Student Activity Fee) The School for the Deaf and the Blind is authorized to charge to the parents of students at the school a student activity fee, differentiated according to the income of the family. The required student activity fee shall not exceed \$40.00. Such revenue~~

**PUBLIC EDUCATION SUBCOMMITTEE
RECOMMENDATIONS FOR FY 2019-20
TO THE PROVISO SUBCOMMITTEE**

~~may be retained and carried forward into the current fiscal year and expended for the purpose of covering expenses for student activities.~~

- 6.3 DELETE** (Admissions) Establishes admissions policies for the school and provides that students may be admitted through direct application by parents or on referral from the local school district.

SUBCOMMITTEE RECOMMENDATION: DELETE proviso.

~~6.3.(SDB: Admissions) Deaf, blind, multi disabled and other disabled students identified by the Board of Commissioners as target groups for admission to the South Carolina School for the Deaf and the Blind may be admitted by the School either through direct application by parents or on referral from the local school district. The Board of Commissioners shall define the appropriate admissions criteria including mental capacity, degree of disability, functioning level, age, and other factors deemed necessary by the board. All placement hearings for admission to the South Carolina School for the Deaf and the Blind shall be organized by the School. The South Carolina School for the Deaf and the Blind shall obtain information from the local school district concerning the needs of the student and shall prepare an Individualized Education Plan for each student admitted. All parents applying for admission of their children must sign a statement certifying that they feel the South Carolina School for the Deaf and the Blind is the most appropriate placement which constitutes the least restrictive environment for the individual student, based upon needs identified in the placement meeting and the Individualized Education Plan. The decision concerning placement and least restrictive environment shall be reviewed annually at the IEP Conference.~~

- 6.4 DELETE** (Mobility Instructor Service Fee) Authorizes the School for the Deaf and the Blind to charge a fee for mobility instructor services provided to various school districts. Directs revenue be expended for the purpose of covering expenses in the Blind school.

SUBCOMMITTEE RECOMMENDATION: DELETE proviso.

~~6.4.(SDB: Mobility Instructor Service Fee) The School for the Deaf and the Blind is authorized to charge a fee for the services of a mobility instructor to provide service on a contractual basis to various school districts in the state, and such revenue shall be retained and carried forward into the current fiscal year and expended by the School for the purpose of covering expenses in the Blind School.~~

- 6.7 DELETE** (USDA Federal Grants) Authorizes all revenues generated from USDA federal grants to expended in accordance with Federal regulations for actual expenses in the cafeteria/food service operations.

SUBCOMMITTEE RECOMMENDATION: DELETE proviso.

~~6.7.(SDB: USDA Federal Grants) All revenues generated from USDA federal grants may be retained and expended by the SCSDB in accordance with Federal regulations for the purpose of covering actual expenses in the cafeteria/food service operations of the school.~~

- 6.14 DELETE** (Buildings) Directs that for purposes of building renovation and construction, the school will be subject to the same requirements as a local education agency.

SUBCOMMITTEE RECOMMENDATION: DELETE proviso.

**PUBLIC EDUCATION SUBCOMMITTEE
RECOMMENDATIONS FOR FY 2019-20
TO THE PROVISO SUBCOMMITTEE**

6.14. (SDB: Buildings) For the current fiscal year, the South Carolina School for the Deaf and Blind will be subject to the same requirements as a local education agency for the purposes of building renovation and construction.

SECTION 7 - L120 - JOHN DE LA HOWE SCHOOL

7.rfc **ADD** (Reduction in Force Carry Forward) **SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to authorize unexpended personal service funds resulting from an August 2018 reduction in force to be used for deferred maintenance and renovation of agency assets.

7.rfc. (JDLHS: Reduction in Force Carry Forward) John de la Howe School is authorized to carry forward into the current fiscal year unexpended personal service funds resulting from the reduction in force implemented in August 2018. These funds shall be used for deferred maintenance and renovation of agency assets.

SECTION 8 - H670 - EDUCATIONAL TELEVISION COMMISSION

8.5 **DELETE** (Delineate Agency Funding) Directs ETV to work with the Executive Budget Office to delineate agency funding by line item in the appropriation bill beginning with the Governor's budget submission. Directs ETV and EBO to identify any provisos that would need to be adjusted and to request the changes by November 30th.
SUBCOMMITTEE RECOMMENDATION: DELETE proviso.

~~8.5.(ETV: Delineate Agency Funding) In order to foster increased transparency and accountability, with the funds appropriated to the Educational Television Commission, the commission is directed to work with the Executive Budget Office to delineate the agency's funding by line items in the General Appropriations Bill beginning with the Governor's budget submission in the fall of the current fiscal year. The commission and the Executive Budget office are also directed to identify any provisos that would need to be adjusted and request changes to the Governor, Chairman of House Ways and Means Committee and Chairman of the Senate Finance Committee by November 30 of the current fiscal year.~~

SECTION 108 - F500 - PUBLIC EMPLOYEE BENEFIT AUTHORITY

108.cw **ADD** (Cafeteria Workers SCRS Opt Out) **SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to allow new part-time school cafeteria workers to opt out of the South Carolina Retirement System.

108.cw. (PEBA: Cafeteria Workers SCRS Opt Out) In the current fiscal year, a new part-time school cafeteria worker may exercise the option, within thirty days after entering upon the discharge of such duties, to not become a member of the South Carolina Retirement System.