

**SENATE FINANCE COMMITTEE  
K-12 EDUCATION SUBCOMMITTEE  
PROVISO RECOMMENDATIONS FOR FY 2014-15**

**SECTION 1 - H63-DEPARTMENT OF EDUCATION**

**1.3 CONFORM TO FUNDING AS AMENDED** (EFA Formula/Base Student Cost Inflation Factor) States the General Assembly's intent to fully implement the EFA including an inflation factor to match the inflation wages of public school employees in the southeast; states that for FY 13-14, the base student cost has been determined to be \$2,101; that the per pupil count is projected to be 698,924 and projects the average per pupil funding. Provides for the distribution of funds to the SC Public Charter School District. Requires the B&C Board, Office of Research and Statistics post each school district's projections on their website and for each school district to also post their numbers. Requires the department and the EOC provide links to this information on their websites.

**WMC:** AMEND proviso to update the projections for FY 14-15 as follows: base student cost \$2,120; total pupil count, 708,231; average per pupil funding, \$5,290 state; \$1,154 federal; and \$4,996 local; for an average total funding level of \$11,440, excluding local bond issues. Direct that any institution of higher learning sponsoring a public charter school shall also receive EFA funds. Provide for pupil classification weightings. Allow students to receive multiple weights for personalized instruction and define those weights.

**HOU:** AMEND FURTHER to separate out the Precareer and Career Technology from the "Additional weights for personalized instruction." Require school districts to continue to collect information to determine student eligibility for free or reduced lunches. Provide for the manner in which the department collects and uses data for personalized instruction. Direct that end of year adjustments are to be based on the 135 day ADM for all classifications. Require the department to update PowerSchool calculations, reports, screen development, documentation, and training to incorporate the new pupil classification weightings and to make final district allocation adjustments by June 30, 2015. Require the department provide technical assistance to districts for student count changes in PowerSchool. Sponsors: Reps. Bingham, Allison, Anthony, and Hayes.

**SUBCOMMITTEE RECOMMENDATION:** CONFORM to funding recommendation AS AMENDED FURTHER to direct that the weighting for students in licensed RTFs is 2.10; amend rating for Precareer and Career Technology from "1.20" to "1.29;" and delete weighting for Young Adult Education. Direct that no local match is required for additional weightings for personalized instruction for school year 2014-15 and after that a local match must conform with the EFA. Direct districts to set-aside 12% of the funds for serving artistically gifted and talented students in grades 3-12. Amend definition of students in need of academic assistance. Delete definition of young adults. Amend definition of students in poverty and delete requirement that information be collected to determine student eligibility for free or reduced price lunches.

**1.3.** (SDE: EFA Formula/Base Student Cost Inflation Factor) To the extent possible within available funds, it is the intent of the General Assembly to provide for one hundred percent of full implementation of the Education Finance Act to include an inflation factor projected by the Division of Budget and Analyses to match inflation wages of public school employees in the Southeast. The base student cost for the current fiscal year has been determined to be ~~\$2,101~~ \$2,120. ~~In Fiscal Year 2013-14~~ For the current fiscal year, the total pupil count is projected to be ~~698,924~~ 708,231. The average per pupil funding is projected to be ~~\$5,147~~ \$5,290 state, ~~\$1,185~~ \$1,154 federal, and ~~\$4,855~~ \$4,996 local. This is an average total funding level of ~~\$11,187~~ \$11,440 excluding revenues of local bond issues. For ~~Fiscal Year 2013-14~~ the current fiscal year the South Carolina Public Charter School District and any institution of higher education sponsoring a public charter school shall receive and distribute

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state EFA funds to the charter school as determined by one hundred percent of the current year's base student cost, as funded by the General Assembly multiplied by the weighted students pupils enrolled in the charter school, which must be subject to adjustment for student attendance.

The Budget and Control Board, Research and Statistics Division, must post in a prominent place on their website for each school district projections, including the per pupil state, federal and local revenues, excluding revenues of local bond issues, for the current fiscal year. Also, as soon as practicable, upon determining the exact numbers regarding pupil count and funding, the Budget and Control Board, Research and Statistics Division, shall also post on their website the 135-day average daily membership for each school district and per pupil state, federal and local revenues, excluding revenues of local bond issues, based on the most recent audited financial statement as reported annually pursuant to Section 59-17-100. The Department of Education and the Education Oversight Committee shall provide in a prominent place on their internet websites a link to the information posted by the Budget and Control Board, Research and Statistics Division, including the projected numbers and the exact numbers.

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

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

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

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

(3) Precareer and Career Technology..... ~~1.20~~ 1.29

(4) Additional weights for personalized instruction:

(A) Gifted and Talented..... 0.15

(B) Academic Assistance..... 0.15

~~(C) Young Adult Education..... 0.20~~

~~(D) (C) Limited English Proficiency..... 0.20~~

~~(E) (D) Pupils in Poverty..... 0.20~~

**No local match is required for the additional weightings for personalized instruction in school year 2014-2015. After the 2014-2015 school year, a local match to conform with the Education Finance Act will be required.**

Students may receive multiple weights for personalized instruction; however, within each weight, students should only be counted once. These weights are defined below:

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

Students in need of academic assistance are students who do not meet state standards in mathematics, English language arts, or both on state approved assessments in grades ~~3-8 through 12~~ **and high school assessments for grades 9-12.** The additional weight generates funds needed to provide additional instructional services to these students.

~~Young adults are students between the ages of 17 and 21 who are pursuing a high school diploma, a high school equivalency diploma (GED), or a work readiness skills credential through a public school adult education program and are no longer part of the regular school setting.~~

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

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~~Students in poverty are students eligible for the free or reduced price Federal lunch program USDA reimbursement for free lunch and/or are eligible for Medicaid.~~

~~For Fiscal Year 2014-15, school districts must continue to collect information to determine student eligibility for free or reduced price lunches per current Federal guidelines regardless of any changes in reporting requirements by the United States Department of Agriculture.~~

~~Further, the Department of Education may use school district student counts for personalized instruction as collected in the same manner as the prior fiscal year, PowerSchool or other available existing data sources as determined by the department to calculate the school district add on weightings for the personalized instruction classifications and the determination of the school districts monetary entitlement. End of year adjustments shall be based on the one hundred thirty five day student average daily membership for all classifications. During the current fiscal year the department will update PowerSchool calculations, reports, screen development, documentation, and training to incorporate the new pupil classification weightings and to make final district allocation adjustments by June 30, 2015. The department must provide districts with technical assistance with regard to student count changes in PowerSchool.~~

- 1.9 DELETE** (Disabled/Preschool Children) Directs that funds for 3 and 4 year old preschool disabled children shall be distributed based on the district's index of taxpaying ability and that 5 year old disabled students shall continue to be funded under the EFA.

**WMC:** DELETE proviso. *The proviso is not necessary as the funding associated with it no longer exists.* Requested by Department of Education.

**HOU:** ADOPT deletion of proviso.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT deletion of proviso.

~~1.9. (SDE: Disabled/Preschool Children) The state funding for free appropriate public education provided for the three and four year old disabled children served under Act 86 of 1993, shall be distributed based on the district's index of taxpaying ability as defined in Section 59-20-20(3). Five year old disabled children shall continue to be funded under the Education Finance Act of 1977.~~

- 1.14 DELETE** (Teachers/Temporary Certificates) Allows the use of teacher salary funds for teachers holding temporary certificates as requested by a school board. Directs that temporary certifications cannot be continued more than twice.

**WMC:** DELETE proviso. *The proviso is not necessary because the department has not issued temporary teaching certificates since 2006.* Requested by Department of Education.

**HOU:** ADOPT deletion of proviso.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT deletion of proviso.

~~1.14. (SDE: Teachers/Temporary Certificates) Of the funds provided for teacher salaries funds may be used to pay salaries for those teachers holding temporary certificates which shall remain valid for the current school year if the local board of education so requests. The State Department of Education shall submit to the General Assembly by March first of the current fiscal year a report showing by district the number of temporary certificates by category; including an enumeration of the certificates carried forward from the previous year. No temporary certificate shall be continued more than twice.~~

- 1.21 CONFORM TO FUNDING** (Assessment) Suspends PSAT/PLAN for the current fiscal year and allocates savings to the EFA. Authorizes assessment funds to be carried forward to pay for state assessment activities and for scoring of the spring PACT assessment.

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**WMC:** DELETE proviso. *The proviso is not necessary because the General Assembly uses EIA funds for assessment programs.* Requested by Department of Education.

**HOU:** ADOPT deletion of proviso.

**SUBCOMMITTEE RECOMMENDATION:** CONFORM to funding recommendation.

~~1.21. (SDE: Assessment) For the current fiscal year PSAT/PLAN shall be suspended and savings generated from suspension of PSAT/PLAN Reimbursement shall be allocated to the Education Finance Act. The department is authorized to carry forward into the current fiscal year, prior year state assessment funds for the purpose of paying for state assessment activities not completed by the end of the fiscal year including the scoring of the spring statewide accountability assessment.~~

**1.26 CONFORM TO FUNDING** (Status Offenders/John de la Howe) Designates that Status Offender Program funds are to be spent on the expansion of residential programs for court ordered status offenders.

**WMC:** DELETE proviso.

**HOU:** ADOPT deletion of proviso.

**SUBCOMMITTEE RECOMMENDATION:** CONFORM to funding recommendation.

~~1.26. (SDE: Status Offenders/John de la Howe) The funds appropriated for the Status Offender Program shall be distributed to John de la Howe School to expand residential programs to include court ordered status offenders. Components of such a program shall include collaboration between the home school district and the residential school and treatment or related services to the families of students in placement.~~

**1.41 DELETE** (High School Reading Initiative) Expands the SC Reading Initiative to the high school level to improve the reading ability of high school students reading below grade level for ninth and tenth grade students.

**WMC:** DELETE proviso. *The proviso is not necessary as the funding associated with it no longer exists. Proviso 1.84 (Summer Reading Camps) obviates the need for this proviso.* Requested by Department of Education.

**HOU:** ADOPT deletion of proviso.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT deletion of proviso.

~~1.41. (SDE: High School Reading Initiative) The funds appropriated for the High School Reading Initiative are to be used to expand the South Carolina Reading Initiative to the high school level by providing research based targeted assistance in improving and accelerating the reading ability of ninth and tenth grade students scoring Not Met on the eighth grade PASS reading and research tests or not passing the English 1 end-of-course test as ninth graders.~~

**1.44 DELETE** (Governor's School Reporting) Requires reporting of the use of non-recurring funding appropriated to the Governor's School for Science & Mathematics and the Governor's School for the Arts and Humanities.

**WMC:** DELETE proviso.

**HOU:** ADOPT deletion of proviso.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT deletion of proviso.

~~1.44. (SDE: Governor's School Reporting) The Governor's School for the Arts and Humanities and the Governor's School for Science and Mathematics are required to submit reports as to how the non-recurring funding appropriated in this act is expended. The report~~

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~~must be submitted to the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee by the end of the fiscal year.~~

- 1.46 CONFORM TO FUNDING** (Education and Economic Development Act Carry Forward) Authorizes the department, school districts and special schools to carry forward prior year EEDA funds.

**WMC:** DELETE proviso. *The proviso is not necessary because the General Assembly uses EIA funds for these EEDA programs. Proviso 1A.60 provides carry forward authority for EIA funds for the EEDA.* Requested by Department of Education.

**HOU:** ADOPT deletion of proviso.

**SUBCOMMITTEE RECOMMENDATION:** CONFORM to funding recommendation.

~~**1.46.** (SDE: Education and Economic Development Act Carry Forward) Funds provided for the Education and Economic Development Act may be carried forward into the current fiscal year to be expended for the same purposes by the department, school districts, and special schools.~~

- 1.49 CARRIED FORWARD** (Residential Treatment Facilities Student Enrollment and Funding) Establishes guidelines for educational and financial accountability of students between responsible licensed residential treatment facilities, school districts, parents, and SDE.

**REQUEST:** AMEND proviso to add “authorized” when referring to placement of children. Regarding the directive that if a child is placed in a RTF by the child’s parent or guardian the facility school district may choose to provide the educational program to the child and must negotiate for services through medical homebound procedures; amend to specify that the child “is not referred, authorized, or placed by the State.”

**SUBCOMMITTEE RECOMMENDATION:** CARRIED forward to Full Senate Finance Committee with no recommendation.

**1.49.** (SDE: Residential Treatment Facilities Student Enrollment and Funding) Each South Carolina resident of lawful school age residing in licensed residential treatment facilities (RTFs) for children and adolescents as defined under Section 44-7-130 of the 1976 Code, (“students”) shall be entitled to receive educational services from the school district in which the RTF is located (“facility school district”). The responsibility for providing appropriate educational programs and services for these students, both with and without disabilities, who are referred, authorized, or placed by the State is vested in the facility school districts. If clinically appropriate, the facility school district, the RTF, and the parent or guardian of a student referred or placed in a RTF may consider the appropriateness of providing the student’s education program virtually through enrollment in either the facility district’s virtual program, the South Carolina Virtual School Program provided through the Department of Education, or a virtual charter school authorized by the South Carolina Public Charter School District. This decision should be made jointly with the best interest of the student and what is clinically indicated being considered.

A facility school district must provide the necessary educational programs and services directly to the student at the RTF’s facility, provided that the RTF facility provides and maintains comparable adequate space for the educational programs and services consistent with all federal and state least restrictive environment requirements. Adequate space shall include appropriate electrical support and Internet accessibility. Unless the parent or legal guardian of the student seeks to continue the student’s enrollment in the resident school district under a medical homebound instruction program and the district approves, if appropriate, then, under these circumstances, the facility school district shall enroll the student and assume full legal and

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financial responsibility for the educational services including enrolling the student, approving the student's entry into a medical homebound instructional program, if appropriate, and receiving and expending funds, unless the resident school district undertakes to carry out its educational responsibilities for the student directly. Alternatively, a facility school district may choose to provide the necessary educational programs and services by contracting with the RTF provided that the RTF agrees to provide educational services to the student at the RTF's facility. Under these circumstances, the facility school district must enroll the student and pay the RTF for the educational services provided. If the facility school district determines the educational program being offered by the RTF does not meet the educational standards outlines in the contract, the facility district shall be justified in terminating the contract.

The facility school districts are entitled to receive the base student cost multiplied by the Education Finance Act pupil weighting for Homebound pupils of 2.10, as set forth in Section 59-20-40 of the 1976 Code and any eligible categorical and federal funds. These funds may be retained by the facility school districts for the purpose of providing the educational programs and services directly to students referred or placed by the State or the facility school districts may use these funds to reimburse RTFs for the educational programs and services provided directly by the RTFs. A facility school district is entitled to reimbursement from a resident school district for the difference between (1) the reasonable costs expended for the educational services provided directly by the facility school district or the amount paid to the RTF and (2) the aggregate amount of federal and state funding received by the facility school district for that student. However, the reimbursement rate may not exceed \$45 per student per day. Facility school districts providing the educational services shall notify the resident district in writing within forty-five calendar days that a student from the resident district is receiving educational services pursuant to the provisions of the proviso. Reimbursements shall be paid within sixty days of billing, provided the facility district has provided a copy of the invoice to both the District Superintendent and the finance office of the resident district being invoiced. Should the facility school district be unable to reach agreement with the resident school district regarding reasonable costs differences, the facility school district shall notify the Department of Education's Office of General Counsel. The Department of Education shall facilitate a resolution of the dispute between the facility school district and the resident school district within forty-five days of the notice of dispute. If the issue of reasonable cost differences should remain unresolved, a facility school district shall have the right to file a complaint in a Circuit Court. Should a resident school district fail to distribute the entitled funding to the facility school district by the one hundred thirty-five day count, the Department of Education is authorized to withhold the equivalent amount of EFA funds and transfer those funds to the facility school district.

If a child from out of state is placed in a RTF by an out-of-state school district or agency, the child's home state remains responsible for the educational services. The facility school district may choose to provide the educational program to the child and, upon choosing to do so, shall contract with the appropriate entity for payment of educational serviced provided to the child. Out-of-state students provided educational services by a facility school district shall not be eligible for funding through the Education Finance Act.

If a child is placed in a RTF by the child's parent or guardian, *and is not referred, authorized, or placed by the State,* the facility school district may choose to provide the educational program to the child, and upon doing so, must negotiate with the resident school district for services through medical homebound procedures. A facility school district is responsible for compliance with all child find requirements under Section 504 of the Rehabilitation Act of 1973 and IDEA.

All students enrolled in the facility school districts shall have access to the facility school districts' general education curriculum, which will be tied to the South Carolina academic

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standards in the core content areas. All students with disabilities who are eligible for special education and related services under the Individuals with IDEA, as amended, and the State Board of Education (SBE) regulations, as amended, shall receive special education and related services in the least restrictive environment by appropriately certified personnel. Students in an RTF will at all times be eligible to receive the educational credits (e.g., Carnegie Units) earned through their educational efforts.

With respect to students enrolled in the facility school districts, for accountability purposes, the assessment and accountability measures for students residing in RTFs shall be attributed to a specific school only if the child physically attends the school. The performance of students residing in a RTF who receive their educational program on site at the RTF must be reflected on a separate line on the facility school district's report card and must not be included in the overall performance ratings of the facility school district. The Department of Education shall examine the feasibility of issuing report cards for RTFs. For the current fiscal year, a facility school district shall not have the district's state accreditation rating negatively impacted by deficiencies related to the delivery of an educational program at a RTF.

RTFs shall notify the facility school district as soon as practical, and before admission to the RTF if practical, of a student's admission to the RTF. RTFs, the facility school districts and the Department of Education shall use their best efforts to secure and/or exchange information, including documents and records necessary to provide appropriate educational services and/or related services as necessary to assist the facility school district in determining the resident school district. The Department of Education, in collaboration with state placing agencies, RTFs, facility school districts, and resident school districts, shall implement a system to follow the release of students from a RTF and re-enrollment in public, private, or special schools to ensure these students, when appropriate, are not recorded as dropouts.

- 1.57 CONFORM TO FUNDING** (South Carolina Public Charter School District Funding) Provides for the allocation of S.C. Public Charter School District funds per weighted pupil: \$1,700 for virtual charter schools and \$3,250 for brick and mortar charter schools. Limits the amount which must be carried forward to not more than 10% of the prior year appropriation.  
**WMC:** DELETE proviso. *See new proviso IA.69.*  
**HOU:** ADOPT deletion of proviso.  
**SUBCOMMITTEE RECOMMENDATION:** CONFORM to funding recommendation.

~~1.57. (SDE: South Carolina Public Charter School District Funding) The funds appropriated in Part IA, Section XI—South Carolina Public Charter School District must be allocated in the following manner: Pupils enrolled in virtual charter schools sponsored by the South Carolina Public Charter School District shall receive \$1,700 per weighted pupil and pupils enrolled in brick and mortar charter schools sponsored by the South Carolina Public Charter School District shall receive \$3,250 per weighted pupil. Any unexpended funds, not to exceed ten percent of the prior year appropriation, must be carried forward from the prior fiscal year and expended for the same purpose.~~

- 1.58 AMEND** (Governor's Schools Capacity) Directs the Governor's Schools for the Arts and Humanities and for Science and Mathematics to use their FY 13-14 funds to bring the schools up to full capacity, to the extent possible and to report by December 1<sup>st</sup> on how the funds have been used and how many additional students have been served.  
**WMC:** AMEND proviso to change "Fiscal Year 2013-14" to "the current fiscal year."  
Requested by Department of Education.  
**HOU:** ADOPT proviso as amended.  
**SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

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**1.58.** (SDE: Governor's Schools Capacity) For ~~Fiscal Year 2013-14~~ *the current fiscal year*, funds appropriated to the Governor's School for the Arts and Humanities and the Governor's School for Science and Mathematics must be used to bring the schools up to full capacity, to the extent possible. Each school must report electronically to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee by December first how the funds have been utilized and how many additional students have been served.

**1.60**     **DELETE** (One Year Suspension of Programs) Suspends the SAT/ACT Improvement program for Fiscal Year 2013-14 and directs that the funds be allocated to districts based on weighted pupil units.

**WMC:** DELETE proviso. *The funding was deleted in Fiscal Year 2011-2012.* Requested by Department of Education.

**HOU:** ADOPT deletion of proviso.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT deletion of proviso.

**1.60.** (SDE: One Year Suspension of Programs) ~~The following program will be temporarily suspended for Fiscal Year 2013-14: SAT/ACT Improvement. Funds appropriated to this program must be allocated to districts based on the number of weighted pupil units.~~

**1.61**     **CONFORM TO FUNDING** (EEDA Regional Education Centers) Requires at least \$108,500 of EEDA funds be used for the Regional Education Centers.

**WMC:** DELETE proviso and MOVE to EIA Section. *See new proviso 1A.61.* Requested by Department of Education.

**HOU:** ADOPT deletion of proviso.

**SUBCOMMITTEE RECOMMENDATION:** CONFORM to funding recommendation.

**1.61.** (SDE: EEDA Regional Education Centers) ~~Funds appropriated from the EEDA for Regional Education Centers must not be less than \$108,500.~~

**1.62**     **AMEND** (Impute Index Value) Provides a methodology for the Department of Revenue to use for calculating the index of taxpaying ability for Fiscal Year 13-14.

**WMC:** AMEND proviso to change "Fiscal Year 2013-14" to "the current fiscal year." Requested by Department of Education.

**HOU:** ADOPT proviso as amended.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1.62.** (SDE: Impute Index Value) For ~~Fiscal Year 2013-14~~ *the current fiscal year* and for the purposes of calculating the index of taxpaying ability the Department of Revenue shall impute an index value for owner-occupied residential property qualifying for the special four percent assessment ratio by adding the second preceding taxable year total school district reimbursements for Tier 1, 2, and Tier 3(A) and not to include the supplement distribution. The Department of Revenue shall not include sales ratio data in its calculation of the index of taxpaying ability. The methodology for the calculations for the remaining classes of property shall remain as required pursuant to the EFA and other applicable provisions of law.

**1.66**     **DELETE** (Next Generation Science Standards) Prohibits the department, the EOC, or the State Board of Education from spending funds on the Next Generation Science Standards initiative.

**WMC:** DELETE proviso. Requested by Education Oversight Committee.



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**HOU:** ADOPT deletion of proviso.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT deletion of proviso.

~~1.66. (SDE: Next Generation Science Standards) No funds shall be expended in the current fiscal year by the Department of Education, the Education Oversight Committee, or the State Board of Education to participate in, implement, adopt or promote the Next Generation Science Standards initiative.~~

- 1.69 AMEND** (School Enrollment Policy) Requires school districts with an open enrollment policy that had previously accepted students who live outside the district to an academic magnet school to continue to accept these students and their siblings for enrollment under the same terms and conditions.

**WMC:** AMEND proviso to change "Fiscal Year 2013-14" to "the current fiscal year." Requested by Department of Education.

**HOU:** ADOPT proviso as amended.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

~~1.69. (SDE: School Enrollment Policy) For Fiscal Year 2013-14 *the current fiscal year*, any school district with an open enrollment policy for all schools or certain schools which had previously accepted certain students residing outside of the district to an academic magnet school in the district must continue to accept these students and their siblings for enrollment at the academic magnet school under the same terms and conditions these students were previously permitted to attend the school.~~

- 1.70 AMEND** (District Funding Flexibility) Requires districts to use funding flexibility to ensure that every school has district approved safety precautions in place

**WMC:** AMEND proviso to change "Fiscal Year 2013-14" to "the current fiscal year." Requested by Department of Education.

**HOU:** ADOPT proviso as amended.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

~~1.70. (SDE: District Funding Flexibility) For Fiscal Year 2013-14 *the current fiscal year*, districts must utilize funding flexibility provided herein to ensure that district approved safety precautions are in place at every school.~~

- 1.71 DELETE** (Alternative Fuel School Bus Pilot) Permits the department or any school district to enter into a pilot program to operate school buses using alternative fuels.

**WMC:** DELETE proviso. *See proviso 1.87.* Requested by Department of Education.

**HOU:** ADOPT deletion of proviso.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT deletion of proviso.

~~1.71. (SDE: Alternative Fuel School Bus Pilot) For the current fiscal year, the State Department of Education or any school district of the state is permitted to enter into an agreement to pilot school buses operated using alternative fuels.~~

- 1.72 CONFORM TO FUNDING** (Public Charter Pupil Counts) Directs the Public Charter School District to require each charter school to submit a student attendance report for the 5th, 45th, 90th, and 135th days; requires the report include both ADM and WPU membership; and requires the district to submit the data to the department which shall submit a quarterly report to the Chairmen of the House Ways and Means, House Education and Public Works, Senate

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Finance, and Senate Education Committees. Directs the district to also require each virtual charter school to collect certain enrollment and withdrawal information which shall be submitted to the department and subsequently provided to the same committees.

**WMC:** DELETE proviso and MOVE to EIA Section. *See new EIA proviso 1A.68.*

**HOU:** ADOPT deletion of proviso.

**SUBCOMMITTEE RECOMMENDATION:** CONFORM to funding recommendation.

~~1.72. (SDE: Public Charter Pupil Counts) With funds appropriated to the South Carolina Public Charter School District, the district must require each charter school to submit a student attendance report for the 5<sup>th</sup>, 45<sup>th</sup>, 90<sup>th</sup> and 135<sup>th</sup> days. Reporting requirements shall include both Average Daily Membership and Weighted Pupil Unit membership. The South Carolina Public Charter School District shall then provide the data for each charter school to the Department of Education. Quarterly, the department will submit the information to the House Ways and Means Committee, the House Education and Public Works Committee, the Senate Finance Committee and the Senate Education Committee.~~

~~The South Carolina Public Charter School District must also require each virtual charter school to collect the following information: (1) the reason or reasons why each student enrolled in the virtual charter school district from both the parent(s) and the referring school district; and (2) the reason or reasons why a student withdrew from the virtual charter school district. This data must be provided to the Department of Education quarterly and must include the unique student identifier. The department, in turn, will provide summary information to the House Ways and Means Committee, the House Education and Public Works Committee, the Senate Finance Committee and the Senate Education Committee on the enrollment and withdrawal information.~~

**1.77** **AMEND** (Digital Instructional Materials) Provides the methodology for the department to use to allocate digital instructional materials. Requires districts submit requests to the State Board by August 15th and directs that funds not encumbered by January 15th be distributed to school districts that have not previously received an allocation. Directs that these funds are not subject to flexibility.

**WMC:** AMEND proviso to state that Digital Instructional Materials includes the digital equivalent of materials and devices.

**HOU:** ADOPT proviso as amended.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1.77.** (SDE: Digital Instructional Materials) Utilizing the funds appropriated for digital instructional materials, the Department of Education shall determine a per pupil amount using the prior year's 135 ADM. These funds shall be made available to all school districts using the following procedure:

(1) The Department of Education shall create a digital instructional materials list composed of those items which have been requested by districts and that have received Board approval;

(2) Districts may request that the State Board of Education review digital instructional materials for inclusion on the list when the material has been reviewed by the district, received approval by the local board of trustees for use in its district and been found to reflect the substance and level of performance outlined in the state adopted grade specific educational standards, contain current content information, and are cost effective;

(3) Within thirty days of receiving the request, the State Board of Education must approve or disapprove the district's request. Those materials receiving approval shall be placed

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on the department's approved digital instructional materials list. Once items are placed on the approved list, all districts may choose items from that list; ~~and~~

(4) On a form provided by the department, a district may request an allocation by denoting the number of students, grade level, and subject for which the digital materials will be used. Districts may only request digital materials in one subject area and may not receive textbooks for the students using digital materials in that subject area; *and*

(5) *Digital Instructional Materials shall include the digital equivalent of materials and devices.*

District requests must be submitted to the State Board of Education for consideration not later than August fifteenth of the current fiscal year. Any funds appropriated for digital instructional materials which have not been encumbered by January fifteenth, shall be distributed to school districts which have not previously received an allocation. These districts shall receive a per pupil allocation which must be used for technology infrastructure needed to prepare the district for using digital instructional materials. These funds shall not be subject to flexibility.

**1.78 CONFORM TO FUNDING** (Child Development Education Pilot Program) Creates CDEPP, a voluntary program which focuses on developmental and learning support to be ready for school for four year olds in the trial and plaintiff school districts with expansion to eligible children in school districts with a poverty index of 75% or greater.

**WMC:** DELETE proviso. *Funds were consolidated in the EIA.*

**HOU:** ADOPT deletion of proviso.

**SUBCOMMITTEE RECOMMENDATION:** CONFORM to funding recommendation.

~~1.78. (SDE: Child Development Education Pilot Program) There is created the South Carolina Child Development Education Pilot Program (CDEPP). This program shall be available for the current school year on a voluntary basis and shall focus on the developmental and learning support that children must have in order to be ready for school and must incorporate parenting education.~~

~~(A) For the current school year, with funds appropriated by the General Assembly, the South Carolina Child Development Education Pilot Program shall first be made available to eligible children from the trial and plaintiff school districts in the Abbeville County School District et. al. vs. South Carolina and then expanded to eligible children residing in school districts with a poverty index of seventy five percent or greater.~~

~~Unexpended funds from the prior fiscal year for this program shall be carried forward and shall remain in the program. In rare instances, students with documented kindergarten readiness barriers may be permitted to enroll for a second year, or at age five, at the discretion of the Department of Education for students being served by a public provider or at the discretion of the Office of South Carolina First Steps to School Readiness for students being served by a private provider.~~

~~(B) Each child residing in the pilot districts, who will have attained the age of four years on or before September first, of the school year, and meets the at risk criteria is eligible for enrollment in the South Carolina Child Development Education Pilot Program for one year.~~

~~The parent of each eligible child may enroll the child in one of the following programs:~~

~~(1) a school year four year old kindergarten program delivered by an approved public provider; or~~

~~(2) a school year four year old kindergarten program delivered by an approved private provider.~~

~~The parent enrolling a child must complete and submit an application to the approved provider of choice. The application must be submitted on forms and must be accompanied by a~~

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~~copy of the child's birth certificate, immunization documentation, and documentation of the student's eligibility as evidenced by family income documentation showing an annual family income of one hundred eighty five percent or less of the federal poverty guidelines as promulgated annually by the U.S. Department of Health and Human Services or a statement of Medicaid eligibility.~~

~~In submitting an application for enrollment, the parent agrees to comply with provider attendance policies during the school year. The attendance policy must state that the program consists of 6.5 hours of instructional time daily and operates for a period of not less than one hundred eighty days per year. Pursuant to program guidelines, noncompliance with attendance policies may result in removal from the program.~~

~~No parent is required to pay tuition or fees solely for the purpose of enrolling in or attending the program established under this provision. Nothing in this provision prohibits charging fees for childcare that may be provided outside the times of the instructional day provided in these programs.~~

~~If by October first of the school year at least seventy five percent of the total number of eligible CDEPP children in a district or county are projected to be enrolled in CDEPP, Head Start or ABC Child Care Program as determined by the Department of Education and the Office of First Steps, CDEPP providers may then enroll pay lunch children who score at or below the twenty fifth national percentile on two of the three DIAL 3 subscales and may receive reimbursement for these children if funds are available.~~

~~(C) Public school providers choosing to participate in the South Carolina Four Year Old Child Development Kindergarten Program must submit an application to the Department of Education. Private providers choosing to participate in the South Carolina Four Year Old Child Development Kindergarten Program must submit an application to the Office of First Steps. The application must be submitted on the forms prescribed, contain assurances that the provider meets all program criteria set forth in this provision, and will comply with all reporting and assessment requirements.~~

~~Providers shall:~~

~~(1) comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services;~~

~~(2) comply with all state and local health and safety laws and codes;~~

~~(3) comply with all state laws that apply regarding criminal background checks for employees and exclude from employment any individual not permitted by state law to work with children;~~

~~(4) be accountable for meeting the education needs of the child and report at least quarterly to the parent/guardian on his progress;~~

~~(5) comply with all program, reporting, and assessment criteria required of providers;~~

~~(6) maintain individual student records for each child enrolled in the program to include, but not be limited to, assessment data, health data, records of teacher observations, and records of parent or guardian and teacher conferences;~~

~~(7) designate whether extended day services will be offered to the parents/guardians of children participating in the program;~~

~~(8) be approved, registered, or licensed by the Department of Social Services; and~~

~~(9) comply with all state and federal laws and requirements specific to program providers.~~

~~Providers may limit student enrollment based upon space available. However if enrollment exceeds available space, providers shall enroll children with first priority given to children with the lowest scores on an approved pre-kindergarten readiness assessment. Private providers~~

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shall not be required to expand their programs to accommodate all children desiring enrollment. However, providers are encouraged to keep a waiting list for students they are unable to serve because of space limitations.

~~(D) The Department of Education and the Office of First Steps to School Readiness shall:~~

- ~~(1) develop the provider application form;~~
- ~~(2) develop the child enrollment application form;~~
- ~~(3) develop a list of approved research-based preschool curricula for use in the program based upon the South Carolina Content Standards, provide training and technical assistance to support its effective use in approved classrooms serving children;~~
- ~~(4) develop a list of approved pre kindergarten readiness assessments to be used in conjunction with the program, provide assessments and technical assistance to support assessment administration in approved classrooms serving children;~~
- ~~(5) establish criteria for awarding new classroom equipping grants;~~
- ~~(6) establish criteria for the parenting education program providers must offer;~~
- ~~(7) establish a list of early childhood related fields that may be used in meeting the lead teacher qualifications;~~
- ~~(8) develop a list of data collection needs to be used in implementation and evaluation of the program;~~
- ~~(9) identify teacher preparation program options and assist lead teachers in meeting teacher program requirements;~~
- ~~(10) establish criteria for granting student retention waivers; and~~
- ~~(11) establish criteria for granting classroom size requirements waivers.~~

~~(E) Providers of the South Carolina Child Development Education Pilot Program shall offer a complete educational program in accordance with age appropriate instructional practice and a research-based preschool curriculum aligned with school success. The program must focus on the developmental and learning support children must have in order to be ready for school. The provider must also incorporate parenting education that promotes the school readiness of preschool children by strengthening parent involvement in the learning process with an emphasis on interactive literacy.~~

~~Providers shall offer high quality, center-based programs that must include, but shall not be limited to, the following:~~

- ~~(1) employ a lead teacher with a two-year degree in early childhood education or related field or be granted a waiver of this requirement from the Department of Education or the Office of First Steps to School Readiness;~~
- ~~(2) employ an education assistant with pre-service or in-service training in early childhood education;~~
- ~~(3) maintain classrooms with at least ten four-year-old children, but no more than twenty four-year-old children with an adult to child ratio of 1:10. With classrooms having a minimum of ten children, the 1:10 ratio must be a lead teacher to child ratio. Waivers of the minimum class size requirement may be granted by the South Carolina Department of Education for public providers or by the Office of First Steps to School Readiness for private providers on a case-by-case basis;~~
- ~~(4) offer a full day, center-based program with 6.5 hours of instruction daily for one hundred eighty school days;~~
- ~~(5) provide an approved research-based preschool curriculum that focuses on critical child development skills, especially early literacy, numeracy, and social/emotional development;~~
- ~~(6) engage parents' participation in their child's educational experience that shall include a minimum of two documented conferences per year; and~~
- ~~(7) adhere to professional development requirements outlined in this article.~~

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~~(F) Every classroom providing services to four year old children established pursuant to this provision must have a lead teacher with at least a two year degree in early childhood education or related field and who is enrolled and is demonstrating progress toward the completion of a teacher education program within four years. Every classroom must also have at least one education assistant per classroom who shall have the minimum of a high school diploma or the equivalent, and at least two years of experience working with children under five years old. The teaching assistant shall have completed the Early Childhood Development Credential (ECD) 101 or enroll and complete this course within twelve months of hire. Providers may request waivers to the ECD 101 requirement for those assistants who have demonstrated sufficient experience in teaching children five years old and younger. The providers must request this waiver in writing to their designated administrative agency (First Steps or the Department of Education) and provide appropriate documentation as to the qualifications of the teaching assistant.~~

~~(G) The General Assembly recognizes there is a strong relationship between the skills and preparation of pre-kindergarten instructors and the educational outcomes of students. To improve these education outcomes, participating providers shall require all personnel providing instruction and classroom support to students participating in the South Carolina Child Development Education Pilot Program to participate annually in a minimum of fifteen hours of professional development to include teaching children from poverty. Professional development should provide instruction in strategies and techniques to address the age appropriate progress of pre-kindergarten students in developing emergent literacy skills, including but not limited to, oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development.~~

~~(H) Both public and private providers shall be eligible for transportation funds for the transportation of children to and from school. Nothing within this provision prohibits providers from contracting with another entity to provide transportation services provided the entities adhere to the requirements of Section 56-5-195. Providers shall not be responsible for transporting students attending programs outside the district lines. Parents choosing program providers located outside of their resident district shall be responsible for transportation. When transporting four year old child development students, providers shall make every effort to transport them with students of similar ages attending the same school. Of the amount appropriated for the program, not more than \$185 per student shall be retained by the Department of Education for the purposes of transporting four year old students. This amount must be increased annually by the same projected rate of inflation as determined by the Division of Research and Statistics of the Budget and Control Board for the Education Finance Act.~~

~~(I) For all private providers approved to offer services pursuant to this provision, the Office of First Steps to School Readiness shall:~~

- ~~(1) serve as the fiscal agent;~~
- ~~(2) verify student enrollment eligibility;~~
- ~~(3) recruit, review, and approve eligible providers. In considering approval of providers, consideration must be given to the provider's availability of permanent space for program service and whether temporary classroom space is necessary to provide services to any children;~~
- ~~(4) coordinate oversight, monitoring, technical assistance, coordination, and training for classroom providers;~~
- ~~(5) serve as a clearing house for information and best practices related to four year old kindergarten programs;~~
- ~~(6) receive, review, and approve new classroom grant applications and make recommendations for approval based on approved criteria;~~

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~~(7) coordinate activities and promote collaboration with other private and public providers in developing and supporting four year old kindergarten programs;~~

~~(8) maintain a database of the children enrolled in the program; and~~

~~(9) promulgate guidelines as necessary for the implementation of the pilot program.~~

~~(J) For all public school providers approved to offer services pursuant to this provision, the Department of Education shall:~~

~~(1) serve as the fiscal agent;~~

~~(2) verify student enrollment eligibility;~~

~~(3) recruit, review, and approve eligible providers. In considering approval of providers, consideration must be given to the provider's availability of permanent space for program service and whether temporary classroom space is necessary to provide services to any children;~~

~~(4) coordinate oversight, monitoring, technical assistance, coordination, and training for classroom providers;~~

~~(5) serve as a clearing house for information and best practices related to four year old kindergarten programs;~~

~~(6) receive, review, and approve new classroom grant applications and make recommendations for approval based on approved criteria;~~

~~(7) coordinate activities and promote collaboration with other private and public providers in developing and supporting four year old kindergarten programs;~~

~~(8) maintain a database of the children enrolled in the program; and~~

~~(9) promulgate guidelines as necessary for the implementation of the pilot program.~~

~~(K) The General Assembly shall provide funding for the South Carolina Child Development Education Pilot Program. For the current school year, the funded cost per child shall be \$4,218 increased annually by the rate of inflation as determined by the Division of Research and Statistics of the Budget and Control Board for the Education Finance Act. Eligible students enrolling with private providers during the school year shall be funded on a pro rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall be eligible for a reimbursement of \$550 per eligible child transported. Providers who are reimbursed are required to retain records as required by their fiscal agent. Providers enrolling between one and six eligible children shall be eligible to receive up to \$1,000 per child in materials and equipment grant funding, with providers enrolling seven or more such children eligible for grants not to exceed \$10,000. Providers receiving equipment grants are expected to participate in the program and provide high quality, center based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps.~~

~~(L) Pursuant to this provision, the Department of Social Services shall:~~

~~(1) maintain a list of all approved public and private providers; and~~

~~(2) provide the Department of Education and the Office of First Steps information necessary to carry out the requirements of this provision.~~

~~(M) The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers.~~

~~(N) Of the funds appropriated, \$300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by January fifteenth of each year. The evaluation shall include, but is not limited to: (1) student data including the number of at risk four year old kindergarten students served in publically funded~~

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~~programs, by county and by program; (2) program effectiveness including developmentally appropriate assessments of children to measure emerging literacy and numeracy; (3) individual classroom assessments to determine program quality; (4) longitudinal analysis of academic and non-academic measures of success for children who participated in the program; and (5) an evaluation of the professional development, monitoring and assistance offered to public and private providers.~~

~~To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half day four year old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research-based review of the program's implementation and assessment of student success in the early elementary grades.~~

**1.79 CONFORM TO FUNDING AS AMENDED** (Summer Reading Camps) Provides for the allocation of funds provided for summer reading camps.

**WMC:** AMEND proviso to allocate 20% to the department to provide bus transportation to the camps; \$700,000 to support community partnerships where local Boys and Girls Clubs or other community organizations would collaborate with local school districts to provide after school programs or summer reading camps to provide instructional support to struggling readers in elementary schools that have a poverty index of 50% or greater; direct the EOC to document and evaluate the partnerships; and allocate the remainder of the funds on a per pupil allocation to each school district based on the number of student who meet certain criteria.

**HOU:** ADOPT proviso as amended.

**SUBCOMMITTEE RECOMMENDATION:** CONFORM to funding recommendation AS FURTHER AMENDED to direct that “up to” 20% of summer reading camps funds be used to provide bus transportation. Amend the camp timeframe to direct that the camp be for at least 6 weeks with a minimum of 4 days of instruction per week and 4 hours of instruction per day or the equivalent minimum hours of instruction in the summer.

**1.79.** (SDE: Summer Reading Camps) For the current fiscal year, funds appropriated for summer reading camps must be allocated as follows: (1) ~~\$300,000~~ up to 20% to the Department of Education to provide bus transportation for students attending the camps; ~~and~~ (2) ~~\$700,000 to support community partnerships whereby local Boys and Girls Clubs or other community organizations would collaborate with local school districts to provide after school programs or summer reading camps that utilize volunteers, mentors or tutors to provide instructional support to struggling readers in elementary schools that have a poverty index of 50 percent or greater. The Education Oversight Committee will document and evaluate the partnerships and the impact of the partnerships on student academic success and make recommendations on the characteristics of effective partnerships and on methods of duplicating effective partnerships throughout the state; and~~ (3) the remainder on a per pupil allocation to each school district based on the number of students who scored Not Met 1 on the third grade reading and research assessment of the prior year's Palmetto Assessment of State Standards administration. The reading camps must provide an educational program offered in the summer by each local school district for students who are substantially not demonstrating reading



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proficiency at the end of third grade. The camp must be ~~six to eight weeks long for four or five days each week and include at least five and one-half hours of instructional time daily~~ at least six weeks in duration with a minimum of four days of instruction per week and four hours of instruction per day, or the equivalent minimum hours of instruction in the summer. The camps must be taught by compensated, licensed teachers who have demonstrated substantial success in helping students comprehend grade-appropriate texts. Schools and districts should partner with county or school libraries, community organizations, faith-based institutions, pediatric and family practice medical personnel, businesses, and other groups to provide volunteers, mentors, tutors, space, or other support to assist with the provision of the summer reading camps. In addition, a district may offer summer reading camps for students who are not exhibiting reading proficiency in prekindergarten through grade two and may charge fees based on a sliding scale pursuant to Section 59-19-90 of the 1976 Code, as amended.

**1.80 AMEND FURTHER** (Educational Credit for Exceptional Needs Children) Provides for a tax credit for the amount a person contributes for an exceptional needs child to a nonprofit scholarship funding organization, within specific parameters.

**WMC:** AMEND proviso to clarify that the tax credit the person is entitled to for contributing to a nonprofit scholarship funding organization is against income taxes imposed pursuant to Chapters 6 [SC INCOME TAX ACT] or 11 [INCOME TAX ON BANKS] of Title 12 [TAXATION], or against bank taxes imposed pursuant to Chapter 11 of Title 12. Further define exceptional needs child as one who has been evaluated by either a psycho-educational specialist, a licensed school psychologist, a licensed clinical psychologist, or a licensed neuro psychologist who determines that the student needs special education and related services. Require the department establish an application process to determine the amount of credit available to be claimed; direct that priority for the credit will be determined by receipt of the application; and require contributions to be made on or before June 30, 2015. Delete the requirement that if a husband and wife file separate returns, they each may only claim one-half of the tax credit. Update tax year reference to 2014 and direct that a person may make a claim on or after January 1, 2015.

**HOU:** ADOPT proviso as amended.

**SUBCOMMITTEE RECOMMENDATION:** AMEND FURTHER subitem (A)(7)(b) to specify “gross” revenue. Amend subitem (C) to require scholarship funding organizations receive written documentation from the parent that the qualifying student is an exceptional needs child before awarding any grant; require the check be issued to the eligible school in the name of the qualifying student; and provide for a prorated amount to be returned to a scholarship funding organization if the student leaves or withdraws from the school prior to the end of the semester or school year. Amend the definition of an “exceptional needs” child in (C)(1)(a) and (b). Amend (D)(1)(b) to direct that the credit must be claimed on the return for the tax year that the contribution is made. Delete (D)(3) which is now referenced in (D)(1)(b). Amend new (D)(3) to change tax year reference to “current fiscal year.” Amend new (D)(4) to direct that a person may claim credit under subsection (B) for contributions made between July 1, 2014 and June 30, 2015.

**1.80.** (SDE: Educational Credit for Exceptional Needs Children) (A) As used in this proviso:

(1) ‘Independent school’ means a school, other than a public school, at which the compulsory attendance requirements of Section 59-65-10 may be met and that does not discriminate based on the grounds of race, color, religion, or national origin.

(2) ‘Parent’ means the natural or adoptive parent or legal guardian of a child.

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(3) ‘Qualifying student’ means a student who is a South Carolina resident and who is eligible to be enrolled in a South Carolina secondary or elementary public school at the kindergarten or later year level for the current school year.

(4) ‘Resident public school district’ means the public school district in which a student resides.

(5) ‘Tuition’ means the total amount of money charged for the cost of a qualifying student to attend an independent school including, but not limited to, fees for attending the school and school-related transportation.

(6) ‘Eligible school’ means an independent school including those religious in nature, other than a public school, at which the compulsory attendance requirements of Section 59-65-10 may be met, that:

(a) offers a general education to primary or secondary school students;

(b) does not discriminate on the basis of race, color, or national origin;

(c) is located in this State;

(d) has an educational curriculum that includes courses set forth in the state’s diploma requirements and where the students attending are administered national achievement or state standardized tests, or both, at progressive grade levels to determine student progress;

(e) has school facilities that are subject to applicable federal, state, and local laws; and

(f) is a member in good standing of the Southern Association of Colleges and Schools, the South Carolina Association of Christian Schools or the South Carolina Independent Schools Association.

(7) ‘Nonprofit scholarship funding organization’ means a charitable organization that:

(a) is exempt from federal tax under Section 501(a) of the Internal Revenue Code by being listed as an exempt organization in Section 501(c)(3) of the Code;

(b) allocates, after its first year of operation, at least ninety-five percent of its annual contributions and gross revenue received during a particular year to provide grants for tuition, transportation, or textbook expenses (collectively hereinafter referred to as tuition) or any combination thereof to children enrolled in an eligible school meeting the criteria of this section, and incurs administrative expenses annually, after its first year of operation, of not more than five percent of its annual contributions and revenue for a particular year;

(c) allocates all of its funds used for grants on an annual basis to children who are ‘exceptional needs’ students as defined herein;

(d) does not provide grants solely for the benefit of one school, and if ~~the Department of Revenue determines that~~ the nonprofit scholarship funding organization is providing grants to one particular school, the tax credit allowed by this section may be disallowed;

(e) does not have as a member of its governing board any parent, legal guardian, or member of their immediate family who has a child or ward who is currently receiving or has received a scholarship grant authorized by this section from the organization within one year of the date the parent, legal guardian, or member of their immediate family became a board member; and

(f) does not have as a member of its governing board any person who has been convicted of a felony, or who has declared bankruptcy within the last seven years.

(8) ‘Person’ means an individual, partnership, corporation, or other similar entity.

(9) ‘Transportation’ means transportation to and from school only.

(B) A person is entitled to a tax credit against income taxes imposed pursuant to Chapter 6 or Chapter 11, Title 12 or bank taxes imposed pursuant to Chapter 11, Title 12 for the

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amount of money the person contributes to a nonprofit scholarship funding organization up to the limits of this proviso if:

(1) the contribution is used to provide grants for tuition, transportation, or textbook expenses or any combination thereof to exceptional needs children enrolled in eligible schools who qualify for these grants under the provisions of this proviso; and

(2) the person does not designate a specific child or school as the beneficiary of the contribution.

(C) Grants may be awarded by a scholarship funding organization in an amount not exceeding ten thousand dollars or the total cost of tuition, whichever is less, for qualifying students with ‘exceptional needs’ to attend an independent school. Prior to awarding any grant, a scholarship funding organization must receive written documentation from the parent documenting that the qualifying student is an exceptional needs child. Upon approving the application, the scholarship funding organization must issue a check to the eligible school in the name of the qualifying student. In the event that the qualifying student leaves or withdraws from the school for any reason prior to the end of the semester or school year and does not re-enroll within thirty days, then the eligible school must return a prorated amount of the grant to the scholarship funding organization based on the number of days the qualifying student was enrolled in the school during the semester or school year within sixty days of the qualifying student’s departure. An ‘exceptional needs’ child is defined as a child:

(1) ~~(a) who has been designated by the South Carolina Department of Education to meet the requirements of CFR 34 C.F.R. Part A Section 300.8~~ evaluated in accordance with South Carolina’s evaluation criteria, as set forth in S.C. Code Ann. Regs. 43-243.1, and determined eligible as a child with a disability who needs special education and related services, in accordance with the requirements of Section 300.8 of the Individuals with Disabilities Education Act; or

~~(b) who has been evaluated by either a psycho-educational specialist, a licensed school psychologist, a licensed clinical psychologist, or a licensed neuro psychologist who determines that the student needs special education and related services~~ diagnosed within the last three years by a licensed speech-language pathologist, psychiatrist, or medical, mental health, psycho-educational, or other comparable licensed healthcare provider as having a neurodevelopmental disorder; a substantial sensory or physical impairment (such as deaf, blind, or orthopedic disability); or some other disability or acute or chronic condition that significantly impedes the student’s ability to learn and succeed in school without specialized instructional and associated supports and services tailored to the child’s unique needs; and

(2) the child’s parents or legal guardian ~~believe~~ believes that the services provided by the school district of legal residence do not sufficiently meet the needs of the child.

(D) (1) (a) The tax credits authorized by subsection (B) may not exceed cumulatively a total of eight million dollars for contributions made on behalf of ‘exceptional needs’ students. If the Department of Revenue determines that the total of such credits claimed by all taxpayers exceeds this amount, it shall allow credits only up to those amounts on a first come, first serve basis.

(b) The department shall establish an application process to determine the amount of credit available to be claimed. The receipt of the application by the department will determine priority for the credit. Contributions Subject to the provisions of item (5), contributions must be made on or before June 30, 2015, in order to claim the credit. The credit must be claimed on the return for tax year that the contribution is made.

(2) A taxpayer may not claim more than sixty percent of their total tax liability for the year in contribution towards the tax credit authorized by subsection (B). This credit is not refundable.

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~~(3) If a husband and wife file separate returns, they each may only claim one half of the tax credit that would have been allowed for a joint return for the year.~~

~~(4) ~~(3)~~ The person shall apply for a credit under subsection (B) on or with the tax return for the period for which the credit is claimed.~~

~~(5) ~~(4)~~ (3)~~ The Department of Revenue shall prescribe the form and manner of proof required to obtain the credit authorized by subsection (B). Also, the department shall develop a method of informing taxpayers if either of the credit limits are met at any time during the ~~2013 2014 tax year~~ current fiscal year.

~~(6) ~~(5)~~ (4)~~ A person may claim a credit under subsection (B) for contributions made ~~on or after January 1, 2014~~ 2015 between July 1, 2014 and June 30, 2015.

(E) A corporation or entity entitled to a credit under subsection (B) may not convey, assign, or transfer the deduction or credit authorized by this section to another entity unless all of the assets of the entity are conveyed, assigned, or transferred in the same transaction.

(F) Except as otherwise provided, neither the Department of Education, the Department of Revenue, nor any other state agency may regulate the educational program of an independent school that accepts students receiving scholarship grants pursuant to this proviso.

(G) (1) The Education Oversight Committee, as established in Chapter 6, Title 59, is responsible for determining if an eligible school meets the criteria established by subsection (A)(6), and shall publish an approved list of such schools meeting this criteria below. For this purpose, it also shall promulgate regulations further enumerating the specifics of this criteria. In performing this function, the Education Oversight Committee shall establish an advisory committee made up of not more than nine members including parents, and representatives of independent schools and independent school associations. The advisory committee shall provide recommendations to the Education Oversight Committee on the content of these regulations and any other matters requested by the Education Oversight Committee.

(2) (a) By the first day of August for the current fiscal year, the Education Oversight Committee, on its website available to the general public, shall provide a list with addresses and telephone numbers of nonprofit scholarship funding organizations in good standing which provide grants under this proviso, and a list of approved independent schools which accept grants for eligible students and which in its determination are in compliance with the requirements of subsection (A)(6).

(b) Student test scores, by category, on national achievement or state standardized tests, or both, for all grades tested and administered by an eligible school receiving or entitled to receive scholarship grants under this proviso must be transmitted to the Education Oversight Committee which in turn shall publish this information on its website with the most recent scores by category included.

(3) Any independent school not determined to be an eligible school under the provisions of this proviso may seek review by filing a request for a contested case hearing with the Administrative Law Court in accordance with the court's rules of procedure.

(4) The Education Oversight Committee, after consultation with its nine-member advisory committee, may exempt an independent school having students with exceptional needs who receive scholarship grants pursuant to this proviso from the curriculum requirements of subsection (A)(6)(d).

(H) (1) Every nonprofit scholarship funding organization providing grants under subsection (C), shall cause an outside auditing firm to conduct a comprehensive financial audit of its operations in conformity with generally accepted accounting principles and shall furnish the same within thirty days of its completion and acceptance to the Secretary of State and Department of Revenue which must be made available by them on their website for public review.

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(2) Every independent school accepting grants for eligible students shall cause to be conducted a compliance audit by an outside entity or auditing firm examining its compliance with the provisions of this proviso, and shall furnish the same within thirty days of its completion and acceptance to the Secretary of State and Department of Revenue which must be made available by them on their website for public review.

- 1.82 DELETE** (CDEPP Expansion) Allows First Steps or the department to transfer CDEPP expansion funds to the other entity for expansion use if they determine by October 1st they will not spend the full amount. Requires they provide a report by February 1st on how many additional 4K programs have opened and the number of additional students served. Prohibits public school districts that receive these funds from building or adding additional space to accommodate students in a new 4K program.  
**WMC:** DELETE proviso. Requested by Department of Education.  
**HOU:** ADOPT deletion of proviso.  
**SUBCOMMITTEE RECOMMENDATION:** ADOPT deletion of proviso.

~~1.82. (SDE: CDEPP Expansion) If by October first, First Steps or the Department of Education determine they will not expend the full amount of the CDEPP expansion funds allocated to each they are permitted to transfer any unspent funds to the other, provided that they will be used for expansion. First Steps and the Department of Education must report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee no later than February 1st how many additional 4K programs have opened and how many additional students have been served. A public school district receiving funds pursuant to the provisions of the CDEPP expansion cannot build or add additional space, to include the addition of mobile units and also to include displacing currently enrolled students out of their current classrooms or schools, to accommodate students in a new 4 K program.~~

- 1.83 CARRIED FORWARD** (Instructional Materials Flexibility Pilot Program) **WMC:** ADD new proviso to authorize the department to use instructional materials funds to conduct the Instructional Materials Flexibility Pilot Program that will consist of up to 6 school districts. Direct that these school districts shall receive a direct allocation of funds for instructional materials per terms defined through the pilot program.  
**HOU:** ADOPT new proviso.  
**SUBCOMMITTEE RECOMMENDATION:** CARRIED FORWARD to Full Senate Finance Committee with no recommendation.

1.83. (SDE: Instructional Materials Flexibility Pilot Program) The Department of Education may use funds appropriated for instructional materials to conduct the Instructional Materials Flexibility Pilot. The Instructional Materials Flexibility Pilot will consist of up to six school districts admitted to the program by a process defined by the Department of Education. Districts participating in the pilot will opt out of the state system for receiving instructional materials in order to be allowed to receive a direct allocation of funds for instructional materials per the terms defined through the pilot.

- 1.84 ADD** (Academic Standards Adoption Procedure) **WMC:** ADD new proviso to prohibit funds from being spent to revise or adopt academic standards by the department, the EOC, or the State Board of Education if the department did not develop the changes being considered. Require the department and the EOC notify the General Assembly and the Governor of any plans and intent to initiate a change to an existing academic standard, including a cyclical review.

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**HOU:** ADOPT new proviso.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT new proviso.

1.84. (SDE: Academic Standards Adoption Procedure) No funds shall be expended in the current fiscal year to revise or adopt any academic standards by the Department of Education, the Education Oversight Committee, or the State Board of Education if the changes being considered were not developed by the Department of Education. Furthermore, upon initiating a change to an existing academic standard, including a cyclical review, the Education Oversight Committee and the Department of Education shall provide notice of their plans and intent to the General Assembly and the Governor.

- 1.85** **ADD** (First Steps CDEPP Carry Forward) **WMC:** ADD new proviso to authorize First Steps to use prior year carried forward CDEPP funds for technology and data system upgrades. Require a report be submitted by December 1, 2014 to the Office of State Budget and the Chairmen of the Senate Finance and House Ways and Means Committees on the expenditure of these funds.

**HOU:** ADOPT new proviso.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT new proviso.

1.85. (SDE: First Steps CDEPP Carry Forward) For Fiscal Year 2014-15, First Steps may use unexpended CDEPP funds carried forward from the prior fiscal year for technology and data system upgrades. No later than December 1, 2014, First Steps must report to the Office of State Budget, the Chairman of the Senate Finance Committee, and the Chairman of the House Ways and Means Committee on the expenditure of the funds to include the following information: expenditures on data system upgrades, expenditures on technology services and infrastructure and expenditures on personnel and training.

- 1.86** **ADD** (Governor's Schools Informational Access to Students) **WMC:** ADD new proviso to require school districts to permit both Governor's Schools to work with individual schools and their staff in order to share information with students and families about educational opportunities offered at the Governor's Schools through school visits, informational presentations and posters. Require the Governor's Schools to report to the Chairmen of the Senate Finance and House Ways and Means Committees by June 30, 2015, on results of these efforts. Direct the Governor's Schools to work with districts, the department, and School Report Card administrators to ensure the SAT scores of the school's students are included in the students' resident district School Report Card.

**HOU:** ADOPT new proviso.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT new proviso.

1.86. (SDE: Governor's Schools Informational Access to Students) For the current fiscal year, school districts must permit both the Governor's School for the Arts and Humanities and the Governor's School for Science and Mathematics to collaborate with individual schools and their staff to share information with students and families about the educational opportunities offered at the respective Governor's Schools, through avenues including school visits, informational presentations, and posters. By June 30, 2015, the Governor's School for the Arts and Humanities and the Governor's School for Science and Mathematics must report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee the results of these Informational Access efforts. Further, the two Governor's Schools will work with districts, the Department of Education and School Report Card

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administrators, to ensure that SAT scores of current Governor's Schools' students are included in the School Report Card of those students' resident schools and districts.

- 1.87 CARRIED FORWARD** (Alternative Fuel Transportation) **WMC:** ADD new proviso to direct the department to use up to 10% of School Bus Lease/Purchase appropriations to lease or purchase alternative fuel or dual fuel school buses. Authorize the department and school districts to enter into agreements to purchase alternative fuel and fueling stations and authorize school districts to lease or purchase school buses that use alternative fuel or dual fuel. Require the department report by June 1, 2015 to the Chairmen of the Senate Finance and House Ways and Means Committees on how many alternative fuel buses were purchase, the cost of each bus, and the type and cost of the alternative fuel used.
- HOU:** AMEND new proviso to delete the directive that the department to use "up to 10%" of School Bus Lease/Purchase appropriations to purchase alternative fuel or dual fuel school buses and instead require the department use "at least 5%, but not more than 10%" for that purpose. Sponsors: Reps. Bingham and Merrill.
- POTENTIAL AMENDMENT:** Require alternative fuel or dual fuel buses to be allocated to districts that request them if they have documented that infrastructure exists or will exist.
- SUBCOMMITTEE RECOMMENDATION:** CARRIED FORWARD to Full Senate Finance Committee with no recommendation.

*1.87. (SDE: Alternative Fuel Transportation) For the current fiscal year, of the funds appropriated for School Bus Lease/Purchase, the Department of Education is directed to use at least five percent, but not more than ten percent to lease or purchase school buses that are designed to use alternative fuel or are dual fuel. **Alternative fuel or dual fuel buses purchased must be allocated to districts that request them and which documents that infrastructure exists or will exist to accommodate these buses.** The department or any school district of this state is permitted to enter into an agreement to purchase alternative fuel and any needed fueling stations. School districts of this state are permitted to enter into an agreement to lease or purchase school buses that are designed to use alternative fuel or dual fuel. By June 1, 2015, the department must report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee how many alternative fuel or dual fuel buses were purchased, the cost of each bus, the type of alternative fuel used and the cost of the alternative fuel.*

- 1.88 CONFORM TO FUNDING AS AMENDED** (Reading Coaches) **WMC:** ADD new proviso to direct the allocation of Reading Coaches funds to hire full-time reading coaches at elementary schools which scored Not Met on the most recent reading and research test as follows: (1) for schools where 20% or more of students scored Not Met, provide the lesser of either \$62,730 or the actual salary and benefit cost; and (2) for schools where less than 20% of students scored Not Met, provide the lesser of \$31,365 or 50% of the actual salary and benefit cost and require a 1:1 local match. Require the department publish guidelines, by August 1, 2014, that define the minimum qualifications for a reading coach for Fiscal Year 2014-15. Require the department to develop procedures to monitor the use of these funds. Require up to \$5,000,000 of any remaining Reading Coaches funds be distributed among eligible school districts prior to the close of the current fiscal year. Allow funds appropriated for Reading Coaches to be retained, carried forward, and used for the same purpose.
- HOU:** AMEND new proviso to delete the requirement that school districts provide a 1:1 local match and instead require the district provide "local support for state funds" and allow the districts to use existing local funds currently used for reading assistance as the local match. Sponsors: Reps. Bingham, Allison, Anthony, and Hayes.

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**SUBCOMMITTEE RECOMMENDATION:** CONFORM to funding recommendation AS FURTHER AMENDED to specify that the amounts provided shall be “up to;” change local “match” to “support;” and specify licensed “/certified” teacher.

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

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

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

(B) By accepting these funds, a school district warrants that they will not be used to supplant existing school district expenditures. A district may, however, assign a reading coach to a primary school rather than to the elementary school to improve the early literacy skills of young children.

(C) Funds appropriated for Reading Coaches are intended to be used to provide elementary schools with reading coaches, who shall serve as job-embedded, stable resources for professional development throughout schools in order to generate improvement in reading and literacy instruction and student achievement. Reading coaches will support and provide initial and ongoing professional development to teachers in each of the major reading components, as needed, based on an analysis of student performance data. Reading coaches may also provide similar services relating to the administration and analysis of instructional assessments and the provision of differentiated instruction and intensive intervention. Specific services offered by a dedicated reading coach may include but are not limited to:

1) modeling effective instructional strategies for teachers;  
2) facilitating study groups;  
3) training teachers in data analysis and using data to differentiate instruction;  
4) coaching and mentoring colleagues;  
5) providing daily support to classroom teachers;  
6) working with teachers to ensure that research-based reading programs are implemented with fidelity;

7) helping to increase instructional density to meet the needs of all students;  
8) helping lead and support reading leadership teams at his or her school;  
9) continuing to increase his or her knowledge base in best practices in reading instruction, intervention, and instructional reading strategies;

10) working with all teachers (including content area, and elective areas) in the school he or she serves, prioritizing time for those teachers, activities, and roles that will have the greatest impact on student achievement, namely coaching and mentoring in classrooms; and

11) at a minimum working weekly with students in whole and small group instruction to supplement classroom learning.

A reading coach must not:

- 1) be assigned a regular classroom teaching assignment;
- 2) perform administrative functions that will confuse their role for teachers; or



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3) devote a significant portion of his or her time to administering or coordinating assessments.

(D) No later than August 1, 2014, the Department of Education must publish guidelines that define the minimum qualifications for a reading coach for Fiscal Year 2014-15. These guidelines must deem any licensed/certified teacher qualified if he or she:

- 1) holds a bachelor's degree and an add-on endorsement for literacy, or
- 2) holds a master's degree in reading or a closely-related field.

Within these guidelines, the Department of Education must also establish a process for Fiscal Year 2014-15 through which an elementary school may be permitted to use the allocation granted under subsection (A) in order to obtain in-school reading coaching services from a department-approved consultant or vendor, in the event that the school is not successful in identifying and directly employing a qualified candidate. The provisions of subsection (A), including the local ~~match~~ **support** requirements, shall also apply to any allocations made pursuant to this paragraph.

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

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

(G) The Department of Education shall require:

- 1) any school district receiving funding under subsection (A) to identify the name and qualifications of the supported reading coach; and
- 2) any school district receiving funding under subsection (F) to account for the specific amounts and uses of such funds.

(H) Funds appropriated for Reading Coaches shall be retained and carried forward to be used for the same purpose.

**1.89 CONFORM TO FUNDING AS AMENDED** (Charter School Transition Funds) **HOU:** ADD new proviso to require local districts to provide transition funds to charter schools. Sponsors: Reps. Bingham, Allison, Anthony, and Hayes.

**SUBCOMMITTEE RECOMMENDATION:** CONFORM to funding recommendation AS AMENDED to specify that charter schools "sponsored" by a local school district "and located in a district receiving transition funds" must receive transition funds. Provide for transition funds to be reduced pro rata if demand exceeds the school district's allotment.

1.89. (SDE: Charter School Transition Funds) For Fiscal Year 2014-15, charter schools ~~in local school districts~~ **sponsored by a local school district and located in a district receiving transition funds** must receive transition funds from the local district in an amount equal to any reduction in funds received by the school due to the changes in the Education Finance Act formula. **If the amount of transition funds for the charter schools exceeds the school district's allotment of transition funds, transition funds will be reduced pro rata for all parties.**

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- 1.90**     **ADD** (Retired Teacher Salaries)     **HOU:**   ADD new proviso to allow school districts to negotiate salaries for retired, non-TERI teachers below the salary schedule for the 2014-15 school year. Sponsors: Reps. Bingham, Allison, Anthony, and Hayes.  
**SUBCOMMITTEE RECOMMENDATION:**   ADOPT new proviso.

*1.90. (SDE: Retired Teacher Salaries) For Fiscal Year 2014-15, school districts may uniformly negotiate salaries below the school district salary schedule for the 2014-15 school year for retired teachers who are not participants in the Teacher and Employee Retention Incentive program.*

- 1.91**     **DELETE NEW PROVISO** (Sports Participation)     **HOU:**   ADD new proviso to require a school that receives state funds to allow a student who is a military dependent who transfers from their resident school district to another school district, to participate in a sport that was not offered in their resident school district. Direct the department to withhold 1% of the school's total state allocation if they do not comply with this provision. Sponsor: Rep. Daning.  
**SUBCOMMITTEE RECOMMENDATION:**   DELETE new proviso.

~~*1.91. (SDE: Sports Participation) Any school receiving state funds shall be required to allow a military dependent student who has transferred from their resident school district to another school district to participate in a sport that was not offered in the resident school district. Should a school fail to comply with this provision, the Department of Education shall withhold one percent of their total state allocation.*~~

- 1.92**     **ADD** (Graduation Rates)     **HOU:**   ADD new proviso to direct that if a high school has a graduation rate that is below 60%, the local school district board of trustees must provide a detailed report to the State Board of Education on a plan to increase the graduation rate in accordance with the EAA. Sponsor: Rep. Crosby.  
**SUBCOMMITTEE RECOMMENDATION:**   ADOPT new proviso.

*1.92. (SDE: Graduation Rates) For the current fiscal year, if a high school has a graduation rate below sixty percent, using appropriated funds a local school district board of trustees must provide a report detailing a plan to increase the graduation rate in accordance with the provisions of the Education Accountability Act to the State Board of Education.*

- 1.cc**     **CARRIED FORWARD** (Credit for Contributions to Certain School Districts)  
**REQUEST:**   ADD new proviso to provide for a tax credit against income taxes imposed by Title 12, Chapter 6 [SC INCOME TAX ACT] or Chapter 11 [INCOME TAX ON BANKS] or against bank taxes imposed by Title 12, Chapter 11 [INCOME TAX ON BANKS] for the monies contributed to a school district with a poverty index of 80% or greater. Require contributions be used by the school district for instruction purposes in underperforming schools with a poverty index of 85% or greater and no schools meet that criteria, the funds may be used for other instructional support to improve student performance, including technology. Require school districts that receive contributions to a report to the EOC on how the funds were expended and direct the EOC to compile the reports and submit a report to the General Assembly on contributions made and on expenditure of the funds. Limit the authorized tax credits to a cumulative \$8,000,000 and direct that claims shall be on a first come first serve basis; direct DOR to establish an application process; and direct that contributions be made on or before June 30th of the current fiscal year in order to claim the credit. Direct that a taxpayer may not claim more than 60% of their total tax liability toward the tax credit and direct that the credit is non-refundable. Direct that a person may claim this credit for contributions made on or after January 1st of the current

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fiscal year. Prohibit a corporation or entity from transferring the credit to another entity unless all entity assets are also transferred. Direct that the EOC is responsible for determining if a school and school district meet the specified criteria and direct the EOC to publish an approved list of schools and school districts on its website.

**SUBCOMMITTEE RECOMMENDATION:** CARRIED FORWARD to Full Senate Finance Committee with No Recommendation.

*I.cc. (SDE: Credit for Contributions to Certain School Districts) (A) A person is entitled to a tax credit against income taxes imposed pursuant to Chapter 6 or Chapter 11, Title 12 of the 1976 Code or bank taxes imposed pursuant to Chapter 11, Title 12 of the 1976 Code for the amount of money the person contributes to a school district with a poverty index of eighty percent or greater.*

*(B) (1) The contributions must be used by the school district for instruction purposes, including, innovative and research-based strategies designed to improve student performance. The contributions must be used in underperforming schools within the district or schools with a poverty index of eighty-five percent or greater, but if there are no such schools within the district, then the contributions may be used for other instructional support for the purpose of improving student performance, including technology. A school is underperforming if it received an absolute rating of At Risk or Below Average score on its most recent annual report card.*

*(2) Any school district receiving contributions in the current fiscal year must submit a report to the Education Oversight Committee detailing the manner in which it expended the contributions. The Education Oversight Committee shall compile the reports and deliver a report to the General Assembly by June thirtieth of the current fiscal year, detailing the fiscal year's contributions made and expenditure of the funds.*

*(C) (1) The tax credits authorized by subsection (A) may not exceed cumulatively a total of eight million dollars. If the Department of Revenue determines that the total of such credits claimed by all taxpayers exceeds this amount, it shall allow credits only up to those amounts on a first come, first serve basis. The department shall establish an application process to determine the amount of credit available to be claimed. The receipt of the application by the department will determine priority for the credit. Contributions must be made on or before June thirtieth of the current fiscal year, in order to claim the credit.*

*(2) A taxpayer may not claim more than sixty percent of their total tax liability for the year in contribution towards the tax credit authorized by subsection (A). This credit is not refundable.*

*(3) The person shall apply for a credit under subsection (A) on or with the tax return for the period for which the credit is claimed.*

*(4) The Department of Revenue shall prescribe the form and manner of proof required to obtain the credit authorized by subsection (A). Also, the department shall develop a method of informing taxpayers if either of the credit limits are met at any time during the applicable tax year.*

*(5) A person may claim a credit under subsection (A) for contributions made on or after January first of the current fiscal year.*

*(D) A corporation or entity entitled to a credit under subsection (A) may not convey, assign, or transfer the credit authorized by this paragraph to another entity unless all of the assets of the entity are conveyed, assigned, or transferred in the same manner.*

*(E) The Education Oversight Committee, as established in Chapter 6, Title 59 of the 1976 Code, is responsible for determining if a school district and a school meets the criteria established by subsections (A) and (B), and shall publish on its website an approved list of such school districts and schools meeting this criteria.*

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**SECTION 1A - H63-DEPARTMENT OF EDUCATION-EIA**

- 1A.2 DELETE** (Services for Students with Disabilities) Directs the expenditure of funds appropriated for Services for Students with Disabilities.  
**WMC:** DELETE proviso. *Funding is no longer available.* Requested by Department of Education.  
**HOU:** ADOPT deletion of proviso.  
**SUBCOMMITTEE RECOMMENDATION:** ADOPT deletion of proviso.

~~1A.2. (SDE-EIA: XII.A.1 Services for Students with Disabilities) The money appropriated in Part IA, Section 1, XII.A.1. for Services for Students with Disabilities shall be used only for educational services for pupils with moderate to severe intellectual disabilities.~~

- 1A.3 CONFORM TO FUNDING AS AMENDED** (Half Day Program for Four-Year-Olds) Establishes the distribution formula for funds to districts offering programs for four-year-old children in the half day program based on the prior year kindergarten students eligible for free and reduced lunch.  
**WMC:** AMEND proviso to require that up to \$2.5 million be allocated for administering a formative readiness assessment or assessments that analyze early literacy competencies that have been approved by the State Board. Require the department provide professional development and teacher training. Direct that the rest of the funds be distributed to school districts that are either not participating or are not eligible to participate in the Child Development Education Pilot Program.  
**HOU:** ADOPT proviso as amended.  
**SUBCOMMITTEE RECOMMENDATION:** CONFORM to funding recommendation AS FURTHER AMENDED to specify “public” kindergarten..

1A.3. (SDE-EIA: XII.B - Half Day Program for Four-Year-Olds) Funds Of the funds appropriated in Part IA, Section 1, XII.B. for half-day programs for four-year-olds, up to \$2,500,000 must be allocated for the administration in the current fiscal year of a formative readiness assessment or assessments that will analyze the early literacy competencies of children in public prekindergarten and public kindergarten so that students may receive the appropriate support and intervention to succeed in school. The assessments must be approved by the State Board of Education. Professional development and teacher training must be provided by the department. The remainder of the funds shall be distributed based on the prior year number of students in kindergarten eligible for free and reduce price lunch to school districts that are not participating or not eligible to participate in the Child Development Education Pilot Program.

- 1A.4 AMEND** (African-American History) Authorizes African-American curricula development funds to be carried forward and used for the same purpose.  
**WMC:** AMEND proviso to require at least 70% of the funds carried forward be used to develop additional instructional materials by nonprofit organizations selected through a competitive bidding process. Direct that priority be given to organizations that have already produced materials currently being used in schools and outreach programs that reflect African-American culture and history and support literacy efforts. Requested by Education Oversight Committee.  
**HOU:** ADOPT proviso as amended.  
**SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

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**1A.4.** (SDE-EIA: XII.A.3. African-American History) Funds provided for the development of the African-American History curricula may be carried forward into the current fiscal year ~~to be expended for the same purpose.~~ For Fiscal Year 2014-15 not less than 70 percent of the funds carried forwarded must be expended for the development of additional instructional materials by nonprofit organizations selected through a competitive bids process by the Department of Education. Priority must be given to organizations that have already produced materials that are currently being used by schools and outreach programs that reflect African-American culture and history and that support literacy efforts.

**1A.8** **AMEND** (CHE/Teacher Recruitment) Provides for the distribution of Teacher Recruitment Program funds.

**WMC:** AMEND proviso to delete reference to the “establishment” of the S.C. Teacher Loan Advisory Committee along with references to “initial” appointments and meetings.

**HOU:** ADOPT proviso as amended.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1A.8.** (SDE-EIA: XII.F.2-CHE/Teacher Recruitment) Of the funds appropriated in Part IA, Section 1, XII.F.2. for the Teacher Recruitment Program, the South Carolina Commission on Higher Education shall distribute a total of ninety-two percent to the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) for a state teacher recruitment program, of which at least seventy-eight percent must be used for the Teaching Fellows Program specifically to provide scholarships for future teachers, and of which twenty-two percent must be used for other aspects of the state teacher recruitment program, including the Teacher Cadet Program and \$166,302 which must be used for specific programs to recruit minority teachers: and shall distribute eight percent to South Carolina State University to be used only for the operation of a minority teacher recruitment program and therefore shall not be used for the operation of their established general education programs. Working with districts with an absolute rating of At-Risk or Below Average, CERRA will provide shared initiatives to recruit and retain teachers to schools in these districts. CERRA will report annually by October first to the Education Oversight Committee and the Department of Education on the success of the recruitment and retention efforts in these schools. The South Carolina Commission on Higher Education shall ensure that all funds are used to promote teacher recruitment on a statewide basis, shall ensure the continued coordination of efforts among the three teacher recruitment projects, shall review the use of funds and shall have prior program and budget approval. The South Carolina State University program, in consultation with the Commission on Higher Education, shall extend beyond the geographic area it currently serves. Annually, the Commission on Higher Education shall evaluate the effectiveness of each of the teacher recruitment projects and shall report its findings and its program and budget recommendations to the House and Senate Education Committees, the State Board of Education and the Education Oversight Committee by October 1 annually, in a format agreed upon by the Education Oversight Committee and the Department of Education.

With the funds appropriated CERRA shall also ~~establish,~~ appoint, and maintain the South Carolina Teacher Loan Advisory Committee. The Committee shall be composed of one member representing each of the following: (1) Commission on Higher Education; (2) State Board of Education; (3) Education Oversight Committee; (4) Center for Educator Recruitment, Retention, and Advancement; (5) South Carolina Student Loan Corporation; (6) South Carolina Association of Student Financial Aid Administrators; (7) a local school district human resources officer; (8) a public higher education institution with an approved teacher education program; and (9) a private higher education institution with an approved teacher education program. The members of the committee representing the public and private higher education

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institutions shall rotate among those intuitions and shall serve a two-year term on the committee. ~~Initial appointments must be made by July 1, 2013, at which time the member representing CERRA shall call the first meeting. At the initial meeting, a chairperson and vice-chairperson must be elected by a majority vote of the committee.~~ The committee must be staffed by CERRA, and shall meet at least twice annually. The committee's responsibilities are limited to: (1) establishing goals for the Teacher Loan Program; (2) facilitating communication among the cooperating agencies; (3) advocating for program participants; and (4) recommending policies and procedures necessary to promote and maintain the program.

**1A.9 AMEND** (Disbursements/Other Entities) Directs a quarterly disbursement by the Department of Revenue directly to other state agencies referenced in the appropriations act with four exceptions listed that receive their full appropriations at the start of the fiscal year. Grants conforming funding authority to the Comptroller General.

**WMC:** AMEND proviso to direct DOR, from available revenue, to provide the full amount of the funds authorized for Teacher Supplies to the Department of Education at the beginning of the fiscal year.

**HOU:** ADOPT proviso as amended.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1A.9. (SDE-EIA: XII.F.2-Disbursements/Other Entities)** Notwithstanding the provisions of Sections 2-7-66 and 11-3-50, S.C. Code of Laws, it is the intent of the General Assembly that funds appropriated in Part IA, Section 1, XII.F.2. Other State Agencies and Entities shall be disbursed on a quarterly basis by the Department of Revenue directly to the state agencies and entities referenced except for the Teacher Loan Program, Centers of Excellence, the Education Oversight Committee and School Technology, which shall receive their full appropriation at the start of the fiscal year from available revenue. The Comptroller General's Office is authorized to make necessary appropriation reductions in Part IA, Section 1, XII.F.2. to prevent duplicate appropriations. If the Education Improvement Act appropriations in the agency and entity respective sections of the General Appropriations Act at the start of the fiscal year do not agree with the appropriations in Part IA, Section 1, XII.F.2. Other State Agencies and Entities, the "other funds" appropriations in the respective agency and entity sections of the General Appropriations Act will be adjusted by the Comptroller General's Office to conform to the appropriations in Part IA, Section 1, XII.F.2. Other State Agencies and Entities. Further, the Department of Revenue is directed to provide the full appropriation of the funding appropriated in Part IA, Section 1, XII.C.2 Teacher Supplies to the Department of Education at the start of the fiscal year from available revenue.

**1A.11 AMEND** (Teacher Supplies) Provides guidelines for distributing teacher supply reimbursement of up to \$275 each school year to offset the expenses they have incurred for teaching supplies and materials. Allows any classroom teacher, including those at a S.C. private schools that are not eligible for this reimbursement to claim a refundable income tax credit on their 2013 tax return.

**WMC:** AMEND proviso to update tax return reference to "2014."

**HOU:** ADOPT proviso as amended.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1A.11. (SDE-EIA: XII.C.2-Teacher Supplies)** All certified public school teachers, certified special school classroom teachers, certified media specialists, and certified guidance counselors who are employed by a school district or a charter school as of November thirtieth of the current fiscal year, based on the public decision of the school board may receive

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reimbursement of up to two hundred seventy-five dollars each school year to offset expenses incurred by them for teaching supplies and materials. Funds shall be disbursed by the department to School districts by July fifteenth based on the last reconciled Professional Certified Staff (PCS) listing from the previous year. With remaining funds for this program, any deviation in the PCS and actual teacher count will be reconciled by December thirty-first or as soon as practicable thereafter. Based on the public decision of the school district these funds shall be disbursed in a manner separate and distinct from their payroll check on the first day teachers, by contract, are required to be in attendance at school for the current contract year. This reimbursement shall not be considered by the state as taxable income. Special schools include the Governor's School for Science and Math, the Governor's School for the Arts and Humanities, Wil Lou Gray Opportunity School, John de la Howe School, School for the Deaf and the Blind, Felton Lab, Department of Juvenile Justice, and Palmetto Unified School District. Funds distributed to school districts or allocated to schools must not supplant existing supply money paid to teachers from other sources. If a school district requires receipts for tax purposes the receipts may not be required before December thirty-first. Districts that do not wish to require receipts may have teachers retain the receipts and certify for the district they have received the allocation for purchase of teaching supplies and/or materials and that they have purchased or will purchase supplies and/or materials during the fiscal year for the amount of the allocation. Districts shall not have an audit exception related to non-retention of receipts in any instances where a similar instrument is utilized. Any district requiring receipts must notify any teacher from whom receipts have not been submitted between November twenty-fifth and December sixth that receipts must be submitted to the district. Districts may not add any additional requirement not listed herein related to this reimbursement.

Any classroom teacher, including a classroom teacher at a South Carolina private school, that is not eligible for the reimbursement allowed by this provision, may claim a refundable income tax credit on the teacher's ~~2013~~ 2014 tax return, provided that the return or any amended return claiming the credit is filed prior to the end of the fiscal year. The credit is equal to two hundred seventy-five dollars, or the amount the teacher expends on teacher supplies and materials, whichever is less. If any expenditures eligible for a credit are made after December thirty-first, the teacher may include the expenditures on his initial return or may file an amended ~~2013~~ 2014 return claiming the credit, so long as the return or amended return is filed in this fiscal year. The Department of Revenue may require whatever proof it deems necessary to implement the credit provided by this part of this provision.

**1A.19 AMEND FURTHER** (Assessment) Authorizes assessment funds to be carried forward to pay for state assessment activities and for scoring of the spring PACT assessment.

**WMC:** AMEND proviso to direct that PSAT/PLAN reimbursements resume in the current fiscal year. Requested by Education Oversight Committee.

**HOU:** ADOPT proviso as amended.

**SUBCOMMITTEE RECOMMENDATION:** AMEND FURTHER to delete reference to "PLAN" reimbursements. *Act will no longer provide the PLAN or EXPLORE tests after the current school year.* Requested by Education Oversight Committee.

**1A.19.** (SDE-EIA: Assessment) The department is authorized to carry forward into the current fiscal year, prior year state assessment funds for the purpose of paying for state assessment activities not completed by the end of the fiscal year including the scoring of the spring statewide accountability assessment. ~~PSAT/PLAN reimbursements~~ Reimbursements shall resume in the current fiscal year for PSAT.

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- 1A.26 CONFORM TO FUNDING** (Artistically and Academically High-Achieving Students) Provides for the allocation to districts of EIA funds appropriated for high achieving students.  
**WMC:** DELETE proviso.  
**HOU:** ADOPT deletion of proviso.  
**SUBCOMMITTEE RECOMMENDATION:** CONFORM to funding recommendation.

~~1A.26. (SDE-EIA: Artistically and Academically High-Achieving Students) EIA funds appropriated for high achieving students must be allocated to districts based on three factors: (1) the number of students served in academic gifted and talented programs based on the prior year's one hundred thirty five day count of average daily membership adjusted for the current year's forty five day count and the number of students identified as artistically gifted and talented; (2) the number of students taking Advanced Placement or International Baccalaureate (IB) exams in the prior year; and (3) a per pupil allocation for charter schools serving state-identified artistically and academically high achieving students in core academic classes with an accelerated curriculum that has been verified by the Department of Education to meet the requirements of State Board of Education Regulation 43-220 and if they are serving state-identified artistically and academically high achieving students in core academic courses which are included on the prior year's Commission on Higher Education's list of transferable courses. The Department of Education shall report to the Senate Education Committee and the House Education and Public Works Committee regarding the allocation and distribution of the funds by June first. At least eighty five percent of the funds appropriated for each student classified herein must be spent for instruction and instructional support for students who generated the funds. Up to \$500,000 of the funds may be retained by the Department of Education for teacher endorsement and certification activities. Districts shall set aside twelve percent of the funds for serving artistically gifted and talented students in grades three through twelve.~~

~~The board of trustees of a school district electing to charge a fee to the parent or legal guardian of a student taking the Advanced Placement or International Baccalaureate exam is required to develop a policy for such a fee which accounts for the student's ability to pay and at an amount not to exceed the actual test cost. A test fee may not be charged to students eligible for free lunch and must be pro rata for students eligible for reduced price lunch if the parent or legal guardian requests.~~

- 1A.28 AMEND** (Professional Development) Directs that school district allocations must be based on WPU's and expended on professional development for certified instructional personnel teaching in grades K through 12 across all content areas. Authorize the department to retain up to 25% for administration and for providing professional development services. Require the department to post professional development standards on their website and provide training through telecommunication methods.  
**SUBCOMMITTEE RECOMMENDATION:** AMEND proviso to allow up to \$500,000 of professional development funds to be used for gifted and talented teacher endorsement and certification activities. Requested by Education Oversight Committee.

**1A.28. (SDE-EIA: Professional Development)** Of the funds appropriated for professional development, up to \$500,000 may be expended for gifted and talented teacher endorsement and certification activities. The balance of EIA funds appropriated for professional development must be allocated to districts based on the number of weighted pupil units in each school district in proportion to the statewide weighted pupil units using the one hundred thirty-five day count of the prior school year. The funds must be expended on professional development for certificated instructional and instructional leadership personnel in grades kindergarten through twelve across all content areas, including teaching in and through the arts. No more than



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twenty-five percent of the funds appropriated for professional development may be retained by the Department of Education for the administration and provision of *other* professional development services. The Department of Education must provide professional development on assessing student mastery of the content standards through classroom, formative and end-of-year assessments. The Department of Education also must post on the agency's website the South Carolina Professional Development Standards and provide training through telecommunication methods to school leadership on the professional development standards.

**1A.32 AMEND** (Incentive for National Board Certification After June 30, 2010) Provides for the National Board Certification Incentive for teachers certified by the National Board or who completed the application process on or after July 1, 2010.

**WMC:** AMEND proviso to suspend the salary supplement for new applicants for FY 14-15 and require the department submit a report on the long term costs of the program to the Senate Finance and House Ways and Means Committees by January 1, 2015. Direct that school districts are not prohibited from offering National Board certified teachers a local salary supplement nor are teachers or teacher specialists prohibited from seeking National Board certification. Requested by Department of Education.

**HOU:** ADOPT proviso as amended.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1A.32.** (SDE-EIA: Incentive for National Board Certification After June 30, 2010) Public school classroom teachers to include teachers employed at the special schools or classroom teachers who work with classroom teachers to include teachers employed at the special schools who are certified by the State Board of Education and who complete the application process on or after July 1, 2010 shall be paid a \$5,000 salary supplement in the year of achieving certification. The special schools include the Governor's School for Science and Math, Governor's School for the Arts and Humanities, Wil Lou Gray Opportunity School, John de la Howe School, School for the Deaf and the Blind, Felton Lab, Department of Juvenile Justice and Palmetto Unified School District 1. The \$5,000 salary supplement shall be added to the annual pay of the teacher, not to exceed ten years of the national certificate. However, the \$5,000 supplement shall be adjusted on a pro rata basis for the teacher's FTE and paid to the teacher in accordance with the district's payroll procedure. The Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) shall administer whereby teachers who are United States citizens or permanent resident aliens apply to the National Board for Professional Teaching Standards for certification on or after July 1, 2010. Should the program not be suspended, up to nine hundred applications shall be processed annually. Of the funds appropriated in Part IA, Section 1, XII.C.2. for National Board Certification, the Department of Education shall transfer to the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) the funds necessary for the administration of teachers applying to the National Board for Professional Teaching Standards for certification.

*New applications for the salary supplement prescribed in this proviso are suspended for Fiscal Year 2014-15. The Department of Education shall submit a report on the long-term costs of the program to the Senate Finance Committee and the House Ways and Means Committee by January 1, 2015. This proviso does not prohibit school districts from offering a local salary supplement for National Board certified teachers nor does it prohibit a teacher or teacher specialist from seeking National Board certification.*

**1A.35 DELETE** (Carry Forward) Directs that EIA funds carried forward from the prior fiscal year and from FY 13-14, not otherwise appropriated or authorized, must be carried forward and the first \$1,000,000 be provided to Clemson University by July 15th for a summer reading pilot

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program for low income elementary school students. Directs Clemson to work in conjunction with the EOC to determine program outcomes and authorizes Clemson to retain no more than 15% to complete the study. Requires \$200,000 be provided to each school designated as a Palmetto Priority School in the prior year which did not receive EIA technical assistance funds, and directs that if there are not enough funds, each district's share will be reduced on a pro-rata basis. Directs any remaining balance be spent for school bus fuel costs, National Board Supplements, and Instructional Materials.

**WMC:** DELETE proviso. *See new proviso 1A.67.*

**HOU:** ADOPT deletion of proviso.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT deletion of proviso.

~~1A.35. (SDE-EIA: Carry Forward) EIA carry forward from the prior fiscal year and Fiscal Year 2013-14 and not otherwise appropriated or authorized must be carried forward and expended first to provide Clemson University with \$1,000,000 no later than July fifteenth to fund a summer reading pilot program for low income elementary school students. Clemson University will work in conjunction with the Education Oversight Committee to determine the outcomes of the program. Clemson University is authorized to retain no more than fifteen percent of the funds to complete the study. Funds also must be expended to provide \$200,000 to each school that was designated by the department as a Palmetto Priority School in the prior year but did not receive an allocation of EIA technical assistance funds in the prior fiscal year to improve teacher recruitment and retention, to reduce the district's dropout rate, to improve student achievement in reading/literacy, or to train teachers in how to teach children of poverty as stipulated in the school's renewal plan. If funds are not sufficient to provide \$200,000 to each qualifying school, the \$200,000 shall be reduced on a pro-rata basis. Any balance remaining must be expended for school bus fuel costs, National Board Supplements, and Instructional Materials.~~

**1A.36 AMEND** (Centers of Excellence) Directs that \$350,000 of Centers of Excellence funds must be allocated to the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty to expand the training statewide through weekend college, non-traditional or alternative learning opportunities.

**WMC:** AMEND proviso to delete the requirement that the center is also charged with developing curricula for add-on certification for teachers who specialize in teaching children of poverty. Direct CHE, with the increased funds provided, to fund a new center in FY 14-15 to provide professional development to enable teachers to create a college-going and career readiness culture that prepares students for postsecondary education and the world of work. Requested by Education Oversight Committee.

**HOU:** ADOPT proviso as amended.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1A.36. (SDE-EIA: Centers of Excellence)** Of the funds appropriated for Centers of Excellence, \$350,000 must be allocated to the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty to expand statewide training for individuals who teach children of poverty through weekend college, non-traditional or alternative learning opportunities. The center also is charged with developing a sequence of knowledge and skills and program of study for add-on certification for teachers specializing in teaching children of poverty. Furthermore, with increased funds provided, the Commission on Higher Education will fund a new center in Fiscal Year 2014-15 that will provide professional development to teachers to enable them to transform the P-12 experience to create a college-going and career readiness culture that prepares students for postsecondary education and the world of work.

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**1A.37 AMEND** (IDEA Maintenance of Effort) Directs that Aid to Districts funds be used to meet the estimated maintenance of effort for IDEA. Directs that funds provided for IDEA maintenance of effort may not be transferred for any other purpose and are not subject to flexibility. Requires the department submit an estimate of the IDEA MOE requirement to the General Assembly and the Governor by December, 2013. Directs the department to transfer \$350,000 to the S.C. Autism Society for the Autism Parent-School Partnership Program if there are sufficient funds available to meet IDEA maintenance of effort.

**WMC:** AMEND proviso to change “Fiscal Year 2013-14” to “current fiscal year” and delete the directive that \$350,000 be transferred to the S.C. Autism Society. *See proviso 1A.64.* Requested by Department of Education.

**HOU:** ADOPT proviso as amended.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1A.37.** (SDE-EIA: IDEA Maintenance of Effort) Prior to the dispersal of funds appropriated in Section XII.A.1 Aid to Districts according to Proviso 1A.34 for ~~Fiscal Year 2013-14~~ *the current fiscal year*, the department shall direct funds appropriated in Section XII.A.1 Aid To Districts to school districts and special schools for supplemental support of programs and services for students with disabilities, to meet the estimated maintenance of effort for IDEA. Funds provided for the maintenance of effort for IDEA may not be transferred to any other purpose and therefore are not subject to flexibility. The department shall distribute these funds using the current fiscal year one hundred thirty-five day Average Daily Membership. For continued compliance with the federal maintenance of efforts requirements of the IDEA, funding for children with disabilities must, to the extent practicable, be held harmless to budget cuts or reductions to the extent those funds are required to meet federal maintenance of effort requirements under the IDEA. In the event cuts to funds that are needed to maintain fiscal effort are necessary, when administering such cuts, the department must not reduce funding to support children with disabilities who qualify for services under the IDEA in a manner that is disproportionate to the level of overall reduction to state programs in general. By December 1, 2013, the department must submit an estimate of the IDEA MOE requirement to the General Assembly and the Governor. ~~The department is directed to transfer \$350,000 to the South Carolina Autism Society for the Autism Parent School Partnership Program, as long as sufficient funds are available to meet the IDEA maintenance of effort.~~

**1A.38 AMEND** (Career Cluster Industry Partnerships) Requires the department to use \$800,000 to provide direct grants to private sector statewide trade associations or education foundations that provides nationally certified programs in career and technology education in certain career clusters. Requires organizations awarded these funds to submit a semi-annual financial report that has been audited by a third party accounting firm in addition to the final report due August 1st.

**WMC:** AMEND proviso to specify that the semi-annual report is a programmatic and financial report and that the final report must be audited by a third party accounting firm. Requested by Department of Education.

**HOU:** ADOPT proviso as amended.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1A.38.** (SDE-EIA: Career Cluster Industry Partnerships) From the funds appropriated to the Department of Education, \$800,000 must be provided as direct grants to the private sector statewide trade association or educational foundation providing nationally certified programs in career and technology education representing the automotive, construction, engineering, healthcare, mechanical contracting/construction, and hospitality tourism career clusters.

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Organizations applying for a grant must do so by July first and the Department of Education must award a minimum of one grant of at least \$150,000 in at least four of these specified career clusters to be used exclusively for career and technology education. The recipient industry organization must conduct end-of-course exams graded by a national industry organization and must include in their grant request how the money will be spent to further industry-specific career technology education; a description and history of their program nationally and within South Carolina; estimates of future employment growth in their industry; and the national scope of their program. By August first of the following year, the organization must submit to the department a report detailing how the grant increased industry/employer awareness; the number of increased schools using the industry-based curriculum and partnered with the industry organization; the increased number of students in the program; and an overview and analysis of the organization's statewide student competition. The grant must be used for career awareness programs for that industry cluster; statewide student competitions leading to national competitions; teacher development and training; post-secondary scholarships in industry-specific degree programs; student recruitment into that career cluster programs; programs to educate middle and high school Career or Guidance Counselors about the industry; service to disadvantaged youth; and administering business/employer awareness and partnerships which help lead to experience-based, career-oriented experiences including internships, apprenticeships, mentoring, co-op education and service learning. The Office of Career and Technology Education of the department will develop goals with each career cluster on the number of new schools using the industry-based curriculum and partnered with that career cluster organization. These funds may not be used to supplant or replace, in whole or in part, other existing resources/assets sourced outside the present grant being used to provide the same services or programs. Organizations may carry-over grants for up to three years when a large project is identified in the grant application to be used at a future date; otherwise excess funds must be returned to the state. Organizations awarded must submit a semi-annual programmatic and financial report on the last day of December ~~that has been audited by a third party accounting firm~~ in addition to the final report due August first that has been audited by a third party accounting firm.

**1A.42 CONFORM TO FUNDING** (Teacher Salaries/SE Average) States the projected Southeastern average teacher salary for FY 13-14 is \$48,858 and directs the department to continue to use the FY 2012-13 schedule. Requires a local district board of trustees to provide a step increase for all eligible certified teachers.

**WMC:** AMEND proviso to change the projected SE average teacher salary from "\$48,858" to "\$48,892." Direct the department to continue to use the FY 2012-13 schedule in FY 2014-15.

Requested by Department of Education.

**HOU:** ADOPT proviso as amended.

**SUBCOMMITTEE RECOMMENDATION:** CONFORM to funding recommendation.

**1A.42.** (SDE-EIA: XII.C.2.-Teacher Salaries/SE Average) The projected Southeastern average teacher salary shall be the average of the average teachers' salaries of the southeastern states as projected by the Division of Budget and Analyses. For the current school year the Southeastern average teacher salary is projected to be ~~\$48,858~~ \$48,892. The General Assembly remains desirous of raising the average teacher salary in South Carolina through incremental increases over the next few years so as to make such equivalent to the national average teacher salary.

The statewide minimum teacher salary schedule used in Fiscal Year 2012-13 will continue to be used in Fiscal Year ~~2013-14~~ 2014-15.

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

Funds appropriated in Part IA, Section 1, XII.C.2. for Teacher Salaries must be used to increase salaries of those teachers eligible pursuant to Section 59-20-50 (b), to include classroom teachers, librarians, guidance counselors, psychologists, social workers, occupational and physical therapists, school nurses, orientation/mobility instructors, and audiologists in the school districts of the state.

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

- 1A.43 AMEND** (PowerSchool Dropout Recovery Data) Requires the department use PowerSchool and data collection funds to start collecting data from schools and school districts on the number of student who had dropped out and then reenrolled in a public school or in adult education to pursue their high school diploma. Directs the EOC, working with the department, to determine how to calculate a dropout recovery rate and require the rate be reported on the annual school and district report cards. Requires the department report the dropout recovery rate to the Senate Education and House Education and Public Works Committees.

**WMC:** AMEND proviso to delete the requirement that a report be submitted on implementation of a dropout recovery rate. Requested by Department of Education.

**HOU:** ADOPT proviso as amended.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1A.43.** (SDE-EIA: PowerSchool Dropout Recovery Data) With the funds appropriated to the Department of Education for PowerSchool and data collection, the department will begin in the current fiscal year to collect data from schools and school districts on the number of students who had previously dropped out of school and who reenrolled in a public school or adult education to pursue a high school diploma. The Education Oversight Committee working with the Department of Education will determine how to calculate a dropout recovery rate that will be reflected on the annual school and district report cards. ~~The Department of Education shall report to the Senate Education Committee and the House Education and Public Works Committee on the implementation of a dropout recovery rate.~~

- 1A.48 DELETE** (Next Generation Science Standards) Prohibits the department, the EOC, or the State Board of Education from spending funds on the Next Generation Science Standards initiative.

**WMC:** DELETE proviso. Requested by Education Oversight Committee.

**HOU:** ADOPT deletion of proviso.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT deletion of proviso.

**1A.48.** (SDE-EIA: Next Generation Science Standards) ~~No funds shall be expended in the current fiscal year by the Department of Education, the Education Oversight Committee, or the State Board of Education to participate in, implement, adopt or promote the Next Generation Science Standards initiative.~~

- 1A.49 AMEND** (National Board Certification Incentive) Provides for the National Board Certification Incentive for teachers certified by the National Board or who completed the application process prior to July 1, 2010.

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**WMC:** AMEND proviso to suspend the salary supplement for new applicants for FY 14-15 and require the department submit a report on the long term costs of the program to the Senate Finance and House Ways and Means Committees by January 1, 2015. Direct that school districts are not prohibited from offering National Board certified teachers a local salary supplement nor are teachers or teacher specialists prohibited from seeking National Board certification. Requested by Department of Education.

**HOU:** ADOPT proviso as amended.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1A.49.** (SDE-EIA: XII.C.2-National Board Certification Incentive) Public school classroom teachers to include teachers employed at the special schools or classroom teachers who work with classroom teachers to include teachers employed at the special schools who are certified by the State Board of Education and who have been certified by the National Board for Professional Teaching Standards or completed the application process prior to July 1, 2010 shall be paid a \$7,500 salary supplement beginning July first in the year following the year of achieving certification, beginning with 2009 applicants. The special schools include the Governor's School for Science and Math, Governor's School for the Arts and Humanities, Wil Lou Gray Opportunity School, John de la Howe School, School for the Deaf and the Blind, Felton Lab, Department of Juvenile Justice and Palmetto Unified School District 1. The \$7,500 salary supplement shall be added to the annual pay of the teacher for the length of the national certificate. However, the \$7,500 supplement shall be adjusted on a pro rata basis for the teacher's FTE and paid to the teacher in accordance with the district's payroll procedure. The Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) shall administer the programs whereby teachers who are United States citizens or permanent resident aliens, and who applied to the National Board for Professional Teaching Standards for certification prior to July 1, 2010, may receive a loan equal to the amount of the application fee. Teachers who applied to the National Board for Professional Teaching Standards for certification prior to July 1, 2010 shall have one-half of the loan principal amount and interest forgiven when the required portfolio is submitted to the national board. Teachers who applied to the National Board for Professional Teaching Standards for certification prior to July 1, 2010 who attain certification within three years of receiving the loan will have the full loan principal amount and interest forgiven. Teachers who previously submitted a portfolio to the National Board for Professional Teaching Standards for certification under previous appropriation acts, shall receive reimbursement of their certification fee as prescribed under the provisions of the previous appropriation act. Funds collected from educators who are in default of the National Board loan shall be retained and carried forward by the department. The department may retain up to ten percent of the funds collected to offset the administrative costs of loan collection. All other funds shall be retained by the department and used for National Board loan purposes. Of the funds appropriated in Part IA, Section 1, XII.C.2 for National Board Certification, the Department of Education shall transfer to the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) the funds necessary for the administration of the loan program for teachers who applied to the National Board for Professional Teaching Standards for certification prior to July 1, 2010. In addition, teachers who have applied prior to July 1, 2010 and are certified by the National Board for Professional Teaching Standards shall enter a recertification cycle for their South Carolina certificate consistent with the recertification cycle for national board certification. National board certified teachers who have been certified by the National Board for Professional Teaching Standards or completed the application process prior to July 1, 2010 moving to this State who hold a valid standard certificate from their sending state are exempted from initial certification requirements and are eligible for a

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professional teaching certificate and continuing contract status. Their recertification cycle will be consistent with national board certification.

Provided, further, that in calculating the compensation for teacher specialists, the Department of Education shall include state and local compensation as defined in Section 59-18-1530 to include local supplements except local supplements for National Board certification. Teacher specialists remain eligible for state supplement for National Board certification.

*New applications for the salary supplement prescribed in this proviso are suspended for Fiscal Year 2014-15. The Department of Education shall submit a report on the long-term costs of the program to the Senate Finance Committee and the House Ways and Means Committee by January 1, 2015. This proviso does not prohibit school districts from offering a local salary supplement for National Board certified teachers nor does it prohibit a teacher or teacher specialist from seeking National Board certification.*

**1A.52 AMEND** (Technology Academy Pilot) Directs the department to use available assessment funds to enter into an agreement with a provider who provides Microsoft IT Academy certification to pilot the Microsoft Technology Academy and to report to specific committees of the General Assembly by February 1, 2014 on the number of high schools that participated in the pilot along with the number of students who earned the Microsoft Office Specialists certification.

**WMC:** AMEND proviso to delete reference to entering into an agreement with a provider who provides Microsoft IT Academy certification and instead direct the department, for FY 2014-15, to use the funds to “continue” to offer the opportunity to participate in the “existing IT certification” pilot project.

**HOU:** ADOPT proviso as amended.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1A.52.** (SDE-EIA: Technology Academy Pilot) For Fiscal Year ~~2013-14~~ 2014-15 the Department of Education is directed to ~~enter into an agreement with a provider who provides Microsoft IT Academy certification to pilot the Microsoft Technology Academy utilizing~~ use available Modernize Vocational Equipment funds. ~~The department must~~ to continue to offer high schools across the state the opportunity to participate in the existing IT certification pilot project. The department must report by February 1, ~~2014~~ 2015 to the House Ways and Means Committee, the House Education and Public Works Committee, the Senate Finance Committee, and the Senate Education Committee on the number of high schools that participated in the pilot and the number of students participating in the program and earning the ~~Microsoft Office Specialists certification~~ certifications.

**1A.54 DELETE** (CHE/CERRA) Directs CERRA to complete periodic evaluations of institutions that host a Teaching Fellows program; ensure they continue to meet program requirements; and develop a plan and reasonable timeframe to approve additional Teaching Fellows programs and other public 4-year institutions that want to participate in the program.

**WMC:** DELETE proviso. *See new proviso 1A.66.*

**HOU:** ADOPT deletion of proviso.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT deletion of proviso.

**1A.54.** (SDE-EIA: XII.F.2 CHE/CERRA) ~~The Center for Educator Recruitment, Retention and Advancement (CERRA) must complete periodic evaluations of the institutions currently hosting a Teaching Fellows (TF) program and ensure that the TF programs at the current host institutions continue to meet the requirements for a TF program as set forth by the CERRA Board of Directors. Further, CERRA is directed to develop a plan and a reasonable~~

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~~timeframe for approving additional TF programs at other public, four year institutions who wish to be considered to host a TF program, provided the proposed programs meet the requirements for a TF program, as set forth by the CERRA Board of Directors.~~

- 1A.55** **AMEND** (Aid to Districts Draw Down) Requires school districts, in order to draw down Aid to Districts funds, to work with local, and if necessary state, law enforcement agencies to ensure that they have an updated school safety plan. Requires districts to submit updated plans to the department by September 1, 2013 and requires the department report to the Chairmen of specific committees by September 30, 2013, on any districts that did not submit an updated plan.

**WMC:** AMEND proviso to update fiscal year reference to “2014-15” and to specify that school districts, Palmetto Unified District and DJJ must work with law enforcement on an updated school safety plan. Requested by Department of Education.

**HOU:** ADOPT proviso as amended.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**1A.55.** (SDE-EIA: XII.A.1 - Aid to Districts Draw Down) For Fiscal Year ~~2013-14~~ 2014-15, in order to draw down funds appropriated in Part IA, Section 1, XII.A.1, Aid to Districts, a ~~school district~~ school districts, Palmetto Unified District and the Department of Juvenile Justice must work with local law enforcement agencies, and when necessary, state law enforcement agencies in order to ensure that the district has an updated school safety plan in place. The safety plan must include safety directives in the classroom, a safe student and staff exit strategy and necessary safety staff. Notice of completion of the updated plan must be submitted to the Department of Education no later than September 1, ~~2013~~ 2014. The department must report to the Chairman of the House Ways and Means Committee, the Chairman of the House Education and Public Works Committee, the Chairman of the Senate Finance Committee and the Chairman of the Senate Education Committee by September 30, ~~2013~~ 2014, on any districts that failed to submit an updated plan.

- 1A.56** **DELETE** (CERRA/Teaching Fellows) Directs that the additional funds provided to CERRA must only be used to support the Teaching Fellows and Teacher Cadet programs.

**WMC:** DELETE proviso.

**HOU:** ADOPT deletion of proviso.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT deletion of proviso.

**1A.56.** (SDE-EIA: XII.F.2-CERRA/Teaching Fellows) ~~The additional funds provided to CERRA in the current fiscal year must only be used to support the Teaching Fellows and Teacher Cadet programs.~~

- 1A.57** **DELETE** (Academic Enrichment Activities) Authorizes school districts to use High Achieving Students appropriations for academic enrichment activities.

**WMC:** DELETE proviso.

**HOU:** ADOPT deletion of proviso.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT deletion of proviso.

**1A.57.** (SDE-EIA: Academic Enrichment Activities) ~~For Fiscal Year 2013-14 school districts may use funds appropriated for High Achieving Students for academic enrichment activities.~~



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**1A.58 AMEND** (South Carolina Success Program) Directs the department to use Assessment/Testing funds to issue a RFP to provide a statewide “South Carolina Success Program” which is to be available to all public school districts and to open enrollment charters. Allows up to \$3,500,000 of local assessment funds to be used for this purpose. Requires the program provide academic support to students and teachers to help ensure on grade level reading is achieved for grades PreK-8 by making online-delivered interactive reading assessments and research-based intervention programs available for use at school and home. Requires the RFP be issued by July 5, 2013 and that the program be implemented by August 15, 2013.

**WMC:** AMEND proviso to delete the requirement that a request for proposal be issued. Authorize school districts to use assessment funds for the S.C. Success Program, as piloted in the previous year.

**HOU:** ADOPT proviso as amended.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

~~**1A.58.** (SDE-EIA: South Carolina Success Program) From the funds in specific appropriations Assessment/Testing, the Department of Education shall issue a request for proposal to provide a statewide South Carolina Success Program, a program to be available to all public school districts and open enrollment charters in the State of South Carolina. The department may use up to \$3,500,000 of the local assessment funds for this program. For Fiscal Year 2014-15, school districts of this state may use assessment funds for the South Carolina Success Program, as piloted in the previous fiscal year, to students in the district. This program shall provide academic support to students and teachers to help ensure on grade level achievement in reading by making available for grades PreK-8 an online-delivered, interactive reading assessment and research-based intervention program for use both at school and at home. This online program must automatically place students into an individualized on-line curriculum and instruction, provide teachers and administrators with immediate reporting, provide recommendations for interventions and teacher lessons, and provide small group instruction lessons. The program must provide computer adaptive assessments at least eight times per year, and teachers, principals, and districts must have immediate on-line reporting to identify those students who are not reading on grade-level and those that are at risk of failing the state reading assessment pursuant to Section 59-18-310 of the 1976 Code, as amended. The program must make available to parents reporting and resources regarding student participation via a home portal. To ensure effective implementation of the program in conjunction with the beginning of the academic school year, the Department of Education shall issue a request for proposal to carry out the requirements of this provision no later than July 5, 2013. Implementation of the program must begin no later than August 15, 2013.~~

**1A.61 CONFORM TO FUNDING** (EEDA Regional Education Centers) **WMC:** ADD new proviso to require at least \$108,500 of EEDA funds be used for the Regional Education Centers. *Moved from general education section, proviso 1.61.* Requested by Department of Education

**HOU:** ADOPT new proviso.

**SUBCOMMITTEE RECOMMENDATION:** CONFORM to funding recommendation.

*1A.61. (SDE-EIA: EEDA Regional Education Centers) Funds appropriated from the EEDA for Regional Education Centers must not be less than \$108,500.*

**1A.62 ADD** (Teach for America SC) **WMC:** ADD new proviso to require school districts that partner with Teach For America SC to annually provide by September 1st, information on the

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prior year's academic achievement of students directly taught by Teach For America corps members and direct that the information provided protect the identity of individual students and include appropriate state assessment data. Requested by Education Oversight Committee.

**HOU:** ADOPT new proviso.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT new proviso.

*1A.62. (SDE-EIA: Teach for America SC) Because Teach For America SC receives EIA funds in the current fiscal year, school districts that partner with Teach For America SC are required to provide to Teach For America SC by September 1 annually, information on the prior year's academic achievement of students who were directly taught by Teach For America corps members. The information must be in a format that protects the identity of individual students and must include state assessment data as appropriate.*

**1A.63 DELETE NEW PROVISO** (Modernize Vocational Equipment) **WMC:** ADD new proviso to direct the EOC to convene an advisory panel to prioritize funding for the modernization of vocational equipment. Direct the panel to review existing vocational equipment allocations and expenditures and recommend statewide funding priorities for career and technical education. Requested by Education Oversight Committee.

**HOU:** ADOPT new proviso.

**SUBCOMMITTEE RECOMMENDATION:** DELETE new proviso. Requested by Department of Education.

~~*1A.63. (SDE-EIA: Modernize Vocational Equipment) To prioritize funding for the modernization of vocational equipment, the Education Oversight Committee will convene an advisory panel composed of directors of career and technology centers, individuals of the South Carolina Technical College system, and business leaders from local chambers of commerce. The panel will review the existing allocation and expenditure of funds for vocational equipment and recommend statewide funding priorities for career and technical education.*~~

**1A.64 ADD** (South Carolina Autism Society) **WMC:** ADD new proviso to direct that the direct that EIA funds appropriated for Partnerships be transferred quarterly from the EOC to the South Carolina Autism Society for the Autism Parent-School Partnership Program. Require the Society, beginning October 10, 2014, provide a quarterly accounting report to the Chairmen of the Senate Finance and House Ways and Means Committees and to the EOC. Fiscal Impact: Conform to funding.

**HOU:** ADOPT new proviso.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT new proviso.

*1A.64. (SDE-EIA: South Carolina Autism Society) Funds appropriated in Section 1A, XII.F, Partnerships must be transferred quarterly from the Education Oversight Committee, to the South Carolina Autism Society for the Autism Parent-School Partnership Program. Beginning October 10, 2014, the South Carolina Autism Society shall provide a quarterly accounting report to the Chairman of the Senate Finance Committee, the Chairman of the House Ways and Means Committee and the Education Oversight Committee.*

**1A.65 CARRIED FORWARD** (Technology/Device Pilot) **WMC:** ADD new proviso to authorize the department to use carry forward funds, non-recurring funds and funds allocated to purchase Instructional Materials to pilot a program in selected schools that will provide students, teachers, and necessary staff with handheld devices in order to offer expanded learning opportunities. Require 10% of the funds dedicated for the pilot be used to ensure students have

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curriculum access regardless of their home internet capabilities and 90% be used for acquiring the devices. Require districts who want to participate in the pilot to submit a plan to the department by August 1, 2014 that outlines which schools and students they want to participate and to outline their implementation plan. Require the department provide a report by December 15, 2014 to the Chairmen of the Senate Finance, Senate Education, House Ways and Means, and House Education and Public Works Committees that outlines the implementation and use in the districts selected.

**HOU:** ADOPT new proviso.

**SUBCOMMITTEE RECOMMENDATION:** CARRIED FORWARD to Full Senate Finance Committee with no recommendation.

*1A.65. (SDE-EIA: Technology/Device Pilot) For Fiscal Year 2014-15, the Department of Education is authorized to use carry forward funds, non-recurring funds and funds allocated for the purchase of Instructional Materials to pilot a program in selected school districts around the state that will provide students, teachers and select necessary staff with handheld devices in order to offer expanded learning opportunities to include virtual course delivery and blended learning opportunities in the classroom. The devices must upload information using internet connectivity at school in order to ensure that all students will have access to the curriculum without regard to their home internet access capabilities. Of the funds used for the pilot, ten percent may be used for professional development and ninety percent must be used for acquisition of devices. Districts desiring to participate in the pilot must submit a plan to the Department of Education no later than August 1, 2014 outlining which schools and students they desire to participate in the pilot and shall further outline the implementation plan as it will best fit and serve the students in their district. By September 1, 2014 the department shall notify the districts selected to participate in the pilot. No later than December 15, 2014 the department shall provide a report outlining the implementation and use in the selected districts to the Chairman of the Senate Finance Committee, the Chairman of the Senate Education Committee, the Chairman of the House Ways and Means Committee and the Chairman of the House Education and Public Works Committee.*

**1A.66 AMEND NEW PROVISO (CHE/CERRA) WMC:** ADD new proviso to require CERRA to review the list of schools that are eligible to receive Teaching Fellows scholarships to ensure the schools still meet eligibility criteria and to add any institution that is SAS accredited and that meets the eligibility criteria so they may admit students that receive a Teaching Fellows scholarship. Require CERRA to publish eligibility criteria and requirements on their website. Require CERRA, by December 1, 2014, to report to the Chairmen of the Senate Finance, Senate Education, House Ways and Means, and House Education Committees a list of eligible institutions and information on non-eligible institutions.

**HOU:** ADOPT new proviso.

**SUBCOMMITTEE RECOMMENDATION:** AMEND new proviso to delete the House version and instead require CERRA to complete periodic evaluations at institutions that host a Teaching Fellows program to ensure the institution's program continues to meet the Teaching Fellows program requirements set by the CERRA Board of Directors. Direct CERRA to continue to implement a long range plan for approving Teaching Fellows programs at additional public, 4-year institutions and to publish eligibility criteria and requirements on their website. Direct that if an institutions applies and is not selected, they must be provided with written notification of the basis for the decision and be offered technical support if they choose to reapply. Allow the institution to appeal the selection decision to CHE.

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~~1A.66. (SDE-EIA: XII.F.2 - CHE/CERRA) The Center for Educator Recruitment, Retention and Advancement (CERRA - South Carolina) must review the list of schools eligible for receiving Teaching Fellows Program scholarships to ensure all schools currently on the list of eligible institutions still meet the necessary criteria as set forth by CERRA. Further, CERRA is directed to add any public institutions that are currently SACS accredited and that meet the criteria so that they may admit students receiving a Teaching Fellows scholarship. CERRA must publish the criteria and requirements for schools to be eligible to receive a Teaching Fellows Scholarship prominently on their website. Any school not meeting the criteria must be informed in writing and CERRA must provide technical support to schools not meeting the criteria, but desiring to accept students receiving a Teaching Fellows scholarship. Schools not accepted may appeal to the Commission on Higher Education. By December 1, 2014, CERRA must report to the Chairman of the Senate Finance Committee, the Chairman of the Senate Education Committee, the Chairman of the House Ways and Means Committee and the Chairman of the House Education Committee a list of eligible institutions and provide information on institutions that are not eligible. Nothing in this proviso should be construed to inhibit process of current applicants for receipt of Teaching Fellows recipients. The Center for Educator Recruitment, Retention and Advancement (CERRA) must complete periodic evaluations of the institutions currently hosting a Teaching Fellows (TF) program and ensure that the TF programs at the current host institutions continue to meet the requirements for a TF program as set forth by the CERRA Board of Directors. Further, CERRA will continue implementing a long-range plan for approving additional TF programs at other public, four-year institutions who wish to be considered to host a TF program, provided the proposed programs meet the requirements set forth by the CERRA Board of Directors. CERRA will publish TF program criteria and requirements prominently on its website. Any institution who applies but is not selected to host a TF program will be informed in writing of the basis for the selection decision and be offered technical support if the institution elects to reapply. Any institution that applies but is not selected to host a TF program may appeal to the Commission on Higher Education.~~

**1A.67 CONFORM TO FUNDING** (Carry Forward) **WMC:** ADD new proviso to require EIA funds carried forward from the prior fiscal year that are not appropriated or authorized to be carried forward and spent as follows: \$400,000 for EOC - Partnerships for Innovation; \$150,000 for Allendale County School District; and \$5,929,553 for department school bus transportation costs. Allow these funding items to be reduced pro rata if there are not sufficient monies to fund these items.

**HOU:** ADOPT new proviso.

**SUBCOMMITTEE RECOMMENDATION:** CONFORM to funding recommendation.

1A.67. (SDE-EIA: Carry Forward) For Fiscal Year 2014-15, EIA funds carry forward from the prior fiscal year and not otherwise appropriated or authorized must be carried forward and expended on the following items:

1. EOC - Partnerships for Innovation - \$400,000;
2. Allendale County School District - \$150,000; and
3. \$5,929,553 must be used by the department for school bus transportation costs.

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

**1A.68 ADD** (Public Charter Pupil Counts) **WMC:** ADD new proviso to direct the Public Charter School District to require each charter school to submit a student attendance report for the 5th, 45th, 90th, and 135th days; require the report include both ADM and WPU membership; and

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require the district to submit the data to the department which shall submit a quarterly report to the Chairmen of the House Ways and Means, House Education and Public Works, Senate Finance, and Senate Education Committees. Direct the district to also require each virtual charter school to collect certain enrollment and withdrawal information which shall be submitted to the department and subsequently provided to the same committees. *Moved from general education section, proviso 1.72.*

**HOU:** ADOPT new proviso.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT new proviso.

*1A.68. (SDE-EIA: Public Charter Pupil Counts) With funds appropriated to the South Carolina Public Charter School District, the district must require each charter school to submit a student attendance report for the 5<sup>th</sup>, 45<sup>th</sup>, 90<sup>th</sup> and 135<sup>th</sup> days. Reporting requirements shall include both Average Daily Membership and Weighted Pupil Unit membership. The South Carolina Public Charter School District shall then provide the data for each charter school to the Department of Education. Quarterly, the department will submit the information to the House Ways and Means Committee, the House Education and Public Works Committee, the Senate Finance Committee and the Senate Education Committee.*

*The South Carolina Public Charter School District must also require each virtual charter school to collect the following information: (1) the reason or reasons why each student enrolled in the virtual charter school district from both the parent(s) and the referring school district; and (2) the reason or reasons why a student withdrew from the virtual charter school district. This data must be provided to the Department of Education quarterly and must include the unique student identifier. The department, in turn, will provide summary information to the House Ways and Means Committee, the House Education and Public Works Committee, the Senate Finance Committee and the Senate Education Committee on the enrollment and withdrawal information.*

**1A.69 ADD** (South Carolina Public Charter School District Funding) **WMC:** ADD new proviso to provide for the allocation of S.C. Public Charter School District funds to charter schools within the Public Charter School District or at any approved higher education institution that sponsors a charter school per weighted pupil: \$1,900 for virtual charter schools and \$3,600 for brick and mortar charter schools. Limit the amount which must be carried forward to not more than 10% of the prior year appropriation. Direct that any funds exceeding 10% must be transferred to the Charter School Facility Revolving Loan Program. *Moved from general education section, proviso 1.57 and amended.*

**HOU:** ADOPT new proviso.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT new proviso.

*1A.69. (SDE-EIA: South Carolina Public Charter School District Funding) The funds appropriated in Part IA, Section XI - South Carolina Public Charter School District must be allocated in the following manner to students at charter schools within the South Carolina Public Charter School District or at any approved institution of higher education sponsoring a public charter school: Pupils enrolled in virtual charter schools sponsored by the South Carolina Public Charter School District or institutions of higher education shall receive \$1,900 per weighted pupil and pupils enrolled in brick and mortar charter schools sponsored by the South Carolina Public Charter School District or institutions of higher education shall receive \$3,600 per weighted pupil. Any unexpended funds, not to exceed ten percent of the prior year appropriation, must be carried forward from the prior fiscal year and expended for the same purpose. Any unexpended funds exceeding ten percent of the prior year appropriation must be*

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transferred to the Charter School Facility Revolving Loan Program established in Section 59-40-175.

- 1A.las CONFORM TO FUNDING (Low Achieving Schools) SUBCOMMITTEE RECOMMENDATION:** CONFORM to funding recommendation and ADD new proviso to direct the EOC to use \$500,000 of the Partnerships for Innovation funds to support up to 3 low-achieving schools to design and plan for implementing innovative, research-based strategies that are focused on recruiting and retaining highly effective teachers and on increasing time-on-task. Direct the EOC to assist schools to determine the evidence to be collected to measure initiative effectiveness and to identify resources to support the initiative and to collaborate with TransformSC.

*1A.las. (SDE-EIA: Low Achieving Schools) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, \$500,000 must be allocated to support up to three low-achieving schools in designing and planning for implementation innovative, research-based strategies focused on recruiting and retaining highly effective teachers and on increasing time-on-task through the amount of time, the quality of instruction and the engagement of students. The committee will assist the schools in determining the evidence that will be collected to measure the effectiveness of the initiative and in identifying resources to support the initiative and in collaborating with TransformSC.*

- 1A.hh ADD (Public Charter School District Hold Harmless) SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to require the Public Charter School District use up to \$3 million of their carry forward funds to hold its schools harmless from any reduction in funds that result from EFA weightings changes in the current fiscal year.

*1A.hh. (SDE-EIA: Public Charter School District Hold Harmless) For Fiscal Year 2014-15, the South Carolina Public Charter School District must use up to \$3,000,000 in prior year carry forward funds to hold its schools harmless from any reduction in funds as a result of changes to the EFA weightings in the current fiscal year.*

- 1A.tsc ADD (TransformSC) SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to require at least \$200,000 of Partnerships for Innovation funds appropriated to the EOC be allocated to the TransformSC public-private project.

*1A.tsc. (SDE-EIA: TransformSC) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, at least \$200,000 shall be allocated to the TransformSC public-private project.*

- 1A.pps ADD (Palmetto Priority School) SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to require up to \$2,200,000 of EAA Technical Assistance funds be used to provide \$200,000 to each school designated in the prior year as a Palmetto Priority School, but which did not receive an allocation of EIA technical assistance funds in the prior fiscal year. Provide for the funds to be reduced on a pro rata basis if the funds are insufficient to provide \$200,000 to each qualifying school.

*1A.pps. (SDE-EIA: Palmetto Priority School) Of the funds appropriated for EAA-Technical Assistance, up to \$2,200,000 must be expended to provide \$200,000 to each school that was designated by the department as a Palmetto Priority School in the prior year, but did not receive an allocation of EIA technical assistance funds in the prior fiscal year to improve*

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teacher recruitment and retention, to reduce the district's dropout rate, to improve student achievement in reading/literacy, or to train teachers in how to teach children of poverty as stipulated in the school's renewal plan. If funds are not sufficient to provide \$200,000 to each qualifying school, the \$200,000 shall be reduced on a pro-rata basis.

**SECTION 5 - H71-WIL LOU GRAY OPPORTUNITY SCHOOL**

**5.2 AMEND FURTHER** (GED Test) Allows students who are 16 years of age and unable to remain enrolled due to employment or enrollment in post secondary education to be eligible to take the GED test. Requires the student to be pretested using the GED practice test and requires a minimum score of 2200.

**HOU:** AMEND proviso to change minimum score requirement from "2200" to "600."  
Sponsors: Reps. Bingham, Allison, Anthony, and Hayes.

**SUBCOMMITTEE RECOMMENDATION:** AMEND FURTHER to delete requirement that the student be pretested before taking the GED and achieve a minimum score of 600.

**5.2.** (WLG: GED Test) Students attending school at the Wil Lou Gray Opportunity School that are sixteen years of age and are unable to remain enrolled due to the necessity of immediate employment or enrollment in post secondary education may be eligible to take the General Education Development (GED) Test. ~~Prior to taking the GED the student must be pretested using the official General Education Development Practice Test and score a minimum of 2200 600.~~

**5.9 AMEND** (Capacity) Directs that FY 13-14 funds be used to bring the school up to full capacity, to the extent possible and to report by December 1<sup>st</sup> on how the funds have been used and how many additional students have been served.

**SUBCOMMITTEE RECOMMENDATION:** AMEND proviso to update fiscal year reference to "2014-15."

**5.9.** (WLG: Capacity) For Fiscal Year ~~2013-14~~ 2014-15, funds appropriated to Wil Lou Gray Opportunity School must be used to bring the school up to full capacity, to the extent possible, and the school must report electronically to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee by December first, on how the funds have been utilized and how many additional students have been served.

**SECTION 6 - H75-SCHOOL FOR THE DEAF AND THE BLIND**

**6.13 AMEND** (Capacity) Directs that FY 13-14 funds be used to bring the school up to full capacity, to the extent possible and to report by December 1<sup>st</sup> on how the funds have been used and how many additional students have been served.

**HOU:** AMEND proviso to update fiscal year reference to "2014-15." Sponsors: Reps. Bingham, Allison, Anthony, and Hayes.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**6.13.** (SDB: Capacity) For Fiscal Year ~~2013-14~~ 2014-15, funds appropriated to the School for the Deaf and the Blind must be used to bring the school up to full capacity, to the extent possible, and the school must report electronically to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee by December first, on how the funds have been utilized and how many additional students have been served.

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**SECTION 7 - L12-JOHN DE LA HOWE SCHOOL**

**7.4 AMEND (Capacity)** Directs that FY 13-14 funds be used to bring the school up to full capacity, to the extent possible. Prohibits new employees from being hired deferred maintenance has been completed on a cottage and until required by a projected increase in students. Requires staff increases be reported to the Chairmen of the House Ways and Means and Senate Finance Committees 30 days before they are hired. Requires a report be submitted by December 1<sup>st</sup> on how the funds have been used and how many additional students have been served.

**HOU:** AMEND proviso to update fiscal year reference to “2014-15.” Sponsors: Reps. Bingham, Allison, Anthony, and Hayes.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**7.4.(JDLHS: Capacity)** For Fiscal Year ~~2013-14~~ *2014-15*, funds appropriated to John de la Howe School must be used to complete deferred maintenance on the residential cottages and to bring the school up to full capacity, to the extent possible. The school must not utilize the funds to hire new employees until the school has completed deferred maintenance on a cottage and requires the new employee due to a projected increase in students. Any increases in staff must be reported to the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee thirty days prior to the hire. Further, the school must report electronically to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee by December first, on how the funds have been utilized and how many additional students have been served.

**7.5 AMEND NEW PROVISO (Administration)** **HOU:** ADD proviso to direct that DJJ shall be responsible for all John de la Howe School administrative functions during the current fiscal year. Direct that the school’s board of trustees shall exercise its duties and responsibilities, but require the board to seek input from the directors of DJJ, SDE, DMH, and DSS on best practices. Require the board develop a plan to address the issues that were raised in the Inspector General’s 2014 report and to submit the plan to the Chairmen of the House Ways and Means and Senate Finance Committees and the Governor by September 1, 2014, as well as quarterly progress reports. Sponsors: Reps. Bingham, Allison, Anthony, and Hayes.

**SUBCOMMITTEE RECOMMENDATION:** AMEND new proviso delete the directive that DJJ be responsible for the school’s administrative functions and instead specify that the School Board of Trustees must seek technical assistance from SDE and the B&C Board, Office of State Budget and other appropriate state agencies regarding operations, improving the school’s planning and reporting process, implementing outcome measures and enhancing student referrals from other schools and districts. Require the Board of Trustees to work with the B&C Board to develop and implement a performance management system.

*7.5.(JDLHS: Administration) In the current fiscal year the Department of Juvenile Justice shall be responsible for all administrative functions of the John de la Howe School. During this time the board of trustees of the **The John de la Howe School Board of Trustees** shall exercise its duties and responsibilities, as defined in Chapter 49, Title 59 of the South Carolina Code of Laws, however the board must seek input from the Director of the Department of Juvenile Justice, technical assistance from the Department of Education, the Department of Mental Health and the Department of Social Services and Office of State Budget and Control Board and other appropriate state agencies on best practices with regard to the school’s operations, improving the school planning and reporting process, implementing*



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*outcome measures, and enhancing the referrals of students to of the John de la Howe School from other schools and districts. The Board of Trustees must work with the Budget and Control Board to develop and implement a performance management system to demonstrate results in relationship to costs and provide measurable data to discern mission effectiveness. Further, the board must develop a plan to address all issues raised in the 2014 Inspector General's Report. The plan must be reported submitted to the Chairman of the Senate Finance Committee, the Chairman of the House Ways and Means Committee and the Governor no later than September 1, 2014, and the board must provide the Chairman of the House Ways and Means Committee, the Chairman of the Senate Finance Committee, and the Governor with after which quarterly progress reports must be submitted.*

**SECTION 28 - H91-ARTS COMMISSION**

- 28.5**     **AMEND** (Distribution to Subdivisions) Directs the Arts Commission to use appropriated and or authorized funds to distribute Distribution to Subdivision funds for specific purposes in the same manner they were distributed in the prior fiscal year and designates funding.  
**WMC:** AMEND proviso to update all the allocations.  
**HOU:** ADOPT proviso as amended.  
**SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**28.5.** (ARTS: Distribution to Subdivisions) Of the funds appropriated and/or authorized to the Arts Commission for Distribution to Subdivisions, the following amounts shall be distributed in the same manner as the funds were distributed in the prior fiscal year: ~~\$11,420~~ \$4,358 for Alloc Mun-Restricted; ~~\$3,381~~ \$7,672 for Alloc Cnty-Restricted; ~~\$78,376~~ \$110,470 for Alloc School Dist; ~~\$12,336~~ \$12,300 for Alloc Other State Agencies; ~~\$429,845~~ \$551,930 for Alloc-Private Sector; ~~\$29,494~~ \$2,899 for Alloc - Private Sector; ~~\$31,581~~ \$70,500 for Aid Mun-Restricted; ~~\$15,485~~ \$46,439 for Aid Cnty-Restricted; ~~\$358,344~~ \$317,619 for Aid School Districts; ~~\$205,138~~ \$395,928 for Aid Other State Agencies; ~~\$794,598~~ \$1,478,322 for Aid To Private Sector; and ~~\$3,168~~ \$24,500 for Aid To Private Sector-Reportable.

**SECTION 29 - H95-STATE MUSEUM COMMISSION**

- 29.1**     **DELETE** (Duplicate Materials) Allows the commission to give away, but not sell, natural history materials for educational purposes if the materials are not museum quality or if they are duplicative.  
**WMC:** DELETE proviso. *Adding "accessioned" objects to proviso 29.2, renders this proviso unnecessary.*  
**HOU:** ADOPT deletion of proviso.  
**SUBCOMMITTEE RECOMMENDATION:** ADOPT deletion of proviso.

**29.1.** (MUSM: Duplicate Materials) ~~The commission may give away, but not sell, natural history materials in its possession for educational purposes, such materials being less than museum quality or duplicative of materials owned by the Museum Commission.~~

- 29.2**     **AMEND** (Removal From Collections) Allows the commission to remove, under certain circumstances, objects from its museum collections and to retain such funds in a special revolving account to be used for obtaining collections for the State Museum.  
**WMC:** AMEND proviso to specify that the commission may remove "accessioned" objects from its collection.

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**HOU:** ADOPT proviso as amended.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**29.2.** (MUSM: Removal From Collections) The commission may remove *accessioned* objects from its museum collections by gift to another public or non-profit institution, by trade with another public or non-profit institution, by public sale, by transfer to the commission's education, exhibit, or study collections or to its operating property inventory; or as a last resort, by intentional destruction on the condition that the objects so removed meet with one or more of the following criteria: (1) they fall outside the scope of the South Carolina Museum Commission's collections as defined in the Collection Policy ; (2) they are unsuitable for exhibition or research; (3) they are inferior duplicates of other objects in the collection; or (4) they are forgeries or were acquired on the basis of false information; funds from the sale of such objects will be placed in a special revolving account for the commission to use solely for the purpose of purchasing objects for the collections of the State Museum.

**29.5** **DELETE** (Across-the-Board Cut Exemption) Exempts the Museum's rent from the base in applying B&C Board or General Assembly mandated across the board reductions.

**WMC:** DELETE proviso.

**HOU:** ADOPT deletion of proviso.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT deletion of proviso.

**29.5.** (MUSM: Across-the-Board Cut Exemption) ~~In the calculation of any across the board cut mandated by the Budget and Control Board or General Assembly, the amount of the museum's rent which the commission pays to General Services shall be excluded from the museum's base budget.~~

**SECTION 91 - A99-LEGISLATIVE DEPARTMENT**

**91.25** **AMEND** (Technology Panel) Directs the K-12 Technology Initiative partnership provide a report that describes the state's efforts to facilitate providing cost effective connectivity and internet bandwidth to schools and libraries statewide; activities to assist schools and libraries to minimize and detect internet security threats; the development and use of technology and online resources to support student development and achievement; development and use of curriculum and professional training to support instructional technology; and other educational technology related activities. Requires the report be submitted by February 1, 2014.

**HOU:** AMEND proviso to require the report also provide detailed information on the expenditure of K-12 Technology funds by each district and a list of the districts requesting flexibility in the use of those funds. Change the report due date from "February 1, 2014" to "June 1, 2015." Sponsors: Reps. Bingham, Allison, Anthony, and Hayes.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**91.25.** (LEG: Technology Panel) Of the funds appropriated in XII.E.2. for Technology the K-12 Technology Initiative partnership shall provide a report to the House Education and Public Works Committee, the House Ways and Means Committee, the Senate Education Committee and the Senate Finance Committee, describing the state's efforts to facilitate the cost effective provision of connectivity and internet bandwidth to schools and libraries on a statewide basis, regardless of location, activities to assist schools and libraries in minimizing and detecting internet security threats, the development and utilization of technological and online resources to support student development and achievement, the development and

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utilization of curriculum and professional training to support the use of instructional technology in schools and libraries, and other educational technology related activities engaged in by the partnership. Further, the report must detail information on the expenditure of the K-12 Technology funds by each district as well as a list of the districts requesting flexibility in the use of those funds. The report shall be submitted no later than ~~February 1, 2014~~ June 1, 2015.

**SECTION 117 - X90-GENERAL PROVISIONS**

**117.29 CONFORM TO FUNDING AS AMENDED** (School Technology Initiative) Provides for the administration of K-12 technology initiative funds.

**WMC:** AMEND proviso to direct that the pilot projects for new technologies can include interactive online music curriculum and access site license to all elementary schools at a cost of up to \$545,000 and that connects the learning of music with other content areas including reading, mathematics, science and history. Requested by Education Oversight Committee.

**HOU:** ADOPT proviso as amended.

**SUBCOMMITTEE RECOMMENDATION:** CONFORM to funding recommendation as amended.

**117.29.** (GP: School Technology Initiative) From the funds appropriated/authorized for the K-12 technology initiative, the Department of Education, in consultation with the Budget and Control Board's Division of State Information Technology, the State Library, the Educational Television Commission, and a representative from the Education Oversight Committee, shall administer the K-12 technology initiative funds. These funds are intended to provide technology, encourage effective use of technology in K-12 public schools throughout the state, conduct cost/benefit analyses of the various technologies, and should, to the maximum extent possible, involve public-private sector collaborative efforts. Funds may also be used to establish pilot projects for new technologies including interactive online music curriculum that provides lesson plans, songs, videos music lessons, on-line virtual world, auto-assessments, and access site license to all elementary schools at a cost not to exceed \$545,000 and that connects the learning of music with other content areas including reading, mathematics, science and history with selected school districts as part of the evaluation process. K-12 technology initiative funds shall be retained and carried forward to be used for the same purpose.

**117.94 AMEND** (Funds Transfer to ETV) Requires certain funds appropriated to the B&C Board for Legislative & Public Affairs Coverage and Emergency Communications Backbone and to the Law Enforcement Training Council for training to be transferred to ETV during July of 2013 for them to continue to provide services as they were provided in the prior fiscal year.

**WMC:** AMEND proviso to update calendar year reference to "2014."

**HOU:** ADOPT proviso as amended.

**SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**117.94.** (GP: Funds Transfer to ETV) In the current fiscal year funds appropriated in Part IA to the Budget and Control Board in Section 101 for Legislative & Public Affairs Coverage and Emergency Communications Backbone and to the Law Enforcement Training Council in Section 64 for State & Local Training of Law Enforcement, City and County municipal training services must be transferred to the Educational Television Commission (ETV) during July, ~~2013~~ 2014 for the continuation of services as provided in the prior fiscal year.

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- 117.108 AMEND** (First Steps Reauthorization) Reauthorizes First Steps for Fiscal Year 2013-14.  
**WMC:** AMEND proviso to update fiscal year reference to “2014-15.”  
**HOU:** ADOPT proviso as amended.  
**SUBCOMMITTEE RECOMMENDATION:** ADOPT proviso as amended.

**117.108.** (GP: First Steps Reauthorization) Act 99 of 1999, the South Carolina First Steps to School Readiness Act, is reauthorized for the duration of Fiscal Year ~~2013-14~~ 2014-15.