



**SOUTH CAROLINA REVENUE AND FISCAL AFFAIRS OFFICE**  
**STATEMENT OF ESTIMATED FISCAL IMPACT**  
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**Bill Number:** S. 0419 Amended by the Senate on February 27, 2020  
**Author:** Hembree  
**Subject:** SC Career Opportunity and Access for All Act  
**Requestor:** Senate Education  
**RFA Analyst(s):** Wren, Gallagher, Griffith, Jolliff, A. Martin, and Miller  
**Impact Date:** March 3, 2020

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### **Fiscal Impact Summary**

*Sections 23, 24, 25, 45, 46, 66, and 67 are pending further analysis.*

#### **Expenditures**

*The following sections affect overall state expenditures:*

Sections 20 and 21 of the amended bill will reduce scholarship expenses by \$11,699,551 in FY 2025-26 and approximately an additional \$4,000,000 each year until FY 2028-29 when the reduction reaches \$22,840,688 for changing the grade point average (GPA) requirements for the Palmetto Fellows, LIFE, and HOPE Scholarships. Conversely, these sections will increase scholarship expenses by as much as \$24,500 each year beginning in FY 2025-26 for the change to allow a Palmetto Fellows Scholarship to be used at two-year institutions. Additionally, these sections will further increase scholarship expenses by \$6,400,000 annually beginning in FY 2026-27 due to the change in GPA requirements to retain the LIFE Scholarship. If disbursements increase above the amount appropriated in the Appropriations Act for Palmetto Fellows and LIFE Scholarships, this increase would first be funded by excess lottery proceeds. Any amounts remaining after utilizing lottery proceeds would become an obligation of the General Fund.

In total, Sections 20 and 21 could reduce scholarship expenses by \$11,699,551 in FY 2025-26, \$10,303,638 in FY 2026-27, \$13,572,188 in FY 2027-28, and \$16,440,066 each year thereafter beginning in FY 2028-29. However, other changes to scholarship provisions may affect these estimates but data are not available to estimate the impact of these combined variables.

Sections 23 and 24 will allow all education majors currently receiving the LIFE or Palmetto Fellows Scholarship to receive an additional \$2,500 stipend each year beginning with their sophomore year. Currently, the stipend is only available to education majors who major in math education or science education. Section 25 limits the term of the LIFE Scholarship for recipients in a three-year program to a total of six semesters. Sections 23, 24, and 25 are pending additional information and analysis.

Section 54 of the amended bill will increase General Fund expenses by \$55,000,000 or \$82,000,000 depending upon whether funding is allocated through the EFA or EIA method to expand the school term from 190 to 195. Any impact associated with this section is contingent upon funding in the annual appropriations act.

*The following sections affect expenditures for the State Department of Education:*

During FY 2019-20, a proviso suspended the inclusion of specific assessments for social studies and science, which reduced SDE's expenditures by \$812,244. Sections 3, 4, and 5 of the amended bill would codify these changes. In future years, SDE expects similar savings resulting from these sections.

Section 6 of the amended bill will increase General Fund expenses of SDE by \$2,187,500 in FY 2020-21 but only \$187,500 in FY 2021-22 for the development of a student assessment profile system.

Sections 15 and 16 of the amended bill increase the number of students required to be screened under the universal screening process and require the State Department of Education (SDE) to reimburse districts for the cost of the instrument selected. SDE anticipates that these sections will increase General Fund expenses by at least \$1,696,000 in FY 2020-21. This includes \$1,596,000 in recurring expenses to reimburse districts for screening all 228,000 kindergarten through third grade students at an average cost of \$7 per student. Although one of the eight current screening tools is free, SDE anticipates that all districts will select a paid tool if reimbursement is available. The remaining \$100,000 of expenditures is for non-recurring expenses to train districts on the additional screenings and interventions.

Section 19 of the amended bill will increase expenses of SDE by \$10,000 beginning in FY 2020-21 for mileage and per diem for the members of the South Carolina Reading Panel.

Further, based upon the latest analysis from SDE, the agency anticipates using an existing data system for collecting and reporting data on screenings from districts instead of purchasing a new system. Therefore, there will be no expenses for data collection.

Additionally, these sections expand the current third grade summer reading program by requiring districts to also offer summer reading camps to students in kindergarten, first grade, and second grade who are not substantially demonstrating proficiency in reading. Since these sections expand the current third grade summer reading camps to include students in first and second grades, SDE anticipates that approximately 56,000 students could be eligible for the summer reading camps next year. This figure includes growth in the number of eligible third grade students and the number of kindergarten, first grade, and second grade students who will now be eligible for the expanded summer reading camp. The language in the bill does not specify whether SDE or local school districts will be responsible for the increase in expenses due to the expanded summer reading camps. Unless additional funds are appropriated for this purpose, we anticipate that local school districts will need to cover the additional expenses.

Section 27 of the amended bill will increase non-recurring General Fund expenses of SDE by \$750,000 in FY 2020-21 to provide resources to parents on improving student growth.

Section 34 of the amended bill will increase General Fund expenses of SDE by an amount up to \$70,340 in FY 2020-21. Of this amount, \$45,660 is recurring for 1 FTE to handle the additional

workflow associated with the application and clearance process for part-time educator candidates. Non-recurring funds of \$2,000 are needed for office equipment for the new FTE, and the remainder of an amount up to \$22,680 is for recoding of the current certification system and depends upon the number of hours required to complete the task.

Sections 36, 37, and 38 of the amended bill will increase General Fund expenses of SDE by \$945,000 in FY 2020-21. This includes \$260,000 in recurring expenses for 3 FTEs and associated operating costs and \$685,000 in non-recurring costs for a data system and equipment. General Fund expenses of the agency will decrease to \$260,000 after FY 2020-21 for personnel and operating expenses.

Section 43 of the amended bill will increase non-recurring General Fund expenses of SDE by \$4,100 in FY 2020-21 for expenses associated with the creation of an advisory committee. Recurring General Fund expenses will increase by \$107,300 beginning in FY 2021-22. Of this amount, \$47,500 is for 1 FTE to handle the registration and administration of the induction program, and \$59,800 is for material and space rentals.

Section 44 of the amended bill will increase recurring General Fund expenses of SDE by \$3,095,000 beginning in FY 2020-21. Of this amount, \$3,000,000 is for fees and costs associated with first-time teacher certification. The remaining \$95,000 is for 2 FTEs to process requests and complete verifications and to handle reimbursements for the first-time teacher certification.

Section 48 of the amended bill will increase recurring General Fund expenses of SDE by \$9,150 in FY 2020-21 for contractual services of a hearing officer and court reporter.

Section 65 of the amended bill will increase non-recurring General Fund expenses of SDE by \$4,860 in FY 2020-21 for expenses related to the advisory group for superintendent evaluation. Non-recurring expenses of SDE will increase to \$12,300 in FY 2021-22 to provide eight regional trainings for superintendent evaluation. SDE will be able to provide the superintendent evaluation training at no cost beginning in FY 2022-23.

In summary, the overall expenditure impact to SDE for these items is undetermined. However, the agency anticipates that the amended bill will increase General Fund expenses of SDE by at least \$7,959,706 in FY 2020-21. Expenses thereafter are expected to total at least \$4,501,516. Included in these figures are 7 FTEs for SDE.

The total expenses may be affected further by other provisions in the amendment not yet discussed.

*The following sections affect expenditures for other state agencies:*

The amended bill will increase General Fund expenses of the Department of Commerce (Commerce) by \$100,000 for 1 FTE, travel expenses, and miscellaneous operating expenses regarding career pathways beginning in FY 2020-21.

The amended bill will increase General Fund expenses of the Commission on Higher Education (CHE) by at least \$112,000 in FY 2020-21. Of this amount, \$87,000 is recurring for 1 FTE to assist with the increased workload due to the increase in the number of scholarship recipients and the enhanced data collection requirements. The remaining \$25,000 is non-recurring for an out-of-state third-party vendor to assist with the coursework for higher education degrees in reading and literacy.

Section 38, which requires a college of education or educator preparation program to develop and use a unique system for identifying each individual educator graduate, is undetermined since the institutions are uncertain as to how a unique identification system will be established. The establishment of this unique identifier will require the collaboration of all institutions of higher education, as well as other agencies. Due to this uncertainty, they are unable to determine a cost estimate.

The amended bill will have no expenditure impact on the State Ethics Commission since it does not train local board members regarding ethics codes adopted locally by the school board. Also, the changes to responsibilities for the Department of Social Services are not expected to have a significant impact on agency expenditures. Further, the amended bill will have no expenditure impact on the Education Oversight Committee (EOC), the Department of Employment and Workforce (DEW), the Revenue and Fiscal Affairs Office (RFA), the State Board for Technical and Comprehensive Education (SBTCE), and the Office of the Governor since any expenses occurring as a result of the bill can be managed within current appropriations. The expenditure impact on the Governor's School for Science and Mathematics is pending further analysis.

### **Revenues**

Sections 31 and 35 of the amended bill could increase Other Funds revenue of SDE by \$62,580 for the fees submitted to SDE by non-certified educators.

### **Local Expenditures and Revenues**

The overall local expenditure impact on school districts is undetermined. The following is a summary of sections affecting local expenditures and revenues:

Sections 15 and 16 of the amended bill shift expenses from the local school districts to SDE for the universal screening process for all kindergarten through third grade students. District savings for the screening tools will vary but will average approximately \$7 per student screened. However, SDE indicates that some school districts will need to hire additional FTEs to conduct the additional screenings and interventions. Also, districts may incur expenses for professional development for teachers related to travel and substitutes, which may affect the overall savings.

Further, the bill may increase local expenditures for summer reading camps since the bill expands the current third grade summer reading camps to include students in kindergarten, first grade, and second grade. SDE anticipates that approximately 56,000 students could be eligible for the summer reading camps next year. Unless additional funds are appropriated for this purpose, we anticipate that local school districts will be responsible for the additional expenses. Depending upon the number of participating students, local districts may incur additional expenses to expand the current reading camps to accommodate the increase in students.

The increase in local expenditures due to Section 41 of the amended bill, which requires all kindergarten through fifth grade classroom teachers to receive a thirty-minute unencumbered time during each regular school day is undetermined. Based upon a survey of school districts for similar legislation which required a thirty-minute duty-free period for all teachers and librarians, estimated costs range from \$0 to \$5,100,000, which is \$0 to \$322 per student. Of the thirty-four districts that responded, twelve of the responding districts indicate that they currently have planning periods in place that meet the criteria of the duty-free planning period. The remaining twenty-two responding districts indicate the need to hire additional teachers, instructional aides, or substitutes to ensure coverage during duty-free planning times and expect expenses to increase by \$19,465,929. While, these figures represent all classroom teachers and full-time librarians for kindergarten through twelfth grade, SDE indicated the impact would be substantially similar for kindergarten through fifth grade based upon current practices. Given the wide variance in responses by school districts, the overall expenditure impact on local school districts is undetermined.

Section 54 of the amended bill will increase local expenditures by an undetermined amount to increase the statutory school term from 190 to 195 days. The impact on each district will depend upon how the additional number of school days is funded and any amount a district currently is paying above the minimum. Additionally, Section 54 will increase local revenue from the State by \$55,000,000 or \$82,000,000, depending upon whether the state splits the cost with local districts under the EFA formula or pays the full increase. Further, any impact pursuant to this section of the amended bill is contingent upon funding in the annual appropriations act.

## **Explanation of Fiscal Impact**

### **Amended by the Senate on February 27, 2020**

#### **State Expenditure**

The following sections will affect state expenditures as follows:

**Section 2.** This section requires the State Board of Education to include on its board four non-voting advisory members who are appointed by the Governor. Two of the non-voting advisory members must be public school students and two must be former State Teachers of the Year. In consultation with the Education and Economic Development Act Coordinating Council and the State Superintendent of Education, the State Board of Education must provide a comprehensive report to the Governor and the General Assembly before December 1<sup>st</sup> of every even-numbered year. The report must identify key benchmarks within the zero-to-twenty education and workforce pipeline for measuring progress of state agencies' and other publicly funded entities' efforts to meet the benchmarks. The State Board of Education through the State Superintendent of Education must provide recommendations regarding ways that state and local efforts can be improved. Additionally, the State Superintendent must recommend legislation he considers necessary. This section takes effect on January 1, 2022.

**State Department of Education.** SDE indicates that any expenses associated with the non-voting advisory members and the additional report can be managed within current appropriations. Therefore, this section will have no expenditure impact on the agency.

**Sections 3, 4, and 5.** These sections remove social studies from the statewide assessment program for grades three through eight and end-of-course tests for courses selected by the State Board of Education and approved by the EOC. Also, these sections remove the standards-based assessment in social studies for students in grades five and seven. Additionally, these sections remove the standards-based assessment in science for eighth grade. Further, these sections require SDE to examine how the other forty-nine states have met the current federal ESEA mandate, while reducing state-mandated, standardized assessments. SDE must also seek to amend the State's ESEA waiver to decrease these assessments accordingly.

**State Department of Education.** SDE indicates that during FY 2019-20, a proviso suspended the inclusion of specific assessments for social studies and science, which reduced agency expenditures by \$812,244. Sections 3, 4, and 5 of the amended bill would codify these changes. In future years, the agency expects similar savings resulting from these sections. SDE indicates that any expenses associated with examining the current federal ESEA mandates for other states can be accomplished within current appropriations.

**Section 6.** This section requires SDE to track student performance from kindergarten through grade twelve in reading and mathematics along a common, consistent scale that is nationally recognized and approved by EOC. This section further outlines the requirements of SDE in providing resources to parents and teachers. SDE, local schools, and districts must identify and administer assessments that can be linked to common, consistent scales by grade level. Effective January 1, 2022, SDE and the SBTCE must establish high school equivalency assessment thresholds that serve as common minimum admission scores and must provide guarantees that students with sufficient scores may not be required to attend or enroll in reading or mathematics remediation at the postsecondary level.

**Education Oversight Committee.** The agency indicates that it can fulfill any responsibilities that may result from this section of the bill within current appropriations. Therefore, this section of the bill will have no expenditure impact on the agency.

**State Department of Education.** The agency indicates that it will need to develop a student assessment profile system that contains every student's complete assessment record, has the ability to transfer assessment records amongst districts, and has the ability to provide direct parental access to student assessment records. SDE further indicates that the creation and implementation of this system will increase General Fund expenses of the agency by \$2,187,500 in FY 2020-21. Of this amount, \$2,000,000 is non-recurring for one-time development costs. The remaining \$187,500 is recurring for the annual maintenance of the student assessment profile. SDE anticipates that the system would be available for the 2021-22 school year.

**South Carolina Board for Technical and Comprehensive Education.** SBTCE indicates that this section requires the agency to perform activities within the normal course of business. Therefore, this section will have no expenditure impact on the agency.

**Section 7.** This section amends the provisions requiring RFA to develop, implement, and maintain a universal identification system that includes information for measuring the continuous

improvement of state public education system and the college and career readiness and success of its graduates. The section is amended to add reporting on students who graduate from public high schools in the state and enter postsecondary education with the need for remediation.

**Revenue and Fiscal Affairs Office.** This section does not affect the requirements of the system and will not impact expenditures for the agency.

**Section 8.** This section requires that EOC must use data information submitted by the Office of First Steps to School Readiness, SDE, and the Department of Health and Human Services to provide certain information at the district and state level annually as a component of an annual Kindergarten Readiness Program Report. Further, EOC must submit a Kindergarten Readiness Program Summary Report to the General Assembly. If funding is provided, a Kindergarten Readiness Comprehensive Analysis Report at least every three years may be submitted to satisfy the reporting requirement. This section takes effect January 15, 2021.

**Education Oversight Committee.** EOC indicates that any expenses associated with the study can be absorbed within current appropriations. Therefore, this section will have no impact on the agency.

**Section 9.** This section requires each high school to offer one-half credit course in personal finance as an elective that students may use to complete graduation requirements. SDE must develop the curriculum for the coursework before July 1, 2021.

**State Department of Education.** SDE indicates that any expenses resulting from this section of the bill can be managed within current appropriations and will have no expenditure impact on the agency.

**Section 10.** This section requires student data and information collected pursuant to Chapter 18, Title 59 to be considered personal and confidential and must be maintained in accordance with state and federal privacy laws.

**State Department of Education.** SDE indicates that the agency is currently following state and federal privacy laws concerning student data and information. Therefore, this section will have no expenditure impact on SDE.

**Section 12.** This section requires reading interventions to be evidence-based and follow the multi-tiered system of supports as defined in Section 59-33-510(3) and the Response to Intervention process as defined in Section 59-33-510(4). This section further replaces language related to the reading assessment on the Palmetto Assessment of State Standards with a reading assessment in English/language arts, to determine students eligible for retention pursuant to Section 59-155-160(A).

**State Department of Education.** SDE indicates that this section of the bill does not change testing requirements. Therefore, this section will have no expenditure impact on the agency.

**Section 13.** This section requires the coursework for higher education degrees in reading and literacy to be founded on scientifically based reading practices and evidence-based interventions, including how to use the data to identify struggling readers and inform instruction.

**State Department of Education.** SDE indicates that this section will have no expenditure impact on the agency.

**Commission on Higher Education.** CHE indicates that this section of the bill will have no expenditure impact on the agency.

**Section 14.** This section allows the PK-12 reading proficiency plan to include any combination of the current intervention methods for supplemental instruction for all students who are substantially not demonstrating reading proficiency. Also, this section allows reading interventionists, in addition to teachers with a literacy teacher endorsement, to provide the supplemental instruction.

**State Department of Education.** SDE indicates that this section of the bill will have no expenditure impact on the agency.

**Sections 15 and 16.** These sections require current assessments and screenings that evaluate reading proficiency to be based upon the universal screening process. It also requires the intensity and duration of reading intervention to be appropriate to meet specific needs of each student to ensure that the student is on track to be reading on grade level by the end of the third grade. In addition to currently screening all kindergarten and first grade students and second grade students as necessary, these sections require districts to screen all second and third grade students. Also, in addition to offering reading camps for students enrolled in third grade, each district must offer a summer reading camp as an intervention for any student enrolled in kindergarten, first grade, or second grade who is substantially not demonstrating proficiency in reading, based upon the universal screening process, and if indicated, diagnostic assessments and teacher observations. These sections also allow a district superintendent or charter school authorizer to submit a request to SDE to waive the minimum 180-day school attendance requirement for kindergarten students for the purpose of scheduling a readiness assessment. Further, these sections require the State Board of Education to approve no more than five reliable and valid early literacy and numeracy screening instruments for selection and use by school districts in kindergarten through third grade. School districts must administer one or more instruments in the first thirty days of the school year and repeat, if indicated, at midyear and at the end of the school year. Contingent upon funding provided by the General Assembly, SDE must reimburse districts for the cost of the instrument or instruments selected upon receipt of assessment data. A school district may submit a waiver to use an alternative early literacy and numeracy assessment. SDE must implement an online reporting system to monitor the effectiveness of the screening assessment instruments and must require school districts to annually submit data requested by the department.

**State Department of Education.** The agency indicates that these sections will increase General Fund expenses of SDE by at least \$1,696,000 in FY 2020-21 to reimburse districts for the universal screenings. This includes \$1,596,000 in recurring expenses to screen all 228,000



kindergarten through third grade students at an average cost of \$7 per student. SDE also indicates that only one of the eight screening tools is free and that only five of the regular school districts use the free screening tool. Additionally, SDE indicates that the paid screening tools produce better data. The agency anticipates that all districts will select a paid tool if reimbursement is available. The remaining \$100,000 is for non-recurring expenses to train districts on the additional screenings and interventions.

Further, based upon the latest analysis from SDE, the agency anticipates using an existing data system for collecting and reporting data on screenings from districts instead of purchasing a new system. Therefore, there are no additional expenditures for data collection.

These sections also expand summer reading camps to include students in kindergarten, first grade, and second grade who are not demonstrating proficiency in reading, based upon the universal screening process. Students who score at the lowest achievement level and are eligible for retention may enroll in summer reading camps. SDE indicates that approximately 4,000 students qualified for summer reading camps this year and approximately 9,000 students attended the summer reading camps. SDE does not have data on the district expenses for reading camps. SDE anticipates that approximately 56,000 students could be eligible for reading camps next year under this bill. This figure is based upon growth in the number of eligible third grade students as well as the number of kindergarten, first grade, and second grade students who will now be eligible for the expanded summer reading camp. The language in the bill does not specify whether SDE or local school districts will be responsible for the increase in expenses due to the expanded summer reading camp. Unless additional funds are appropriated for this purpose, we anticipate that local school districts will be responsible for any additional expenses.

**Section 17.** This section revises the requirements to retain students who fail to demonstrate reading proficiency at the end of the third grade as indicated by scoring at the lowest achievement level on the state summative reading assessment in English/language arts, which indicates that the student needs substantial academic support to be prepared for the next grade level. For the 2021-22 school year only, this requirement applies to first-time third graders who have not previously been retained. In addition, intervention for students who are retained due to the provisions of this section must be appropriate to meet the specific needs of each student to ensure the student is on track to be reading at or above grade level by the end of the school year. This section requires districts to report to SDE the number of retention exemptions granted, the number of appeals made by a parent or guardian regarding student retention, the number of appeals granted, and the student's outcome in grades four through eight. These reports must be posted on the websites of SDE and the respective school districts.

**State Department of Education.** SDE indicates that this section of the bill will have no expenditure impact on the agency.

**Section 18.** This section requires all reading coaches funded wholly or partially with state funds to serve as a stable resource for professional development throughout an elementary school to build master teachers of reading and to improve student reading achievement. The section further revises the responsibilities and professional development requirements for reading coaches. As a condition for receiving the state appropriations for reading coaches, SDE must

screen and approve the hiring of all reading coaches in a school that has more than one-third of its third-grade students scoring at the lowest achievement level on the statewide summative English/language arts assessment. Also, each reading coach employed in a district having more than one-third of its third-grade students scoring at the lowest achievement level and the principal of the elementary school in which the reading coach is assigned must attend professional development training provided by SDE. A school in which at least two-thirds of students scored at meets or exceeds expectations on the state summative assessment in English/language arts may submit a request to SDE for flexibility to utilize their allocation to provide literacy support to students. By August 1, 2020, and annually thereafter, the State Board of Education is authorized to approve guidelines for the professional development, coursework, certification, and endorsement requirements for K-12 teachers whose responsibilities relate to reading and literacy instruction, support, or intervention. Additionally, beginning July 1, 2021, and annually thereafter, CHE, in consultation with SDE, must conduct an analysis to determine the effectiveness of each teacher education program in preparing teachers to diagnose a child's reading problems. CHE must report its findings of the analysis and provide recommendations for improving teacher education programs to the Governor and the General Assembly.

**State Department of Education.** SDE indicates that any expenses associated with this section can be managed within the agency's current appropriations. Therefore, this section will have no expenditure impact on the agency.

**Commission on Higher Education.** CHE indicates that this section of the bill will increase General Fund expenses of the agency by \$25,000 in FY 2020-21 for the services of an out-of-state third-party vendor.

**Section 19.** This section creates the South Carolina Reading Panel, which must provide support and assistance to SDE. The Panel must be comprised of ten members appointed by the State Board of Education upon the recommendations of the State Superintendent of Education. The Panel members must include individuals having the highest expertise on reading instruction, with three members from public or private institutions of higher education, nominated by CHE, and three members who are responsible for their district reading plans or have exceptional reading expertise. At least three members of the Panel must be classroom teachers or reading interventionists. Members may receive no compensation, but may receive per diem and mileage. This section further outlines the duties and requirements of the Panel.

**State Department of Education.** SDE assumes that the agency will be responsible for the per diem and mileage for the South Carolina Reading Panel members and estimates that General Fund expenses of the agency will increase by an amount up to \$10,000. However, actual expenses will depend upon the traveling distances and the number of times the Panel meets annually.

**Sections 20 and 21.** These sections extend the availability of the Palmetto Fellows Scholarship to eligible students attending a two-year or technical institution for a maximum of four continuous semesters. The student may continue to use the scholarship to attend an eligible four-year institution, subject to the maximum number of semesters for which the student may be eligible for the scholarship. Currently, awardees of the Palmetto Fellows Scholarship who chose

to attend a two-year institution must forfeit their award. Furthermore, these students may not reapply for the scholarship if they later transfer to an eligible four-year institution. Palmetto Fellows Scholarship recipients may receive up to \$6,700 for the first academic year and up to \$10,000 beginning their second academic year. The actual award is limited to the cost of attendance minus all other scholarships and grants received by the student.

Presently, a Palmetto Fellows Scholarship recipient who chooses to attend a two-year institution will automatically qualify for the LIFE Scholarship. LIFE Scholarship recipients may receive up to \$5,000 their first academic year and up to \$7,500 beginning their second academic year. The actual award amount is limited to the cost of attendance minus all other scholarships and grants received by the student.

Adjusting for student population, the weighted average cost of attendance at a two-year in-state institution in FY 2017-18 was approximately \$4,600. The average LIFE scholarship award for recipients attending a two-year institution was \$4,200 in FY 2017-18. All other scholarships and grants are applied to a student's cost of attendance before determining the amount of his LIFE Scholarship award. The difference between the average cost of attendance and average scholarship amount awarded may be attributed to other scholarships and grants received by the student. The Palmetto Fellows Scholarship award amount is calculated in the same manner as the LIFE Scholarship. Hence, a student attending a two-year institution would receive, on average, the same amount for the Palmetto Fellows Scholarship as he would for the LIFE Scholarship. Therefore, this section will have no net impact on scholarship disbursement during the years in which the student attends a two-year institution.

If a student continues his education at a four-year institution, his scholarship amount would increase. The average Palmetto Fellows Scholarship award, excluding recipients at the Medical University of South Carolina (MUSC), was \$7,700 for FY 2017-18. This amount is \$3,500 more than the student received at his two-year institution. Therefore, this section will increase net scholarship distributions by \$3,500 for each student who moves his Palmetto Fellows Scholarship from a two-year to a four-year institution. CHE reports that over the past two years thirteen recipients have declined the Palmetto Fellows Scholarship for the purpose of attending a two-year institution. If this trend holds, we estimate an average of seven students per year would select this option. Because this section would apply only to students graduating beginning in FY 2024-25, we would first see this impact as early as FY 2026-27. Therefore, this section will increase scholarship distributions by as much as \$24,500 each year beginning in FY 2026-27. If disbursements increase above the amount appropriated in the Appropriations Act for Palmetto Fellows Scholarships, this increase would first be funded by excess lottery proceeds. Any amounts remaining after utilizing excess lottery proceeds would become an obligation of the General Fund.

These sections also raise the high school GPA requirement for the Palmetto Fellows Scholarship from 3.5 to 4.0 for students in the top 6 percent of their class, and from 4.0 to 4.3 for students who qualify without class rank. Changes made to the eligibility requirements for Palmetto Fellows will also affect the distribution of the LIFE scholarships. A student who would no longer qualify for the Palmetto Fellows Scholarship due to the increased GPA requirement would automatically qualify for the LIFE Scholarship. In addition, these sections make further

changes to the eligibility requirements for the LIFE and HOPE Scholarships. Specifically, these sections increase the GPA requirements for LIFE and HOPE from a 3.0 to a 3.3. For these reasons, CHE has provided the overall impact to scholarship disbursements for all three scholarships as a single figure. Increasing the GPA requirements for scholarships would cause a decrease in the amount of scholarship funds disbursed. These new GPA requirements apply to students graduating high school beginning in FY 2024-25. Therefore, the effects of this change would first be noted during FY 2025-26 and would increase as more graduating cohorts are affected. Based on CHE's analysis, the changes to the GPA requirements would decrease scholarship disbursements by the following amounts:

- \$11,699,551 in FY 2025-26
- \$16,728,138 in FY 2026-27
- \$19,996,688 in FY 2027-28
- \$22,840,066 annually beginning in FY 2028-29

These sections also add requirements for retaining the Palmetto Fellows Scholarship beyond the student's freshman year. In order to retain the scholarship, the student must earn at least thirty credit hours each academic year and maintain at least a 3.0 cumulative GPA. These requirements are consistent with the requirements described in regulation, with the exception of how the student's cumulative GPA is calculated. Under current regulation, the GPA is based on credits earned at the institution where the student is currently enrolled. This section requires the GPA to be based on all credits earned by the student at all institutions of higher learning. CHE does not have sufficient data to determine the number of students who will be affected by this change. Therefore, the impact is undetermined. However, we anticipate that this will have a minimal impact on scholarship distributions.

These sections of the bill also reduce the cumulative GPA required to retain the LIFE Scholarship from 3.0 to 2.8 at the end of the student's freshman year. For each year after the student's freshman year, the cumulative GPA requirement returns to the current minimum of 3.0. These new GPA requirements apply to students graduating beginning in FY 2024-25. CHE indicates that this portion of the bill will increase scholarship expenses annually by \$6,400,000 beginning in FY 2026-27. This analysis does not take into consideration other changes proposed in this bill that would affect scholarship eligibility.

In addition, these sections specify the ACT scoring requirements for the Palmetto Fellows and LIFE Scholarships. Current statute indicates a specific SAT score requirement and allows a student to substitute an equivalent ACT score in order to meet scholarship qualifications. However, regulations concerning scholarship qualifications specify the required ACT scores. While the scores listed in this section do not match the scoring requirements listed in regulations, the proposed scores are congruent with the 2018 ACT/SAT concordance produced by College Board. College Board produces the SAT and collaborates with the makers of the ACT and the NCAA Technical Advisory Board to develop the concordance for the comparison of SAT and ACT scores. The following table displays the current ACT scores required by regulations, and the ACT scoring requirements proposed by these sections of the bill:

ACT SCORE REQUIREMENTS		
Scholarship	Required by Current Regulation	Proposed Requirement
Palmetto Fellows, with class rank	27	25
Palmetto Fellows, without class rank	32	31
LIFE	24	22

CHE prediction models have been created to estimate scholarship expenditures based on sensitivity to changes in SAT requirements, as CHE has more dependable data on SAT scores of applicants than ACT scores. Therefore, the impact to scholarship expenditures due to the change in ACT requirements is not available at this time.

**Commission on Higher Education.** CHE indicates that these sections will increase General Fund expenses of the agency by \$87,000 for 1 FTE for the increased workload due to an increase in the number of scholarship recipients and the enhanced data collection requirements.

**Section 22.** This section requires SBTCE, in collaboration with the State Board of Education, to look at additional pathways of cooperation to better facilitate adult education in an efficient and cost-effective manner. SBTCE must provide a report to the General Assembly by June 1, 2020, detailing their findings, including student participation, retention, and completion numbers.

**State Board for Technical and Comprehensive Education.** SBTCE indicates that any expenses associated with this section can be managed within current appropriations and will have no impact on the agency.

**Sections 23 and 24.** These sections expand the additional stipend for LIFE or Palmetto Fellows Scholarships to include education majors. Currently, this stipend is only available to recipients majoring in science or math, and includes science education and math education majors. The additional stipend is awarded beginning in the sophomore year and amounts to \$2,500 per year. Students enrolled in a four-year degree program may receive the stipend for three years, while students enrolled in a five-year degree program or a “3 plus 2” program may receive the stipend for four years.

CHE is responsible for developing regulations to define what constitutes a qualifying science or math major. This bill requires CHE to also define qualifying education majors.

This bill will increase the number of LIFE and Palmetto Fellows Scholarship recipients that are eligible for the annual stipend, and therefore will increase scholarship expenditures beginning FY 2020-21. The increase to expenditures is pending, contingent upon an additional response from CHE.

**Section 25.** This section amends the time limitation for LIFE Scholarships by adding that recipients in a three-year program may only receive the LIFE Scholarship for a total of six semesters.

The impact of this portion of the bill is pending, contingent upon an additional response from CHE.

**Section 27.** This section requires SDE, in collaboration with the Technical College System, CHE, DEW, and Commerce to develop a career pathways system to replace the current career cluster system by August 1, 2023. The career pathways system must include an expansive list of measures. After developing the career pathways system, SDE must develop a curriculum. This section also requires districts to assist students by establishing a foundation for career pathways by grade level. Further, this section requires districts and charter authorizers to annually collect and provide data to SDE regarding the number of students in each of the pathways offered. SDE must provide this data on its website.

**State Department of Education.** SDE indicates that this section of the bill could increase non-recurring General Fund expenses of the agency by \$750,000 in FY 2020-21 for providing the required resources to parents on improving student growth.

**Department of Commerce.** The agency indicates that it cannot absorb the expenses associated with the provisions of the bill. Therefore, the bill as a whole will increase recurring General Fund expenses of the agency by \$100,000 in FY 2020-21. Of this amount, \$70,000 is for 1 FTE for the Workforce Department, and \$30,000 is for travel and miscellaneous operating expenses.

**Department of Employment and Workforce.** The agency indicates that they expect to manage the responsibilities pursuant to this section with existing staff and within existing appropriations. Therefore, this section of the bill will have no expenditure impact on the agency.

**Commission on Higher Education.** We anticipate that CHE will be able to manage the responsibilities of this section within current appropriations. Therefore, we do not expect this section of the bill to impact expenditures of the agency.

**State Board for Technical and Comprehensive Education.** The agency indicates that any expenses associated with participation in the development of a career pathways system can be managed within current appropriations. Therefore, this section will have no expenditure impact on the agency.

**Section 28.** This section requires SDE to replace the current career cluster requirements and develop programs of study under each career pathway every five years. In developing programs of study, SDE must emphasize the high-skill and in-demand pathways that the state Workforce Innovation and Opportunity Act plan and Coordinating Council for Workforce Development have identified as critical to the state's workforce development system. By August 1, 2022, SDE, in collaboration with the Education and Economic Development Act Coordinating Council, must develop a pathway certification process for high schools and postsecondary institutions.

**State Department of Education.** SDE indicates that this section of the bill will have no expenditure impact on the agency.

**Section 29.** This section of the bill requires school districts to organize high school curricula around a minimum of three career pathways, promote increased awareness and career counseling, and review the pathways selected by the districts every two years. This section takes effect on August 1, 2022.

**State Department of Education.** SDE indicates that this section of the bill will have no expenditure impact on the agency.

**Sections 31 and 35.** These sections direct SDE to establish a pilot program by May 1, 2021, that will permit schools that have received an overall rating of excellent on the annual report card for at least two consecutive years to hire non-certified teachers in a ratio of up to 10 percent of its entire teaching staff. The State Board of Education, through SDE, must approve the guidelines for the pilot program. Participation in the pilot program is optional, and the decision for participation rests solely with SDE and with the school principal upon approval of the district superintendent. Participating schools and districts are encouraged to assist SDE with establishing best practices. Also, SDE must establish a separate code in the professional coding system to capture non-certified teachers and must continue to report this information on the school report cards. Beginning November 1, 2022, SDE must submit an annual report to the General Assembly, which must include recommendations for improving, expanding, or continuing the pilot. At the end of the five-year pilot, the annual status report must include a recommendation regarding continuance of the program. Additionally, SDE must establish procedures for the registration and clearance of all non-certified educators working in any public school, to include a public charter school. Educators must submit required documentation and fees to SDE.

**State Department of Education.** SDE indicates that these sections will have no expenditure impact on the agency.

**Section 32.** This section adds alternative route providers and provides for the requirement that the State Board of Education prescribe and enforce rules for the examination and certification of teachers.

**State Department of Education.** SDE indicates that any expenses associated with this section of the bill can be managed within current appropriations. Therefore, this section will have no expenditure impact on the agency.

**Section 33.** This section adds alternative route providers and programs to the responsibilities of the State Board of Education to formulate and administer a system for the examination and certification for teachers.

**State Department of Education.** SDE indicates that any expenses associated with this section of the bill can be managed within current appropriations. Therefore, this section will have no expenditure impact on the agency.

**Section 34.** This section requires educator candidates to complete a pre-service application and clearance process before beginning any part-time clinical experience in a public school.

Currently, only full-time candidates are required to complete this process. The application and clearance process must be in accordance with the State Board of Education guidelines. Also, an educator candidate that completes an educator preparation program must repeat the fingerprint-based criminal records check before certification if the criminal history reports on file were submitted more than eighteen months prior to meeting all certification requirements. Also, educators applying for recertification must repeat the fingerprint-based criminal records check.

**State Department of Education.** SDE indicates that this section of the bill will increase recurring expenses by \$45,660 in FY 2020-21 for 1 FTE to handle the additional workflow associated with the application and clearance process for part-time educator candidates. Non-recurring expenses will range from \$18,200 to \$24,680 in FY 2020-21. Of this amount, \$2,000 is for office equipment for the new FTE. The remaining range of \$16,200 to \$22,680 is for recoding of the current certification system and depends upon the number of hours required to complete the task. Additionally, SDE indicates that if the intent of this section of the bill is to require all certified educators to complete the fingerprint-based criminal records process in order to renew their certificates every five years, recurring expenses could increase by an additional \$45,660 in FY 2020-21 for 1 FTE to handle the recertification process. Also, non-recurring expenses will increase by an additional \$8,480 to \$18,200 in FY 2020-21. Of this amount, \$2,000 is for office equipment for the new FTE. The remaining range of \$6,480 to \$16,200 is for recoding of the certification system and depends upon the number of hours required to complete the task.

**Section 35.** The impact of this section is addressed in Section 31.

**Section 36.** This section allows educator preparation programs housed within an institute of higher education to submit a separate and distinct educator preparation program for alternative certification to the State Board of Education for approval. SDE must report the number of individuals employed in the state, by district, with certificates issued by institution of higher education alternative programs to the State Board of Education and the General Assembly before March 31st annually.

**State Department of Education.** SDE indicates that this section of the amended bill will increase General Fund expenses of the agency by approximately \$945,000 in FY 2020-21. Of this amount, \$260,000 is recurring funding for 3 FTEs, including an administrative assistant and two education associates, and for operating expenses. The remaining \$685,000 is non-recurring funding for the procurement of an educator preparation data system and equipment for the new FTEs. The data system will be used for the approval and cyclical review of all educator preparation providers and programs.

**Commission on Higher Education.** This section of the bill will have no expenditure impact on the agency.

**Section 37.** This section directs the State Board of Education, with assistance from SDE, CHE, and RFA, to develop and annually produce a teacher preparation data dashboard. SDE, each educator preparation provider, and each school district must report all data as requested by the



State Board of Education that is necessary to produce the teacher preparation data dashboard, which must be published on SDE's website.

**State Department of Education.** The expenditure impact of this section is addressed in Section 36.

**Commission on Higher Education.** This section of the bill will have no expenditure impact on the agency.

**Revenue and Fiscal Affairs Office.** RFA anticipates that the provisions of this section can be accomplished within existing appropriations. Therefore, this section of the bill is not expected to have an expenditure impact on the agency.

**Section 38.** This section requires SDE to provide each college of education and state-approved educator preparation program with information regarding its graduates before December 1st annually using the longitudinal data system developed by RFA pursuant to Section 59-18-1950. The information must include extensive criteria. Also, a college of education or educator preparation program must develop and use a unique system for identifying individual educator graduates. Information provided to a college of education or educator preparation program pursuant to this section of the bill is not subject to the provisions of the Freedom of Information Act.

**State Department of Education.** The expenditure impact of this section is addressed in Section 36.

**Revenue and Fiscal Affairs Office.** The reporting requirements of this section can be accomplished with the longitudinal data system and staffing implemented by RFA pursuant to Section 59-18-1950. Therefore, this section of the bill is not expected to have an expenditure impact on the agency.

**Commission on Higher Education.** This section requires an institution of higher learning which receives such information to develop a unique system for identifying each individual educator graduate. This section will have no expenditure impact on CHE.

**Institutions of Higher Education.** The institutions of higher education are unclear as to how a unique identification system will be established. The establishment of this unique identifier will require the collaboration of all institutions of higher education, as well as other agencies. Due to this uncertainty, they are unable to determine a cost estimate. Therefore, the expenditure impact to institutions of higher education is undetermined. This section of the impact statement has been updated to include a response from the institutions of higher education.

**Section 39.** This section directs the Center for Educator Recruitment, Retention, and Advancement (CERRA) to use and update the teacher survey currently administered by SDE. The survey should assess teacher perceptions on a number of matters. The results of the survey must be published by SDE, CERRA, EOC, each school district, and each school in a conspicuous place on their respective websites.

**State Department of Education.** SDE indicates that this section will have no expenditure impact on the agency.

**Education Oversight Committee.** EOC indicates that any expenses resulting from posting the results of the survey on its website can be managed within existing appropriations. Therefore, this section will have no expenditure impact on the agency.

**Section 40.** This section allows the board of trustees of a local school district to authorize daily mileage reimbursement for a teacher who must travel more than twenty-five miles each way between his established domicile and school. This reimbursement may not exceed the existing federal reimbursement rate for mileage.

**State Department of Education.** SDE indicates that this section will have no expenditure impact on the agency.

**Section 41.** This section requires the State Board of Education to adopt a policy that each local school board must use to develop and implement a plan to provide each kindergarten through fifth grade full-time classroom teacher with at least thirty minutes of unencumbered time on each regular school day. The local school board must adopt an unencumbered time policy at a regularly scheduled meeting with three months of the State Board of Education's adoption of statewide policy. The local school board must submit its unencumbered time policy and any revisions to SDE within thirty days of adoption. This section takes effect August 1, 2020.

**State Department of Education.** SDE indicates that this section will have no expenditure impact on the agency.

**Section 43.** This section requires any person hired to serve for the first time as principal or assistant principal to participate and successfully complete an induction program facilitated by SDE as provided by regulation. A report of completion must be provided to the district superintendent and the local school board of trustees.

**State Department of Education.** SDE indicates that while this section does not create an advisory committee, it would be best practice for the agency to create an advisory committee comprised of educator preparation and leadership experts, district administrators, principals, assistant principals, and teachers to give feedback on a draft regulation and curriculum map. Further, SDE estimates that non-recurring General Fund expenses of the agency will increase by \$4,100 in FY 2020-21 for a twelve-person advisory committee. These expenses will be used for materials, mileage, working lunch, and substitute teachers. Further, SDE indicates that the agency would facilitate an induction program for principals and assistant principals with three two-day sessions and one single-day session. SDE anticipates 200 participants annually.

Additionally, recurring General Fund expenses of the agency would increase by an additional \$107,300 beginning in FY 2021-22. Of this amount, \$59,800 is for materials and space rentals for the induction program. The remaining \$47,500 is for 1 FTE to handle the registration and administration of the induction program and for distribution of the report of completion.

**Section 44.** This section requires SDE to pay for fees and costs associated with a first-time teacher certification, not to exceed \$500.

**State Department of Education.** SDE indicates that this section of the bill will increase recurring General Fund expenses of the agency by approximately \$3,095,000 beginning in FY 2020-21. Of this amount, \$3,000,000 is for the fees and costs associated with first-time teacher certification. The agency anticipates 6,000 educators annually at a maximum cost of \$500 per educator. Further, the agency indicates that it would be best practice to have a one-time reimbursement process and for educators to submit a request and documentation to SDE. Based upon this, SDE anticipates the need for 2 FTEs, which includes an administrative specialist to process requests and complete verifications at a cost of \$46,000 and a finance analyst to handle the 6,000 reimbursements at a cost of \$49,000.

**Section 45.** This section provides that based upon a decision of the school board, all certified public school teachers, certified special school classroom teachers, certified media specialists, certified guidance counselors, and other career specialists who are employed by a school district or a charter school, and lead teachers employed in a publicly funded, full-day, four-year-old kindergarten classroom approved by the First Steps to School Readiness, may receive a reimbursement of \$550 each school year to offset expenses incurred for teaching supplies and materials. This section also details the method in which SDE must disburse the funds. Further, funds distributed to school districts or allocated to schools must not supplant existing supply money paid to teachers from other sources.

**State Department of Education.** The expenditure impact of this section is pending further information and analysis.

**Section 46.** This section amends the requirements for teachers to receive a loan for fees associated with applying for the National Board for Professional Teaching Standards certification. Currently the provisions apply only for teachers who applied on or before July 1, 2010. The bill deletes this restriction. However, Proviso 1A.68 of FY 2019-20 requires that the teacher must have applied in FY 2017-18.

**State Department of Education.** The expenditure impact of this section is pending further information and analysis.

**Section 48.** This section requires the State Board of Education to adopt a model code of ethics for local school board members before July 1, 2021. The model code of ethics must also include appropriate consequences for violations of provisions of the code of ethics. A local school board must adopt a local code of ethics applicable to the board within three months after adoption of the model code by the State Board of Education. A local school board may only adopt its local code of ethics or any changes to that local code at a regularly scheduled meeting. A local school board may not adopt or follow a code of ethics that prevents its members from discussing freely the policies and actions of the board outside of a board meeting. A local school board must submit a copy of its local code of ethics and subsequent revisions to SDE within thirty days of adoption.

**State Department of Education.** SDE indicates that this section will increase General Fund expenses by \$9,150 in FY 2020-21 for a hearing officer and court reporter. The agency estimates one hearing per year.

**State Ethics Commission.** The State Ethics Commission indicates that it provides training on the Ethics Reform Act to elected officials, but will not be able to train local board members regarding ethics adopted locally by the board. Therefore, this section of the bill will have no expenditure impact on the agency.

**Section 49.** This section requires SDE to adopt a model training program for school board members by December 31, 2020. The State Board of Education must review the training program every three years as it considers necessary and adopt revisions. A local school board must adopt a local training program applicable to that board within three months after adoption of the model training program by the State Board of Education. A local school board may only adopt its local training program or any changes to the training program at a regularly scheduled meeting. All re-elected members of a school district board of trustees must successfully complete a training program on the powers, duties, and responsibilities of a board member. The training program must be offered by a district or its designee and completed by each board member within one year after election, re-election, appointment, or reappointment. Further, this training program must be offered by a district or its designee and completed by each board member within one year after the effective date of this section of the bill. In addition to meeting other requirements provided by law, a person serving on a school board must sign a statement asserting that he understands and is in compliance with the South Carolina Ethics law, the applicable local code of ethics, and the training required pursuant to this section. Additionally, this section deletes the requirement that SDE must reimburse a school district or county board of education conducting an orientation for a new board member. This section also deletes the requirement that SDE must keep a record of the school board of trustees who complete the orientation program for at least five years. This section also requires the local boards to certify compliance with this section by all board members at the beginning of each calendar year.

**State Department of Education.** SDE indicates that any expenses associated with the development of the model training program can be managed within current appropriations. Additionally, SDE indicates that the deletion of the requirement that SDE reimburse school districts for orientation for new board members will have no significant cost savings to the agency. Therefore, this section will have no expenditure impact on SDE.

**State Ethics Commission.** The State Ethics Commission indicates that it provides training on the Ethics Reform Act to elected officials but will not be able to train local board members regarding ethics codes adopted locally by the board. Therefore, this section of the bill will have no expenditure impact on the agency.

**Section 51.** This section requires certain school districts located in a multi-district county to consolidate on or before August 1, 2022. The provisions apply to districts with a forty-five-day average daily membership for the 2018-19 school year of less than 1,500 and located within a Tier IV county pursuant to Section 12-6-3360(B). Districts that submit a preliminary plan for

consolidation by August 1, 2020, will be eligible to receive funds appropriated by the General Assembly for the purpose of consolidating with other districts within the county. The funds may be used for costs directly related to the consolidation including but not limited to salary adjustments, facilities, debt mitigation, millage rate adjustments, transportation, technology and other factors the district demonstrates are necessary to complete consolidation.

After August 1, 2022, districts that have not implemented a consolidation will be merged with one or more districts in the same county and will not be eligible for funds appropriated for consolidation. SDE will direct the merger and report to the General Assembly any legislative actions necessary to accomplish the merger. Further, if a district received funds for consolidation but did not implement the consolidation, SDE is to direct that the district remit payment back to SDE in the amount equal to the funds received. After August 1, 2020, districts eligible for consolidation under the provisions may not incur new bonded indebtedness, spend reserve funds, dispose of assets, or increase salaries without prior approval of SDE. If no funds are appropriated, SDE must submit a report to the General Assembly by January 10, 2020, outlining the districts affected and information on shared services, district efficiency reviews, and any other relevant information.

**State Department of Education.** SDE indicates that any expenses associated with reviewing and approving district consolidation plans and the required reporting requirements can be managed within the agency's current appropriations. Therefore, this section of the bill will have no expenditure impact on the agency.

**Section 52.** This section of the bill allows any local school district to be eligible to receive appropriated funds for the purpose of consolidating with other districts within its county if the district maintains an average daily membership that is less than 1,500 based on annual student counts received by SDE. These districts must follow the same guidelines related to the submission of a consolidation plan, timeline, and use of funds as previously stated in Section 51 of this bill.

**State Department of Education.** SDE indicates that any expenses associated with reviewing and approving district consolidation plans and the required reporting requirements can be managed within the agency's current appropriations. Therefore, this section of the bill will have no expenditure impact on the agency.

**Section 54.** This section amends the statutory school term from 190 to 195 days. The additional five days may be used for teacher planning but must not include mandatory professional development, meetings, or parent conferences. This section removes the requirement that schools must not open before the third Monday in August. The section is effective contingent upon funding in the annual appropriations act.

**State Department of Education.** SDE indicates that this section will increase General Fund expenses by approximately \$55,000,000 or \$82,000,000 to expand the school term from 190 to 195 days depending upon whether funding is allocated through the EFA or EIA method. Under the EFA method, the state assumes 70 percent of the expenses, which is approximately \$55,000,000 including fringe. Under the EIA method, the state is responsible for all expenses,

which is approximately \$82,000,000 including fringe. However, any expenses are contingent upon funding in the annual appropriations act.

**Section 55.** This section establishes protocol and appropriate justification for the Governor to remove a local school board member or trustee from office.

**Office of the Governor.** The Office of the Governor previously indicated that this section of the bill requires the agency to perform activities that will be conducted within the normal course of business. Therefore, we expect this section of the bill will have no expenditure impact on the agency.

**Section 58.** This section repeals Article 15, Chapter 18, Title 59, which relates to intervention and assistance.

**State Department of Education.** SDE indicates that the repeal of Article 15, Chapter 18, Title 59 will have no expenditure impact on the agency. Later sections of this bill add back requirements relating to intervention and assistance.

**Section 59.** This section is addressed by code section below:

Section 59-18-1620

This section requires the State Department of Education (SDE) to implement a tiered system to provide technical and other assistance, professional development, and to monitor schools and districts. By December 31st annually, the State Superintendent of Education (State Superintendent) must provide a report to the General Assembly on the tiered system's progress, which must document the impact of assistance on student academic achievement, college and career readiness, and high school graduation rates.

**State Department of Education.** SDE indicates that a tiered system currently exists to provide assistance to schools and districts. Also, any expenses associated with monitoring professional development, monitoring local school board operations, and providing a summary of improvements can be managed within current appropriations for EAA Technical Assistance. Therefore, this section will have no expenditure impact on SDE.

Section 59-18-1625

This section requires SDE to place a school or district that has been designated as underperforming into a tiered status to provide technical assistance. Upon receiving notification from SDE that a district has been placed in a tiered status, the district superintendent along with school and community stakeholders must review and revise the school or district's strategic plan with assistance of the School Improvement Council. The strategic plan must include a turnaround plan. The turnaround plan must be based on data or needs assessments to identify improvement strategies, must include certain specific measurable items necessary to improve student progress, and must include broad-based community input. The turnaround plan must be submitted to SDE for review and approval. After initial approval by SDE, the district superintendent and the local board of trustees must annually submit updates to SDE regarding the implementation of the turnaround or revised strategic plan. The revised strategic plan must

then be posted on the websites of SDE, the district, and the school. SDE must monitor the district's implementation of the revised strategic plan and must relay the district's progress to the State Board of Education once a quarter.

**State Department of Education.** SDE indicates that a tiered system currently exists to provide assistance to schools and districts. Also, any expenses associated with the review and approval of turnaround plans can be managed within current appropriations. Therefore, this section will have no expenditure impact on the agency.

#### Section 59-18-1630

This section requires SDE to notify the appropriate legislative delegation of any school receiving an overall unsatisfactory rating on the annual report card. This section further provides for the steps to be taken by the local school board and district superintendent with jurisdiction over a school that has received an unsatisfactory rating on the annual report card.

**State Department of Education.** SDE indicates that the requirements of this section can be managed within current appropriations and will have no expenditure impact on the agency.

#### Section 59-18-1635

This section allows the State Superintendent to seek a state-of-education emergency declaration for a school that is chronically underperforming, has systemic educational failures, has been denied accreditation, or has insufficient turnaround plan results. Once the State Superintendent determines that a state-of-education emergency declaration is justified, the State Board of Education must meet to approve or disapprove of the declaration. Upon approval of a state-of-education emergency declaration, the State Superintendent must notify the district superintendent, local school board, local legislative delegation, and Governor and must also assume management of the school. The district superintendent and members of the local district board may appeal the State Board of Education's approval of the declaration to the Administrative Law Court within ten business days of receipt of the notice of the declaration. Once a school that is subject to a state-of-education emergency declaration has met targets identified in the revised strategic plan for improvement for a minimum of three consecutive years, the State Superintendent must submit such documentation to the State Board of Education. SDE, in consultation with the district and local board of trustees, must develop a transition plan and timeline for returning management of the school to the district upon an affirmative vote by the State Board of Education to end the state-of-education emergency declaration.

**State Department of Education.** SDE indicates that expenses associated with takeovers will vary and depends upon the number of districts that may go through the takeover process. Depending upon the number of districts, SDE may need to hire additional staff or may choose to hire consultants. Therefore, the expenditure impact of this section is undetermined.

#### Section 59-18-1640

This section allows the State Superintendent to seek a state-of-education emergency declaration for a district that is identified as underperforming for three consecutive years, has systemic educational failures, has been denied accreditation, has insufficient turnaround plan results, or is classified as being in a fiscal emergency status. Once the State Superintendent determines that a

state-of-education declaration is justified, the State Board of Education must meet to approve or disapprove of the declaration. Upon approval of a state-of-education emergency declaration, the State Superintendent must notify the district superintendent, local school board, local legislative delegation, and Governor and must also assume management of the district. The district superintendent and members of the local district board may appeal the State Board of Education's approval of the declaration to the Administrative Law Court within ten business days of receipt of the notice of the declaration. Upon approval by the State Board of Education of a state-of-education emergency declaration, the local district board of trustees is dissolved. The State Superintendent must assume authority and responsibilities of the district superintendent and the local board of trustees until district management is transitioned to an appointed interim local district board of trustees.

Once a district that is subject to a state-of-education emergency declaration has met targets identified in the revised strategic plan for improvement for a minimum of three consecutive years, the State Superintendent must submit such documentation to the State Board of Education. The State Board of Education must approve that an interim local district board of trustees be appointed. The interim local district board of trustees must consist of five members with one member appointed by the Governor, one member appointed by the local legislative delegation, and three members appointed by the State Superintendent in consultation with the local legislative delegation. All appointees must be residents of the school district for which the interim appointments are being made. The appointing authority must take certain factors into account, so as to represent all segments of the population of the affected district. The interim local school board must serve for a minimum of three years.

SDE, in consultation with the district and interim board, must develop a transition plan and timeline for returning management of the district to a local board of trustees upon an affirmative vote by the State Board of Education to end the state-of-education emergency declaration. Local district board of trustee's members will be elected or appointed pursuant to statutory requirements, beginning with the next regularly scheduled election. The state-of-education emergency declaration must expire, and the powers and duties of the district superintendent and local district school board of trustees are restored upon the swearing in of a new local district board of trustees. A district in a state-of-education emergency declaration must have its fiscal authority relating to taxing authority and levying millage transferred to its county council until the declaration is lifted, notwithstanding any other provision of law.

**State Department of Education.** SDE indicates that expenses associated with takeovers will vary and depends upon the number of districts that will go through the takeover process. Depending upon the number of districts, SDE may need to hire additional staff or may choose to hire consultants. Therefore, the expenditure impact of this section is undetermined.

**Section 60.** This section requires charter schools that are sponsored by institutions of higher learning to be included in the overall performance ratings of each school.

**State Department of Education.** SDE indicates that this section will have no expenditure impact since charter schools that are sponsored by a registered institution of higher learning are currently included in school performance ratings.



**Section 61.** This section repeals Section 59-59-30, which requires the South Carolina Education and Economic Development Act to be fully implemented by July 1, 2012, and requires SDE to provide administrative support and staffing to the council to carry out its responsibilities.

**State Department of Education.** SDE indicates that the repeal of this section will have no expenditure impact or cost savings to the agency.

**Section 62.** This section requires SDE, with assistance of RFA, to annually report by December 31<sup>st</sup> the federal funding streams for programs and grants for elementary and secondary education in this state to the General Assembly.

**State Department of Education.** SDE indicates that any expenses associated with this section can be managed within current appropriations. Therefore, this section will have no expenditure impact on SDE.

**Revenue and Fiscal Affairs Office.** RFA intends to accomplish the new responsibilities pursuant to this section with existing staff. Therefore, this section will have no expenditure impact on the agency.

**Section 63.** This section requires SDE to publish annual reports detailing the revenues each school district receives from state, federal, and local sources. The report must include the top ten statewide revenue sources for each revenue category. In addition to the revenue information, SDE must publish the amount and percentage each school district expends on classroom instruction. RFA, in conjunction with SDE, must publish state, federal, and local revenue sources and per-pupil comparisons for all fifty-states annually. Before the first day of session annually, SDE and RFA must provide these respective reports to the President of the Senate and the Speaker of the House of Representatives, and also must publish the reports on their respective websites.

**State Department of Education.** SDE indicates that any expenses associated with this section can be managed within current appropriations. Therefore, this section will have no expenditure impact on SDE.

**Revenue and Fiscal Affairs Office.** RFA intends to accomplish the new responsibilities pursuant to this section with existing staff and with data that is readily available. Therefore, this section will have no expenditure impact on the agency.

**Section 64.** This section requires that disciplinary climate data must be included in the information contained within the report card, but cannot be used as an indicator to measure a school's performance.

**State Department of Education.** SDE indicates that this section of the bill requires the agency to perform activities that will be conducted within the normal course of business. Therefore, this section will have no expenditure impact on SDE.

**Education Oversight Committee.** The EOC indicates that this section of the bill requires the agency to perform activities that will be conducted within the normal course of business. Therefore, this section will have no expenditure impact on the EOC.

**Section 65.** This section requires SDE to develop uniform criteria and statewide performance standards for local school districts to use when assisting, developing, and evaluating district superintendents. Local school districts must annually evaluate district superintendents and must provide results in writing to each district superintendent.

**State Department of Education.** SDE indicates that while this section does not create an advisory group, it would be best practice for the agency to create an advisory group to draft criteria, performance standards, and a professional growth and development plan template for superintendent evaluation. SDE anticipates that convening a group three times a year will increase non-recurring General Fund expenses of the agency by \$4,860 in FY 2020-21. Further, SDE indicates that the agency would provide eight regional trainings in FY 2021-22 at a non-recurring expense of \$12,300. SDE would be able to provide superintendent evaluation training at no cost beginning in FY 2022-23.

**Section 66.** This section expands the current South Carolina Child Early Reading Development and Education Program to eligible children statewide. This section also excludes public and independent schools from the Department of Social Services' licensing requirements.

**Office of First Steps to School Readiness.** The expenditure impact of this section is pending further information and analysis.

**State Department of Education.** The expenditure impact of this section is pending further information and analysis.

**Department of Social Services.** The changes to responsibilities for the Department of Social Services are not expected to have a significant impact on agency expenditures.

**Section 67.** This section requires the board of trustees of the Governor's School for Science and Mathematics to create a Development Office for the school that will be headed by an executive director. The executive director must be an employee of the school and must be hired by the head of the school. The existing endowment fund is subject to the direction of the executive director and has the primary purpose of raising funds to support the furtherance of the school's mission, goals, and objectives. The bill specifies that the endowment fund must be organized on a non-profit basis as a separate legal entity. The head of the endowment fund must meet with the executive director of the Development Office and the head of the school to review the endowment fund's annual operations and capital budget. The endowment fund budget and fundraising goals must exclusively be based on the operation and capital goals of the school. The endowment fund may not accept donations that are restricted in their use unless the proposed restriction is approved by the board prior to acceptance of the funds. Prior to taking an action, including fundraising, the board and the endowment fund must enter into a written agreement detailing the corresponding rights, duties, and responsibilities of the endowment fund.

**Governor’s School for Science and Mathematics.** The impact of this section is pending further analysis.

### **State Revenue**

The following sections will affect state revenues as follows:

**Sections 31 and 35.** These sections require SDE to establish procedures for the registration and clearance of all non-certified educators working in any public school, to include a public charter school, pursuant to the provisions of the pilot program for select schools. Educators must submit required documentation and fees to SDE.

**State Department of Education.** SDE indicates that there were 596 non-certified educators employed in the regular school districts in school year 2018-19. Although these sections do not provide the amount of the fee to be submitted by the non-certified educators, SDE indicates that the fee would be \$105, which aligns with other current fees for student applicants. Further, the fee would be used to support the Office of Educator Services. Therefore, assuming a similar number of non-certified educators, these sections would increase Other Funds revenue by \$62,580 in FY 2020-21.

**Section 67.** This section requires the board of trustees of the Governor’s School for Science and Mathematics to create a Development Office for the school that will be headed by an executive director. The executive director must be an employee of the school and must be hired by the head of the school. The existing endowment fund is subject to the direction of the executive director and has the primary purpose of raising funds to support the furtherance of the school’s mission, goals, and objectives. The bill specifies that the endowment fund must be organized on a non-profit basis as a separate legal entity. The head of the endowment fund must meet with the executive director of the Development Office and the head of the school to review the endowment fund’s annual operations and capital budget. The endowment fund budget and fundraising goals must exclusively be based on the operation and capital goals of the school. The endowment fund may not accept donations that are restricted in their use unless the proposed restriction is approved by the board prior to acceptance of the funds. Prior to taking an action, including fundraising, the board and the endowment fund must enter into a written agreement detailing the corresponding rights, duties, and responsibilities of the endowment fund.

**Governor’s School for Science and Mathematics.** The impact of this section is pending further analysis.

### **Local Expenditure**

The following sections affect local expenditures as follows:

**Sections 3, 4 and 5.** These sections remove social studies from the statewide assessment program for grades three through eight and end-of-course tests for courses selected by the State Board of Education and approved by the EOC. Also, these sections remove the standards-based assessment in social studies for students in grades five and seven. Additionally, these sections remove the standards-based assessment in science for eighth grade. Further, these sections require SDE to examine how the other forty-nine states have met the current federal ESEA

mandate, while reducing state-mandated, standardized assessments. SDE must also seek to amend the State's ESEA waiver to decrease these assessments accordingly.

**Local School Districts.** SDE indicates that any reduction in expenses will be realized by the agency. Therefore, these sections of the bill will have no expenditure impact on local school districts.

**Section 9.** This section requires each high school to offer one-half credit course in personal finance as an elective that students may use to complete graduation requirements. SDE must develop the curriculum for the coursework before July 1, 2021.

**Local School Districts.** SDE indicates that this section of the bill will have no expenditure impact on local school districts since districts will be able to use Virtual SC for the personal finance course instead of hiring additional teachers.

**Section 12.** This section requires reading interventions to be evidence-based and follow the multi-tiered system of supports as defined in Section 59-33-510(3) and the Response to Intervention process as defined in Section 59-33-510(4). This section further replaces language related to the reading assessment on the Palmetto Assessment of State Standards with a reading assessment in English/language arts, to determine students eligible for retention pursuant to Section 59-155-160(A).

**Local School Districts.** SDE indicates that this section of the bill will increase expenses of local school districts by an undetermined amount since a larger number of students will be eligible for retention. Expenses will vary by district but may increase the need for third grade teachers to teach the additional students that will be retained.

**Sections 15 and 16.** These sections require current assessments and screenings that evaluate reading proficiency to be based upon the universal screening process. It also requires the intensity and duration of reading intervention to be appropriate to meet specific needs of each student to ensure that the student is on track to be reading on grade level by the end of the third grade. In addition to currently screening all kindergarten and first grade students and second grade students as necessary, these sections require districts to screen all second and third grade students. Also, in addition to offering reading camps for students enrolled in third grade, each district must offer a summer reading camp as an intervention for any student enrolled in kindergarten, first grade, or second grade who is substantially not demonstrating proficiency in reading, based upon the universal screening process, and if indicated, diagnostic assessments and teacher observations. These sections also allow a district superintendent or charter school authorizer to submit a request to SDE to waive the minimum 180-day school attendance requirement for kindergarten students for the purpose of scheduling a readiness assessment. Further, these sections require the State Board of Education to approve no more than five reliable and valid early literacy and numeracy screening instruments for selection and use by school districts in kindergarten through third grade. School districts must administer one or more instruments in the first thirty days of the school year and repeat, if indicated, at midyear and at the end of the school year. Contingent upon funding provided by the General Assembly, SDE must reimburse districts for the cost of the instrument or instruments selected upon receipt of

assessment data. A school district may submit a waiver to use an alternative early literacy and numeracy assessment. SDE must implement an online reporting system to monitor the effectiveness of the screening assessment instruments and must require school districts to annually submit data requested by the department.

**Local School Districts.** SDE indicates that the overall expenditure impact of these sections on local school districts is undetermined. Some districts will need to hire additional FTEs to conduct the additional screenings and interventions. The number of FTEs and the cost varies by district. Also, districts may incur expenses for professional development for teachers related to travel and substitutes. These expenses will also vary by district. Additionally, these sections shift expenses from the local districts to SDE for the universal screening process for all kindergarten through third grade students. SDE will now be required to reimburse districts at an average cost of \$7 per student. The cost savings to school districts will vary based upon the number of students screened.

Further, these sections expand the current third grade summer reading program by requiring districts to also offer summer reading camps to students in kindergarten, first grade, and second grades who are not substantially demonstrating proficiency in reading. SDE indicates that approximately 4,000 students qualified for summer reading camps this year and approximately 9,000 students attended summer reading camps. SDE does not have data on the district expenses for reading camps. SDE anticipates that approximately 56,000 students could be eligible for reading camps next year. This figure includes growth in the number of eligible third grade students as well as the number of kindergarten, first grade, and second grade students who will now be eligible for the expanded summer reading camp. The bill does not specify whether SDE or local school districts will be responsible for the increase in expenses due to the expanded summer reading camp. Unless additional funds are appropriated for this purpose, we anticipate that local school districts will be responsible for any increase in expenses. The number of eligible students that may choose to participate in the expanded summer reading camp is unknown. Therefore, the expenditure impact of this portion of the bill is undetermined since it is unclear if districts will be able to absorb expenses for the increase in the number of students that attend the expanded summer reading camps.

**Section 17.** This section revises the requirements to retain students who fail to demonstrate reading proficiency at the end of the third grade as indicated by scoring at the lowest achievement level on the state summative reading assessment in English/language arts, which indicates that the student needs substantial academic support to be prepared for the next grade level. For the 2021-22 school year only, this requirement applies to first-time third graders who have not previously been retained. Also, school districts must provide parents with a notification of retention and a description of the parent's right to appeal by a letter sent certified mail with return receipt requested, electronic mail, and telephone call. Districts must document their attempts to comply with these notification requirements. In addition, intervention for students who are retained due to the provisions of this section must be appropriate to meet the specific needs of each student to ensure the student is on track to be reading at or above grade level by the end of the school year. This section requires districts to report to SDE the number of retention exemptions granted, the number of appeals made by a parent or guardian regarding student retention, the number of appeals granted, and the student's outcome in grades four

through eight. These reports must be posted on the websites of SDE and the respective school districts.

**Local School Districts.** SDE indicates that this section of the bill will have an undetermined expenditure impact on districts. Districts indicate the need to hire additional teachers and interventionists for the increased number of students that will be retained. SDE indicates that an additional 14,000 third grade students could be retained pursuant to the provisions of this section of the bill. Further, SDE indicates that expenses related to the notification requirements are also undetermined. Expenses will vary based upon the intensity and duration of the intervention provided to students, the size of the district, and the number of additional students that will be retained by district.

**Section 18.** This section requires all reading coaches funded wholly or partially with state funds to serve as a stable resource for professional development throughout an elementary school to build master teachers of reading and to improve student reading achievement. The section further revises the responsibilities and professional development requirements for reading coaches. As a condition for receiving the state appropriations for reading coaches, SDE must screen and approve the hiring of all reading coaches in a school that has more than one-third of its third-grade students scoring at the lowest achievement level on the statewide summative English/language arts assessment. Also, each reading coach employed in a district having more than one-third of its third-grade students scoring at the lowest achievement level and the principal of the elementary school in which the reading coach is assigned must attend professional development training provided by SDE. A school in which at least two-thirds of students scored at meets or exceeds expectations on the state summative assessment in English/language arts may submit a request to SDE for flexibility to utilize their allocation to provide literacy support to students. By August 1, 2020, and annually thereafter, the State Board of Education is authorized to approve guidelines for the professional development, coursework, certification, and endorsement requirements for K-12 teachers whose responsibilities relate to reading and literacy instruction, support, or intervention. Additionally, beginning July 1, 2021, and annually thereafter, CHE, in consultation with SDE, must conduct an analysis to determine the effectiveness of each teacher education program in preparing teachers to diagnose a child's reading problems. CHE must report its findings of the analysis and provide recommendations for improving teacher education programs to the Governor and the General Assembly.

**Local School Districts.** SDE indicates that the increase in expenses to local school districts is undetermined since districts may incur expenses for professional development for teachers related to travel and substitutes. These expenses vary by district.

**Section 27.** This section requires SDE, in collaboration with the Technical College System, CHE, DEW, and Commerce to develop a career pathways system to replace the current career cluster system by August 1, 2023. The career pathways system must include an expansive list of measures. After developing the career pathways system, SDE must develop a curriculum. This section further requires districts to assist students by establishing a foundation for career pathways by grade level.

**Local School Districts.** SDE indicates that this section of the bill will have no expenditure impact on local districts.

**Section 28.** This section requires SDE to replace the current career cluster requirements and develop programs of study under each career pathway every five years. In developing programs of study, SDE must emphasize the high-skill and in-demand pathways that the state Workforce Innovation and Opportunity Act plan and Coordinating Council for Workforce Development have identified as critical to the state's workforce development system. By August 1, 2022, SDE, in collaboration with the Education and Economic Development Act Coordinating Council, must develop a pathway certification process for high schools and postsecondary institutions.

**Local School Districts.** SDE indicates that this section of the bill will have an undetermined expenditure impact on districts since expenses will vary depending upon the final program criteria that is developed. Also, some districts may incur expenses for facilities modification and equipment for those areas with high workforce needs.

**Section 29.** This section of the bill requires school districts to organize high school curricula around a minimum of three career pathways, promote increased awareness and career counseling, and review the pathways selected by the districts every two years. This section takes effect on August 1, 2022.

**Local School Districts.** SDE indicates that this section of the bill will have an undetermined expenditure impact on districts since expenses will vary depending upon the final program criteria that are developed. Also, some districts may incur expenses for facilities modification and equipment for those areas with high workforce needs.

**Sections 31 and 35.** These sections direct SDE to establish a pilot program by May 1, 2021, that will permit schools that have received an overall rating of excellent on the annual report card for at least two consecutive years to hire non-certified teachers in a ratio of up to 10 percent of its entire teaching staff. The State Board of Education, through SDE, must approve the guidelines for the pilot program. Participation in the pilot program is optional, and the decision for participation rests solely with SDE and with the school principal upon approval of the district superintendent. Participating schools and districts are encouraged to assist SDE with establishing best practices. Also, SDE must establish a separate code in the professional coding system to capture non-certified teachers and must continue to report this information on the school report cards. Beginning November 1, 2022, SDE must submit an annual report to the General Assembly, which must include recommendations for improving, expanding, or continuing the pilot. At the end of the five-year pilot, the annual status report must include a recommendation regarding continuance of the program. Additionally, SDE must establish procedures for the registration and clearance of all non-certified educators working in any public school, to include a public charter school. Educators must submit required documentation and fees to SDE.

**Local School Districts.** SDE indicates that the language in these sections may cause local school districts to receive less funding in EIA teacher salary supplement funds since non-

certified teachers do not generate this funding. The expenditure impact will vary and will depend upon the number of non-certified teachers employed by district. Therefore, the expenditure impact is undetermined.

**Section 39.** This section directs the Center for Educator Recruitment, Retention, and Advancement (CERRA) to use and update the teacher survey currently administered by SDE. The survey should assess teacher perceptions on a number of matters. The results of the survey must be published by SDE, CERRA, the EOC, each school district, and each school in a conspicuous place on the respective websites.

**Local School Districts.** SDE indicates that this section will have no expenditure impact on local school districts.

**Section 40.** This section allows the board of trustees of a local school district to authorize daily mileage reimbursement for a teacher who must travel more than twenty-five miles each way between his established domicile and school. This reimbursement may not exceed the existing federal reimbursement rate for mileage.

**Local School Districts.** SDE indicates that this section of the bill will have an undetermined expenditure impact on districts since districts can decide whether to pay commuting mileage.

**Section 41.** This section requires the State Board of Education to adopt a policy that each local school board must use to develop and implement a plan to provide each kindergarten through fifth grade full-time classroom teacher with at least thirty minutes of unencumbered time on each regular school day. The local school board must adopt an unencumbered policy at a regularly scheduled meeting with three months of the State Board of Education's adoption of statewide policy. The local school board must submit its unencumbered time policy and any revisions to SDE within thirty days of adoption. This section takes effect August 1, 2020.

**Local School Districts.** For similar legislation, which required a thirty-minute duty-free period for all teachers and librarians, SDE surveyed the seventy-nine regular school districts and received responses from thirty-four districts. These thirty-four school districts represent about 48 percent of the students in the regular school districts. The responding districts estimate that costs will range from \$0 to \$5,100,000, which is \$0 to \$322 per student. Twelve of the responding districts indicate that they currently have planning periods in place that meet the criteria of the duty-free planning period. The remaining twenty-two responding districts indicate the need to hire additional teachers, instructional aides, or substitutes to ensure coverage during duty-free planning times and expect expenses to total \$19,465,929. While, these figures represent all classroom teachers and full-time librarians for kindergarten through twelfth grade, SDE indicated that the impact would be substantially similar for kindergarten through fifth grade based upon current practices. Given the wide variance in responses by school districts, the overall expenditure impact on local school districts is undetermined.

**Section 42.** This section provides a list of items that the General Assembly finds are vital components for teachers to achieve professional excellence.



**Local School Districts.** SDE indicates that this entire section will have an undetermined expenditure impact on local school districts.

SDE indicates that Section 59-25-910(4), which provides that educators may have an unencumbered daily planning time of not less than thirty minutes each working day, will have an undetermined expenditure impact on local school districts. These expenses are addressed in Section 41.

Section 59-25-910(6), which states that educators must be provided with additional compensation for work time required above stated contracted days, will have an undetermined expenditure impact on local school districts. Each school district will experience a different impact depending upon the number of teachers and the amount of work required above stated contract days.

**Section 43.** This section requires any person hired to serve for the first time as principal or assistant principal to participate and successfully complete an induction program facilitated by SDE as provided by regulation. A report of completion must be provided to the district superintendent and the local school board of trustees.

**Local School Districts.** SDE indicates that this section will increase expenses of local school districts by an undetermined amount. District expenses for travel, lodging, and per diem will vary based upon the number of new principals and assistant principals attending training.

**Section 47.** This section states that coaching is not an extracurricular activity. Also, this section states that school districts may not assign an extracurricular activity requirement to classroom teachers employed by an induction, annual contract, or continuing contract that is not a natural extension of the scope of their classroom instruction.

**Local School Districts.** SDE indicates that this section will have no expenditure impact on local school districts as long as it is not interpreted to prohibit teachers from coaching.

**Section 48.** This section requires the State Board of Education to adopt a model code of ethics for local school board members before July 1, 2021. The model code of ethics must also include appropriate consequences for violations of provisions of the code of ethics. A local school board must adopt a local code of ethics applicable to the board within three months after adoption of the model code by the State Board of Education. A local school board may only adopt its local code of ethics or any changes to that local code at a regularly scheduled meeting. A local school board may not adopt or follow a code of ethics that prevents its members from discussing freely the policies and actions of the board outside of a board meeting. A local school board must submit a copy of its local code of ethics and subsequent revisions to SDE within thirty days of adoption.

**Local School Districts.** SDE indicates that this section will have no expenditure impact on local school districts.

**Section 49.** This section requires SDE to adopt a model training program for school board members by December 31, 2020. The State Board of Education must review the training program every three years as it considers necessary and adopt revisions. A local school board must adopt a local training program applicable to that board within three months after adoption of the model training program by the State Board of Education. A local school board may only adopt its local training program or any changes to the training program at a regularly scheduled meeting. All re-elected members of a school district board of trustees must successfully complete a training program on the powers, duties, and responsibilities of a board member. The training program must be offered by a district or its designee and completed by each board member within one year after election, re-election, appointment, or reappointment. Further, this training program must be offered by a district or its designee and completed by each board member within one year after the effective date of this section of the bill. In addition to meeting other requirements provided by law, a person serving on a school board must sign a statement asserting that he understands and is in compliance with the South Carolina Ethics law, the applicable local code of ethics, and the training required pursuant to this section. Additionally, this section deletes the requirement that SDE must reimburse a school district or county board of education conducting an orientation for a new board member. This section also deletes the requirement that SDE must keep a record of the school board of trustees who complete the orientation program for at least five years. This section also requires the local boards to certify compliance with this section by all board members at the beginning of each calendar year.

**Local School Districts.** SDE indicates that this section of the bill will have an undetermined expenditure impact on local districts since expenses will vary based upon the cost and location of the training opportunities for local school boards.

**Section 50.** This section allows a district school board or charter school sponsor to establish a policy to require all high school students without a scheduled class to remain at their assigned school until the end of the regular school day. The section further provides a list of exemptions to the policy. Also, a district board or charter sponsor may require a uniform district-wide policy or include provisions allowing each high school under its governance to establish a policy that is unique to its students' needs. This section takes effect August 1, 2020.

**Local School Districts.** SDE indicates that this section of the bill will have an undetermined expenditure impact on local school districts. Expenses to supervise students will vary by district and will depend upon the size of the district and the number of affected students.

**Section 51.** This section requires certain school districts located in a multi-district county to consolidate on or before August 1, 2022. The provisions apply to districts with a forty-five-day average daily membership for the 2018-19 school year of less than 1,500 and located within a Tier IV county pursuant to Section 12-6-3360(B). Districts that submit a preliminary plan for consolidation by August 1, 2020, will be eligible to receive funds appropriated by the General Assembly for the purpose of consolidating with other districts within the county. The funds may be used for costs directly related to the consolidation including but not limited to salary adjustments, facilities, debt mitigation, millage rate adjustments, transportation, technology and other factors the district demonstrates are necessary to complete consolidation.

After August 1, 2022, districts that have not implemented a consolidation will be merged with one or more districts in the same county and will not be eligible for funds appropriated for consolidation. SDE will direct the merger and report to the General Assembly any legislative actions necessary to accomplish the merger. Further, if a district received funds for consolidation but did not implement the consolidation, SDE is to direct that the district remit payment back to SDE in the amount equal to the funds received. After August 1, 2020, districts eligible for consolidation under the provisions may not incur new bonded indebtedness, spend reserve funds, dispose of assets, or increase salaries without prior approval of SDE. If no funds are appropriated, SDE must submit a report to the General Assembly by January 10, 2020, outlining the districts affected and information on shared services, district efficiency reviews, and any other relevant information.

**Local School Districts.** This section could reduce expenditures once school districts consolidate. Any cost savings will be realized beginning in FY 2022-23 and are undetermined. The amount of cost savings will depend upon how school districts choose to implement consolidation plans. We would expect that over time districts may be able to save on administrative expenses such as human resources, accounting, procurement, transportation, school bus services, and maintenance.

**Section 52.** This section of the bill allows any local school district to be eligible to receive appropriated funds for the purpose of consolidating with other districts within its county if the district maintains an average daily membership that is less than 1,500 based on annual student counts received by SDE. These districts must follow the same guidelines related to the submission of a consolidation plan, timeline, and use of funds as previously stated in Section 51 of this bill.

**Local School Districts.** This section could reduce expenditures once school districts consolidate. The amount of cost savings will depend upon how school districts choose to implement consolidation plans. We would expect that over time districts may be able to save on administrative expenses such as human resources, accounting, procurement, transportation, school bus services, and maintenance.

**Section 54.** This section amends the statutory school term from 190 to 195 days. The additional five days may be used for teacher planning but must not include mandatory professional development, meetings, or parent conferences. This section removes the requirement that schools must not open before the third Monday in August. The section is effective contingent upon funding in the annual appropriations act.

**Local School Districts.** SDE indicates that this section of the bill will have an undetermined impact on local school districts since the increase in expenses will depend upon how the additional number of school days is funded and any amount a district currently is paying above the minimum. However, any impact is contingent upon funding in the annual appropriations act.

**Section 56.** This section requires each local school board of trustees to adopt a streamlined template for a classroom teacher to use when preparing student learning objectives. The district

office must prepare and provide any data that is not specifically related to the teacher's direct interaction with and observance of a particular student.

**Local School Districts.** SDE indicates that this section will have an undetermined expenditure impact on school districts. While expenses for the adoption of a streamlined template can be absorbed within current budgets, expenses associated with the data requirements will vary by school district and are dependent upon the volume of data and the number of students by district.

**Section 57.** This section allows each school district to establish a mandatory program for each school in the district to address issues such as bullying, personal respect, respect for others, principles of harmonious coexistence, discipline, responsibility, and honor.

**Local School District.** SDE indicates that the expenditure impact of this section on local school districts is undetermined. While some districts indicate no impact, other districts may offer stipends to educators to help develop this type of program. The expenditure impact will vary by district and depends upon the number of districts that may offer a stipend and the amount of the stipend.

**Section 58.** This section repeals Article 15, Chapter 18, Title 59, which relates to intervention and assistance.

**Local School Districts.** SDE indicates that repealing Article 15, Chapter 18, Title 59 will have no expenditure impact on local school districts. Later sections of this bill add back language relating to intervention and assistance.

**Section 59.** This section is addressed by code section below:

Section 59-18-1625

This section requires SDE to place a school or district that has been designated as underperforming into a tiered status to provide technical assistance. Upon receiving notification from SDE that a district has been placed in a tiered status, the district superintendent along with school and community stakeholders must review and revise the school or district's strategic plan with assistance of the School Improvement Council. The strategic plan must include a turnaround plan. The turnaround plan must be based on data or needs assessments to identify improvement strategies, must include certain specific measurable items necessary to improve student progress, and must include broad-based community input. The turnaround plan must be submitted to SDE for review and approval. After initial approval by SDE, the district superintendent and the local board of trustees must annually submit updates to SDE regarding the implementation of the turnaround or revised strategic plan. The revised strategic plan must then be posted on the websites of SDE, the district, and the school. SDE must monitor the district's implementation of the revised strategic plan and must relay the district's progress to the State Board of Education once a quarter.

**Local School Districts.** SDE indicates that this section will have an undetermined expenditure impact on local school districts since expenses to develop and solicit community input on a turnaround plan will vary by district. Also, expenses to notify parents of children enrolled in a

school that receives an underperforming rating will vary by district depending upon the chosen communication method. Although expenses are unknown, SDE anticipates that any expenses incurred will be minimal and can be managed within the districts' current budgets.

#### Section 59-18-1630

This section requires SDE to notify the appropriate legislative delegation of any school receiving an overall unsatisfactory rating on the annual report card. This section further provides for the steps to be taken by the local school board and district superintendent with jurisdiction over a school that has received an unsatisfactory rating on the annual report card.

**Local School Districts.** SDE indicates that this section will have an undetermined expenditure impact on local school districts. Expenses to notify parents of children enrolled in schools receiving an unsatisfactory rating on the annual report card will vary by district and will depend upon the number of schools receiving an unsatisfactory rating. Also, expenses to organize and hold a public meeting to explain an unsatisfactory rating are undetermined and will vary by district. Although expenses are unknown for this section, SDE anticipates that any expenses incurred will be minimal and can be managed within the districts' current budgets.

#### Section 59-18-1635

This section allows the State Superintendent to seek a state-of-education emergency declaration for a school that is chronically underperforming, has systemic educational failures, has been denied accreditation, or has insufficient turnaround plan results. Once the State Superintendent determines that a state-of-education declaration is justified, the State Board of Education must meet to approve or disapprove of the declaration. Upon approval of a state-of-education emergency declaration, the State Superintendent must notify the district superintendent, local school board, local legislative delegation, and Governor and must also assume management of the school. The district superintendent and members of the local district board may appeal the State Board of Education's approval of the declaration to the Administrative Law Court within ten business days of receipt of the notice of the declaration. Once a school that is subject to a state-of-education emergency declaration has met targets identified in the revised strategic plan for improvement for a minimum of three consecutive years, the State Superintendent must submit such documentation to the State Board of Education. SDE, in consultation with the district and local board of trustees, must develop a transition plan and timeline for returning management of the school to the district upon an affirmative vote by the State Board of Education to end the state-of-education emergency declaration.

**Local School Districts.** SDE indicates that this section could have an undetermined expenditure impact on local school districts if districts appeal the State Board of Education's declaration decision. Legal expenses would vary and will depend upon the number of appeals, attorney costs, and the length of time of the appeal process.

#### Section 59-18-1640

This section allows the State Superintendent to seek a state-of-education emergency declaration for a district that is identified as underperforming for three consecutive years, has systemic educational failures, has been denied accreditation, has insufficient turnaround plan results, or is classified as being in a fiscal emergency status. Once the State Superintendent determines that a

state-of-education declaration is justified, the State Board of Education must meet to approve or disapprove of the declaration. Upon approval of a state-of-education emergency declaration, the State Superintendent must notify the district superintendent, local school board, local legislative delegation, and Governor and must also assume management of the district. The district superintendent and members of the local district board may appeal the State Board of Education's approval of the declaration to the Administrative Law Court within ten business days of receipt of the notice of the declaration. Upon approval by the State Board of Education of a state-of-education emergency declaration, the local district board of trustees is dissolved. The State Superintendent must assume authority and responsibilities of the district superintendent and the local board of trustees until district management is transitioned to an appointed interim local district board of trustees.

Once a district that is subject to a state-of-education emergency declaration has met targets identified in the revised strategic plan for improvement for a minimum of three consecutive years, the State Superintendent must submit such documentation to the State Board of Education. The State Board of Education must approve that an interim local district board of trustees be appointed. The interim local district board of trustees must consist of five members with one member appointed by the Governor, one member appointed by the local legislative delegation, and three members appointed by the State Superintendent in consultation with the local legislative delegation. All appointees must be residents of the school district for which the interim appointments are being made. The appointing authority must take certain factors into account, so as to represent all segments of the population of the affected district. The interim local school board must serve for a minimum of three years.

SDE, in consultation with the district and interim board, must develop a transition plan and timeline for returning management of the district to a local board of trustees upon an affirmative vote by the State Board of Education to end the state-of-education emergency declaration. Local district board of trustee's members will be elected or appointed pursuant to statutory requirements, beginning with the next regularly scheduled election. The state-of-education emergency declaration must expire, and the powers and duties of the district superintendent and local district school board of trustees are restored upon the swearing in of a new local district board of trustees. A district in a state-of-education emergency declaration must have its fiscal authority relating to taxing authority and levying millage transferred to its county council until the declaration is lifted, notwithstanding any other provision of law.

**Local School Districts.** SDE indicates that this section could have an undetermined expenditure impact on local school districts if districts appeal the State Board of Education's declaration decision. Legal expenses would vary and will depend upon the number of appeals, attorney costs, and the length of time of the appeal process.

**Section 65.** This section requires SDE to develop uniform criteria and statewide performance standards for local school districts to use when assisting, developing, and evaluating district superintendents. Local school districts must annually evaluate district superintendents and must provide results in writing to each district superintendent.

**Local School Districts.** SDE indicates that this section will have no expenditure impact on local school districts.

**Section 66.** This section expands the current South Carolina Child Early Reading Development and Education Program to eligible children statewide. This section also excludes public and independent schools from the Department of Social Services' licensing requirements.

**Local School Districts.** The expenditure impact of this section is pending further information and analysis.

### **Local Revenue**

The following sections will affect local revenues as follows:

**Section 51.** This section requires certain school districts located in a multi-district county to consolidate on or before August 1, 2022. The provisions apply to districts with a forty-five-day average daily membership for the 2018-19 school year of less than 1,500 and located within a Tier IV county pursuant to Section 12-6-3360(B). Districts that submit a preliminary plan for consolidation by August 1, 2020, will be eligible to receive funds appropriated by the General Assembly for the purpose of consolidating with other districts within the county. The funds may be used for costs directly related to the consolidation including but not limited to salary adjustments, facilities, debt mitigation, millage rate adjustments, transportation, technology and other factors the district demonstrates are necessary to complete consolidation.

After August 1, 2022, districts that have not implemented a consolidation will be merged with one or more districts in the same county and will not be eligible for funds appropriated for consolidation. SDE will direct the merger and report to the General Assembly any legislative actions necessary to accomplish the merger. Further, if a district received funds for consolidation but did not implement the consolidation, SDE is to direct that the district remit payment back to SDE in the amount equal to the funds received. After August 1, 2020, districts eligible for consolidation under the provisions may not incur new bonded indebtedness, spend reserve funds, dispose of assets, or increase salaries without prior approval of SDE. If no funds are appropriated, SDE must submit a report to the General Assembly by January 10, 2020, outlining the districts affected and information on shared services, district efficiency reviews, and any other relevant information.

**Local School Districts.** Local property taxes and other revenues may be affected depending on how the transition is implemented. The consolidation may affect millage rates, the millage increase limitations, and credit ratings for bond issuances depending upon how the transition to a single district for leadership, fiscal authority, and organization occurs.

**Section 52.** This section of the bill allows any local school district to be eligible to receive appropriated funds for the purpose of consolidating with other districts within its county if the district maintains an average daily membership that is less than 1,500 based on annual student counts received by SDE. These districts must follow the same guidelines related to the submission of a consolidation plan, timeline, and use of funds as previously stated in Section 51 of this bill.

**Local School Districts.** Local property taxes and other revenues may be affected depending on how the transition is implemented. The consolidation may affect millage rates, the millage increase limitations, and credit ratings for bond issuances depending upon how the transition to a single district for leadership, fiscal authority, and organization occurs.

**Section 54.** This section amends the statutory school term from 190 to 195 days. The additional five days may be used for teacher planning but must not include mandatory professional development, meetings, or parent conferences. This section removes the requirement that schools must not open before the third Monday in August. The section is effective contingent upon funding in the annual appropriations act.

**Local School Districts.** SDE indicates that this section will increase local revenue from the State by \$55,000,000 or \$82,000,000 to expand the school term from 190 to 195 days depending upon whether funding is allocated through the EFA or EIA method. Under the EFA method, the state assumes 70 percent of the expenses, which is approximately \$55,000,000 including fringe. Under the EIA method, the state is responsible for all expenses, which is approximately \$82,000,000 including fringe. However, any impact is contingent upon funding in the annual appropriations act.

*Please see our website for prior versions of this impact statement.*



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Frank A. Rainwater, Executive Director