

**PROVISO SUBCOMMITTEE
PUBLIC EDUCATION
RECOMMENDATIONS FOR FY 2025-26
TO THE PROVISO SUBCOMMITTEE**

SECTION 1 - H630 - DEPARTMENT OF EDUCATION

1.3 CONFORM TO FUNDING/AMEND (SDE: State Aid Classrooms) States the General Assembly’s intent to fully implement the EFA via the State Aid to Classrooms allocation and provide for the allocation of those funds. Updates the average per pupil funding projections and the estimated teacher salary schedule. Provides for the distribution of funds to the SC Public Charter School District. Requires the Revenue and Fiscal Affairs Office to document annually the expenditure of all funds by each district and to post each school district's projections on their website and for each school district to also post their numbers. Requires the department and the EOC provide links to this information on their websites. Provides pupil classification weightings. **SUBCOMMITTEE RECOMMENDATION:** CONFORM TO FUNDING/AMEND proviso to update fiscal year references.

1.3. (SDE: State Aid to Classrooms) (A) For the current fiscal year, the total pupil count is projected to be 769,703, which includes 719,354 traditional school districts, 49,649 charter school authorizers, and 700 special school districts. The total appropriations for State Aid to Classrooms represent an average per pupil appropriation of \$5,724. The average total per pupil funding, excluding revenue and local bond issues, is projected to be \$8,590 from state sources, \$1,245 from federal sources, and \$8,145 from local sources. This is an average total funding level of \$17,980, excluding revenues of local bond issues.

(B) The State Minimum Teacher Salary Schedule for the current fiscal year is as follows, and districts have flexibility to pay above these levels:

YRS EXP	CLASS 8	CLASS 7	CLASS 1	CLASS 2	CLASS 3
	DR DEGREE	MASTERS DEGREE +30 HRS	MASTERS DEGREE	BACHELORS DEGREE +18 HRS	BACHELORS DEGREE
0	\$55,000	\$52,500	\$51,000	\$47,500	\$47,000
1	\$55,500	\$52,750	\$51,250	\$47,750	\$47,250
2	\$56,000	\$53,000	\$51,500	\$48,000	\$47,500
3	\$56,500	\$53,250	\$51,750	\$48,250	\$47,750
4	\$57,000	\$53,500	\$52,000	\$48,500	\$48,000
5	\$57,500	\$54,000	\$53,000	\$49,500	\$49,000
6	\$58,000	\$54,500	\$53,500	\$50,000	\$49,500
7	\$59,000	\$55,000	\$54,000	\$50,500	\$50,000
8	\$60,500	\$55,500	\$54,500	\$51,000	\$50,500
9	\$62,000	\$56,000	\$55,000	\$51,500	\$51,000
10	\$63,250	\$57,000	\$56,000	\$52,500	\$52,000
11	\$64,500	\$58,000	\$56,500	\$53,000	\$52,500
12	\$65,750	\$59,000	\$57,250	\$53,500	\$53,000
13	\$67,000	\$60,000	\$58,000	\$54,000	\$53,500
14	\$68,250	\$61,000	\$58,750	\$54,500	\$54,000
15	\$69,500	\$62,000	\$59,500	\$55,000	\$54,500
16	\$70,750	\$63,000	\$60,250	\$55,500	\$55,000
17	\$72,000	\$64,000	\$61,000	\$56,000	\$55,500
18	\$72,500	\$64,500	\$61,750	\$56,500	\$56,000
19	\$73,000	\$65,000	\$62,750	\$57,500	\$57,000
20	\$73,750	\$65,500	\$63,250	\$58,000	\$57,500
21	\$74,500	\$66,000	\$63,750	\$58,500	\$58,000
22	\$75,250	\$66,500	\$64,250	\$59,000	\$58,500

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23	\$75,750	\$67,000	\$64,750	\$59,500	\$59,000
24	\$76,000	\$67,500	\$65,250	\$60,000	\$59,500
25	\$76,250	\$68,000	\$65,750	\$60,500	\$60,000
26	\$76,500	\$68,500	\$66,250	\$61,000	\$60,500
27	\$76,750	\$68,750	\$66,500	\$61,250	\$60,750
28+	\$77,000	\$69,000	\$66,750	\$61,500	\$61,000

(C) For the current fiscal year, the funds appropriated for State Aid to Classrooms represent the State’s contribution to the Aid to Classrooms program for direct instruction of students in kindergarten through grade twelve in our state, which is seventy-five percent of the total salary and employer contribution cost of funding one teacher for every 11.2 students. The salary used to determine the amount of funding required for the state effort is based on that of a teacher having a master’s degree and twelve years of experience, which equates to \$57,250 on the statewide minimum salary schedule for the current fiscal year and including fringe benefits of \$18,641, for a total of \$75,891. The types of teachers used in the calculation of student-teacher ratio includes those teachers eligible pursuant to Section 59-20-50(4)(b). This includes 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. School districts are required to meet the statewide minimum salary schedule in the current fiscal year and are required to provide the annual step increase pursuant to Section 59-20-50. No school district is required to increase teacher salaries above the amount necessary to meet the statewide minimum salary schedule as prescribed in this act. For the current fiscal year, the provisions of Section 59-20-50(3) of the 1976 Code, as amended, are suspended.

(D) To allocate the funds, the department will calculate the total number of weighted pupil units (WPU) in each school district and in the State. The funds appropriated herein for State Aid to Classrooms represent the state share of the total Aid to Classrooms program, which is seventy-five percent. The local required effort is twenty-five percent of the total program. The total Aid to Classrooms funding for each district is calculated based on the district’s percentage of the total statewide weighted pupils multiplied by the total Aid to Classrooms program. The district’s local share is calculated by multiplying the total local share by the district’s imputed index of taxpaying ability, which is the district’s relative fiscal capacity compared to that of all other districts in the State. The State Aid to Classrooms amount allocated to each district will be determined by subtracting the calculation of the district’s local share from the calculation of the district’s total Aid to Classrooms projected funding. The Statewide Public Charter School District and any approved institution of higher education authorizing charter schools shall receive one hundred percent of the Aid to Classrooms funding from the State. For Fiscal Year ~~2024-25~~ 2025-26, no local match is required for the State Aid to Classroom EIA distributions for the base funding rolled up from the previous fiscal year.

(E) Each district will receive either the amount determined by this new methodology or the actual state funding received in Fiscal Year 2021-22 from State Aid to Classrooms, Aid School Districts, Student Health and Fitness, Guidance/Career Specialists, Handicapped – Profoundly Mentally, EIA - Aid to Districts, EIA - Students at Risk of School Failure, Allocations EIA – Teacher Salaries, Allocations EIA – Employer Contributions, EIA – Student Health and Fitness Act - Nurses, and EIA - South Carolina Public Charter Schools.

(F) To provide flexibility, each district may expend the funds as determined by the local school board of trustees to meet the educational needs of students as defined in Section 59-1-50, Chapter 18, Title 59, and as delineated in a child’s Individualized Education Program (IEP). Pursuant to Section 59-20-80, each school board of trustees must make available by September first of each fiscal year its annual budget that includes state, local, and federal investments in education. The budget must be available on the district’s website. The department, in

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collaboration with local school districts, will provide a template that each district must use in reporting its budget.

(G) To provide transparency, Revenue and Fiscal Affairs will document annually, through an online financial dashboard, the expenditure of all state, local, and federal funds by each district and by each charter school authorizer and other relevant data to include its fund balance and average fund balance for the reporting year. The districts shall report monthly, to the Department of Education, their monthly fund balance that will be used to calculate an average. To ensure that the public reporting meets the needs of educators, parents, citizens, and policymakers, the department, in conjunction with Revenue and Fiscal Affairs, will consult routinely with a group of educators, parents, citizens, and policymakers. District expenditures for the prior fiscal year must be published on the department's website for public disclosure by January 1.

(H) If a traditional school district, charter school authorizer, or special school district fails to submit expenditure data needed for the online financial dashboard, the Revenue and Fiscal Affairs Office will notify the Department of Education. Within thirty days of such notification, the Department of Education must then withhold ten percent of all state payments to the district or authorizer until the district or authorizer complies and all payments will then be made.

(I) To ensure accountability, each district's annual audit that is submitted to the Department of Education pursuant to Section 59-17-100 must be conducted using an auditing firm from an approved list provided by the State Auditor. The State Auditor will develop standards and criteria for determining qualifying auditors. Each district's annual audit must be available on the district's website.

(J) For the current fiscal year the South Carolina Public Charter School District and any institution of higher education sponsoring a public charter school shall receive and distribute state Aid to Classroom funds to the charter school. Students enrolled in charter schools authorized by the South Carolina Public Charter School District or an institution of higher education will receive in addition to the base weight of 1.00 or in addition to the disability weight of 2.60 an additional weight based upon the type of charter school that they attend. These additional funds must support the provision of educational services for children served by a charter school that does not receive local revenues. These students are also eligible to receive additional weights for personalized instruction. The department will make any necessary adjustments to account for the state share for Charter and Special Districts.

(K) Three and four year old students with a disability, who are eligible for services under IDEA and enrolled in brick and mortar charter schools sponsored by the South Carolina Public Charter School District or registered IHE, shall be included in student counts solely for the purposes of receiving the additional weighting for students attending a brick and mortar charter school.

(L) For Fiscal Year ~~2024-25~~ 2025-26, special districts and alternative schools will receive the amount received in the prior fiscal year from these funds.

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

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(N) 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 documented
by their Individualized Education Program (IEP) 2.60
- (3) Precareer and Career Technology 1.20
- (4) Charter school students
 - (a) Enrolled in brick and mortar school 1.25
 - (b) Enrolled in virtual charter school 0.65
- (5) Additional weights for personalized instruction:
 - (a) Gifted and Talented 0.15
 - (b) Academic Assistance 0.15
 - (c) Limited English Proficiency 0.20
 - (d) Pupils in Poverty 0.50

(O) The Department of Education will review the child count data for all of the districts and charter school authorizers in the State and identify any school district or charter school authorizer whose percentage of total enrolled students with IEPs is outside of the typical percentage range based on national and state data. The department will then conduct a focused review of the district's special education population and provide technical assistance, as needed, to ensure that students with disabilities are being appropriately identified and served.

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

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

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

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

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

(U) Up to ten percent of any funds appropriated for State Aid to Classrooms at the end of the fiscal year may be carried forward into the subsequent fiscal year and allocated to school districts, the South Carolina Public Charter School District, and an institution of higher education that authorizes charter schools pursuant to this provision. The additional funds must first support

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increases in student enrollment and any balance may be allocated proportionately utilizing weighted pupil units to districts. Any additional unexpended funds shall revert to the general fund or to the EIA Fund.

(V) With the funds that the Department of Education receives for health insurance for school districts, the department shall allocate the funds to school districts proportionately utilizing weighted pupil units. The department shall allocate to districts funds received for retirement benefits through the State Aid to Classrooms formula.

(W) In the event of a mid-year across-the-board budget reduction, which reduces the total appropriation of general funds for State Aid to Classrooms, the Department of Education is directed to first reduce the amount of funds allocated to traditional school districts, charter school authorizers, and the special school districts for proportional funding under this provision.

1.47 **AMEND** (SDE: Full-Day 4K) Provides guidelines for participation in and funding for the SC Early Reading Development and Education Program (CERDEP). *Companion to EIA proviso 1A.26.*

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to direct the Department and First Steps to collect and share any waiting lists for the 4K program by September 1st, and to determine a process for notifying parents of eligible students available slots. Requested by the Office of First Steps.

1.47. (SDE: Full-Day 4K) (A) Eligible students residing in any school district or attending any charter school authorized by the South Carolina Public Charter School District or an approved institution of higher education may participate in the South Carolina Early Reading Development and Education program (CERDEP) pending the availability of space and funding. Student eligibility as defined by Section 59-156-130 of the 1976 Code is an annual family income of one hundred eighty-five percent or less of the federal poverty guidelines as promulgated annually by the United States Department of Health and Human Services or a statement of Medicaid eligibility.

(B) A parent or guardian may choose to enroll their child in a public school participating in the program and approved by the Department of Education pursuant to Section 59-156-210 or in a private provider participating in the program and approved by the Office of First Steps pursuant to Section 59-156-200. A private provider includes, but is not limited to, a child care center, a military child care facility regulated by the United States Department of Defense, or a non-profit independent school. State funds appropriated for the provision of CERDEP services in military child care facilities may not be used to supplant existing federal child care funds. No school district can be denied participation in CERDEP or be denied CERDEP funding pursuant to the terms of this provision.

(C) 4K programs in public schools and non-profit independent schools participating in CERDEP are not required to be approved, registered, or licensed by the Department of Social Services in order to participate in CERDEP. Instead, the Department of Education and the Office of First Steps are responsible for ensuring that providers deliver high-quality educational programs pursuant to Section 59-156-160.

(D) Public and private providers shall be funded for instructional costs at a minimum rate of \$5,100 per student enrolled. Eligible students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall also be eligible for reimbursement at a minimum of \$620 per eligible child transported. First Steps and the Department of Education must provide an equitable distribution above the minimum between public and private providers. First Steps and the Department of Education must provide a

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quarterly report beginning October 1 detailing funding above the minimum made to any provider to the Governor, the Chairman of the Senate Finance Committee, and the Chairman of the House Ways and Means Committee. All providers who are reimbursed are required to retain records as required by their fiscal agent. New providers participating for the first time in the current fiscal year and enrolling between one and six eligible children shall be eligible to receive at a minimum of \$1,000 per child in materials and equipment funding, with providers enrolling seven or more such children eligible for funding at a minimum of \$10,000. The Department of Education and the Office of First Steps Readiness are authorized to utilize carry forward funds and federal funds to supplement the amount expended for materials and equipment. Providers receiving equipment funding are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps. The Department of Education shall only provide funding for public school students whose complete records have been entered into PowerSchool based on the one hundred and thirty-five day student average daily membership. For the current fiscal year, providers may enroll pay-lunch children who score at or below the twenty-fifth national percentile on two of the three DIAL-3 subscales by July 1 if at least seventy-five percent of the total number of children eligible or the Child Early Reading Development and Education Program in a district or county are projected to be enrolled in that program, Head Start, or ABC Child Care Program as determined by the Department of Education and the Office of First Steps, Child Early Reading Development and Education Program. Providers may receive reimbursement for these children if funds are available. By September 1, the Department of Education and the Office of First Steps must collect the documented waiting lists, share the lists, and determine a process to notify parents of eligible students of available slots in all approved providers. The Department of Education is required to offer waivers allowing students with disabilities to be served in multi-categorical classroom settings based on similar cognition and abilities. Funding appropriated for CERDEP may be carried forward and expended for the same purpose.

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

(F) Of the funds appropriated, \$300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina Early Reading Development and Education Program (CERDEP) and to issue findings in a report to the General Assembly by March first of each year. To aid in this evaluation, the Education Oversight Committee shall determine and obtain 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, including average daily attendance data, so that consistent enrollment may be determined. 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 public or private provider including those funded by CERDEP, Head Start, SC Child Care Scholarships, EIA, Title I, district-funded, and all other federal, state, or local public sources.

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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 along with information, recommendations, and a timeline for how the state can increase the number of students served in high-quality programs. To aid in the accurate reporting of four-year-olds in poverty served in formal education programs in public schools in South Carolina, the Department of Education must provide to the EOC data related to four-year-olds served in formal education programs funded with other state, local, or federal funds, including Title 1 and EIA-District-funded programs, denoting full- or partial-day status.

(G) For eligible children residing in school districts that do not participate in CERDEP, the Department of Education is required to develop and implement inter-district transfer policies that give parents or guardians the option of their eligible child attending an out-of-district school that participates in CERDEP.

(H) For the current fiscal year, the Office of First Steps may expend: (1) up to \$2,000,000 to pilot a program to provide higher reimbursement rates to high-quality providers. The reimbursement rate for students enrolled by child care providers rated B or higher in the ABC Quality System operated by the Department of Social Services may be increased by up to 10% of the per-student base following guidelines developed by the Office of First Steps; and (2) up to \$250,000 to provide one-time supplemental, needs-based incentive grants in an amount not to exceed \$30,000 for newly created and/or newly approved private providers proposing to expand service to ten or more CERDEP eligible children in communities unable to enroll all eligible students in a public, private, or Head Start setting during the prior fiscal year. These grants are designed to address building renovations, documented as necessary to bring proposed classrooms into compliance with licensing regulations, materials and staffing costs, and/or other obstacles currently preventing their participation in the program. The First Steps Board of Trustees shall develop and approve an application process that incorporates formal review and fiscal safeguards designed to ensure grant funds are used solely to address documented barriers to program participation. Providers receiving this one-time supplement shall be expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years shall require the provider to return a portion of the supplemental allocation at a level determined by the Office of First Steps to School Readiness. First Steps shall submit a report detailing its process, expenditures and expanded enrollment to the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee by March 15.

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

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

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

(K) The Office of First Steps and the Department of Education shall collaborate with the South Carolina Head Start State Collaboration Office to inform parents of all publicly funded full-day 4K programs including Head Start by participating in PalmettoPreK and First5SC.

1.70 **AMEND** (SDE: Teacher Salaries/SE Average) States that the projected Southeastern average teacher salary is projected to be \$59,866. Requires a local district board of trustees to provide a step increase for all eligible certified teachers. Requires districts to use the district salary schedule used in the prior fiscal year as the basis for providing the increase. Suspends the requirement that districts maintain local salary supplements per teacher no less than their prior fiscal year. *Companion to EIA proviso 1A.31.*

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to update the Southeastern average teacher salary and fiscal year reference.

1.70. (SDE: Teacher Salaries/SE Average) (A) The projected Southeastern average teacher salary shall be the average of the average teachers' salaries of the southeastern states as projected by the Revenue and Fiscal Affairs Office. For the current school year, the Southeastern average teacher salary is projected to be ~~\$59,866~~ \$61,964. 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.

(B) 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 at a minimum the district salary schedule utilized the prior fiscal year as the basis for providing the step. Application of this provision must be applied uniformly for all eligible certified teachers. For Fiscal Year ~~2024-25~~ 2025-26, the requirement that school districts maintain local salary supplements per teacher no less than their prior fiscal year level is suspended.

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

1.72 **CARRIED OVER/DELETE** (SDE: Standard-Based Assessments Suspended) Suspends Section 59-18-325(C)(3) which requires science standards-based assessments in grade 8 and social studies standards-based assessments in grades 5 and 7. Directs the department to use \$500,000 of the funds available due to the assessment suspension to fund South Carolina

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Computer Science and Digital Literacy Standards educator professional development and to use the remaining funds to pay for industry certification/credentials as approved to measure College/Career Readiness.

SUBCOMMITTEE RECOMMENDATION: CARRIED OVER/DELETE proviso. Requested by the Education Oversight Committee.

~~1.72. (SDE: Standards-Based Assessments Suspended) In the current fiscal year, the provisions of Section 59-18-325(C)(3) of the 1976 Code requiring science standards based assessments of students in grade eight and social studies standards based assessments of students in grades five and seven are suspended. Of the funds available due to the suspension of these assessments, \$500,000 must be used by the Department of Education to fund educator professional development regarding the South Carolina Computer Science and Digital Literacy Standards. The remainder of the funds shall be used to pay for industry certification/credentials as approved to measure College/Career Readiness for purposes of the state accountability system.~~

1.74 DELETE (SDE: ESSER Funds) Directs the department to ensure school districts are made aware of permissible uses of the ESSER funds at their disposal. Directs the department distribute a list of cooperative purchasing agreements for districts to utilize to enhance their ESSER fund allocation by 8/1/24. Directs the department to distribute and to provide training and technical support to district personnel.

SUBCOMMITTEE RECOMMENDATION: DELETE proviso.

~~1.74. (SDE: ESSER Funds) Of the funds appropriated to the Department of Education, the department shall ensure that school districts are made aware of all the permissible uses of ESSER funds that are at their disposal. Before August 1, 2024, the department shall distribute a list of cooperative purchasing agreements, as defined by Section 11-35-4810(1), that school districts may join, participate, or use at their discretion in order to maximize the impact of district ESSER fund allocations. The department shall provide training and technical support to district personnel throughout the process.~~

1.77 AMEND (SDE: Funding for Schools Safety) Outlines the allocation and use of funds for school safety upgrades. Directs the department to create a process for school districts to apply for funding. Directs that applications must be submitted by September 1, 2024 and directs the department to submit a recommended list to the State Board of Education by November 30, 2024.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to add that funding is specifically for security assessments and facility upgrades. Updates the calendar year references and changes the submission date of the list of recommended grant awards to December 31. Requested by the Department of Education.

1.77. (SDE: Funding for Schools Safety) (A) The funds appropriated for Funding for Schools Safety shall be made available for the direct benefit of all children of South Carolina enrolled in K-12 schools by funding *security assessments and* facilities upgrades aligned with school safety priorities. The department shall allocate these funds to the public school districts and charter school districts. Eligible school facility upgrades shall include: (a) classroom/internal door locks; (b) secure school entry points and access control; (c) window covers; (d) bulletproof glass or bulletproof film for windows; and (e) electronic or other technology. School facilities eligible for safety upgrades under this subsection are defined as locations with daily student attendance and shall not include unimproved real property, centralized district administration

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facilities, or other facilities, including those normally identified with interscholastic sports activities.

(B) The department shall develop an application process for public and charter school districts to request funding for facilities upgrades aligned with school safety priorities and establish policies, procedures, and priorities for the making of ~~grants~~ *awards* pursuant to this subsection. Criteria for prioritizing the awarding of ~~grants~~ *funding* shall include, but not be limited to, percentage of students enrolled from low-income families, the age and condition of the existing school facilities to be upgraded as well as the ability to commence construction in a timely matter and the quality of the application. The criteria must also require that all proposed projects do not create new recurring annual expenses and comply with local, state, and federal building codes.

(C) Applications must be submitted to the department by September 1, ~~2024~~ *2025*. Upon receipt of applications pursuant to the application process adopted by the department, the department shall prioritize the eligible projects with the greatest need using the established criteria and shall submit a list of recommended ~~grant~~ *awards* to the State Board of Education no later than ~~November 30, 2024~~ *December 31, 2025*. ~~Grants~~ *Funding* shall be awarded upon an affirmative vote of the State Board.

(D) The financial assistance provided *to public school districts and charter school districts* pursuant to this provision must be used for the eligible school facility project. The department is responsible for establishing policies and procedures to ensure that funds are expended in a manner consistent with this provision. Unexpended funds may be carried forward to be expended for the same purposes by the department and ~~grant~~ *award* recipients. Following the close of the fiscal year, the department shall submit a report of approved projects to the Governor, the Chairman of the Senate Finance Committee, and the Chairman of the House Ways and Means Committee.

(E) Unexpended funds may be carried forward from the prior fiscal year into the current fiscal year to be expended for the same purposes by the department and school districts.

1.85 **AMEND** (SDE: Teaching Transformation Pilot Program) Directs that \$1,000,000 be allocated to USC’s College of Education for a pilot program to reinvent and transform the state’s teaching profession. Provides for the goals, intentions, and requirements of the program. Directs the pilot program to be in partnership with selected SC Historically Black Colleges and Universities, and to be designed and developed in collaboration with national partners, Education Resources Strategies and Bank Street College. Requires the pilot program to be anchored in data collection underway by SC-TEACHER, with a grant funded by the Carnegie Corporation of New York and effective educator practices across the globe. Directs the pilot program to compliment and/or enhance the state’s effective innovation in the issue of the state’s teaching profession.
SUBCOMMITTEE RECOMMENDATION: AMEND proviso to add “subject to funding” regarding the allocation of funding for the pilot program, and to delete references to whole child education. Requires a report to be submitted on the success of the pilot program to the Governor, Chairmen of Ways and Means and Senate Finance, and the Superintendent of Education by June 30. Requested by the Department of Education.

1.85. (SDE: Teaching Transformation Pilot Program) *(A) Subject to funding*, on or before July 31st of the current fiscal year, \$1,000,000 shall be allocated to the University of South Carolina’s College of Education for the design and implementation of a pilot program to reinvent and transform the state’s teaching profession. The goals of the pilot program are to:

- (1) diversify the PK-12th grade educator workforce;
- (2) address teacher shortages through innovations in educator development; and
- (3) accelerate student learning ~~and systems of whole child education~~.

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(B) The pilot program shall support at least three diverse school districts which shall include a minimum of one, with a maximum of two, large urban districts and a minimum of two, with a maximum of four, rural districts in order to:

(1) incentivize the recruitment and preparation of high quality educators including a focus on diversifying the teaching workforce for high-need students and stipends for student teachers/residents;

(2) support the development of a coherent and financially sustainable system, based on current school funding models, of teacher leadership that improves learning environments and educator retention and effectiveness; and

(3) produce several models of the school-university-community partnerships in South Carolina, testing evidence-based elements of a coherent system of teacher development including, but not limited to:

(a) prototyping a paid teacher residency for South Carolina, modeled from the medical profession, to develop well-prepared new recruits to teaching and new school designs to support teacher learning and leadership ~~for whole child education;~~

(b) applying state of the art technology and tools that save time, not only to help teachers problem-solve instructional challenges, but also to help students across schools and districts;

(c) reinventing the school day and/or school year calendar as teachers work on different contracts to create expanded and more personalized student learning as well as more opportunities for educators to lead;

(d) reducing teaching loads for some of the state's top teachers, including over six thousand who are National Board certified, so they can lead without leaving the classrooms; and

(e) rethinking the teacher salary schedule to:

(i) include opportunities for additional pay for increased responsibility, leadership roles, and expanded impact; and

(ii) prototype a menu of financial and nonfinancial incentives for effective educators to work in priority schools, subjects, and grade levels.

(C) State funding will support both an external evaluation of the pilot program as well as South Carolina districts participating in a national learning community of other school-university partnerships seeking to transform the educator workforce.

(D) The pilot program to transform the teaching profession will be in partnership with selected South Carolina Historically Black Colleges and Universities which will be critical to recruiting and developing teachers of color. In addition, the pilot program will be designed and developed in collaboration with national partners, Education Resource Strategies and Bank Street College, bringing respective expertise in resource reallocations for innovative school staffing in public education and recruiting and preparing diverse teachers through teaching residences. The pilot program will be anchored in data collection underway by SC-TEACHER, with a grant funded by the Carnegie Corporation of New York, as well as in effective educator practices from across the globe.

(E) The pilot program shall compliment and/or enhance the state's effective innovations in educator recruitment, induction, evaluation, and professional learning, and draw upon research evidence to create a transformative system of educator development including new ways to compensate teachers and principals that impact student learning and more efficient use of human capital across the State. Current teacher shortages cannot be addressed without transforming the teaching job and the profession itself.

(F) A report detailing the pilot program's success related to its stated goals including, but not limited to, the success of teacher recruitment and retention of those teachers shall be provided to the Governor, the Chairman of House Ways and Means, the Chairman of Senate Finance, and the Superintendent of Education by June 30th.

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1.87 **AMEND** (SDE: Surplus Property) Directs a school district to transfer or to offer for sale a lease a property which has been vacant for the previous four school years and has not been approved for use before July 1, 2024. Directs school districts to publish the list of properties on their website by September 15, 2024. Directs the district to transfer property by December 31, 2024 to a governmental subdivision or state agency that has provided written confirmation to accept the property for public use. States that if no subdivision or state agency accepts the property, the district is directed to offer the property for sale or lease at fair market value. Directs that 5% of state payments be withheld if a district fails to comply.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to update calendar year references.

1.87. (SDE: Surplus Property) (A) A school district must transfer, or offer for sale or lease, any surplus real property or property which has been vacant, unused, or unused for direct student instruction for the previous four school years and is not currently included in any district capital improvement plan for future use on or before July 1, ~~2024~~ 2025. All school districts must publish on their website by September 15, ~~2024~~ 2025, a list of properties that qualify under this provision.

(B) A school district shall comply with the requirements of this provision by transferring such property to another governmental subdivision or state agency that has provided written confirmation of an intent to accept the property for public use by December 31, ~~2024~~ 2025. Any governmental subdivision or state agency providing such written confirmation must comply with all requirements related to the acquisition of real property or surplus property, and/or requirements related to the establishment of permanent improvement projects prior to accepting property transferred pursuant to this provision.

(C) If no governmental subdivision or state agency confirms an intent to accept the property, the district shall offer the property for sale or lease at fair market value as determined by a neutral appraiser and in compliance with existing law providing for sale or lease of such property by a school district. If a school district fails to comply with this provision, the Department of Education must withhold five percent of all state payments to the district until the district complies.

1.89 **AMEND** (SDE: Alternative Education Programs Options) Directs SDE to create, publish, and provide to all public schools a list of alternative education programs at various institutions to students who are not on track for on-time graduation or who are at risk of dropping out of school Directs that school counselors should also provide student information those institutions unless the student has opted out pursuant to the Family Educational Rights and Privacy Act. Directs the department to develop an opt-out form for parents or students eighteen or older and make it available on its website.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to update technical language for the students and schools involved in alternative education programs, and to specify the age of students who should receive information on alternative diploma seeking education program to ages sixteen or older. Requested by the Department of Education.

1.89. (SDE: Alternative Education Programs Options) The State Department of Education shall create, publish, and provide to all public schools in the State a list of alternative education programs that can award a high school ~~degree~~ diploma or high school equivalency credential. The list must include, but not be limited to, the Wil Lou Gray Opportunity School and the South Carolina Youth Challenge Academy. ~~As part of each student's annual review of his~~

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~~Individualized Graduation Plan, school counselors~~ *Schools* shall distribute information provided by the Wil Lou Gray Opportunity School, the South Carolina Youth Challenge Academy, and any other *appropriate* alternative *diploma seeking* education program to students *age sixteen or older* who are not on track for on-time graduation or who otherwise are at risk of dropping out of school. ~~School counselors shall provide those institutions~~ The names and addresses of all students *age sixteen or older* who are not on track for on-time graduation or who are otherwise at risk of dropping out of school, except for students who have opted out of disclosure of directory information under the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g *will be made available to these institutions*. Parents or students age eighteen or older may complete a form to opt the student out of the disclosure of student contact information with these institutions. The department shall develop this opt-out and each district shall make the form available on its website.

- 1.91** **AMEND** (SDE: Reporting Requirements) Suspends the college freshman reporting requirements of Section 59-101-130. Directs SDE and EOC to use existing data to report on the in-state and out-of-state college enrollment, persistence, and post-secondary completion of high school graduates from South Carolina. Requires SDE to streamline data collection timelines and processes. Extends legislatively mandated due dates for school, district, and state plans to June 30, 2025.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to update calendar year reference.

1.91. (SDE: Reporting Requirements) (A) For the current fiscal year, the college freshman reporting requirements of Section 59-101-130 are suspended. The Department of Education, in collaboration with the Education Oversight Committee, is authorized to use data that is already collected to report on the in-state and out-of-state college enrollment, college persistence, and post-secondary completion of South Carolina's high school graduates.

(B) The Department of Education shall work to streamline data collection timelines and processes to reduce burden and increase efficiency of data collection and reporting. For the current fiscal year, legislatively mandated due dates for school, district, and state plans including, but not limited to, District Strategic and School Renewal Plans, Read to Succeed Reading Plans, Academic Recovery Plans, District ADEPT Plans, and School Turnaround Plans are extended at the discretion of the Department of Education, but shall be due by June 30, ~~2025~~ 2026.

- 1.100** **DELETE** (SDE: District Accounting Systems and Best Practices) Directs the Department of Education to convene a study committee to examine and propose revisions to improve district accounting systems and best practices. Establishes the membership and duties of the committee. Directs the committee to provide a report of potential reforms by May 31, 2025 to the Governor, the Speaker of the House, and the President of the Senate.

SUBCOMMITTEE RECOMMENDATION: DELETE proviso. Requested by the Department of Education.

1.100. (SDE: District Accounting Systems and Best Practices) ~~(A) The Department of Education shall convene and staff a study committee to examine and propose necessary revisions for improving district accounting systems and best practices.~~

~~(B) The study committee shall be comprised of the following individuals who each should have background and expertise in education finance:~~

- ~~(1) one member appointed by the Governor; who shall serve as Chair of the task force;~~
- ~~(2) the State Superintendent of Education or their designee;~~

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- ~~(3) the Chief Financial Officer of the State Department of Education;~~
- ~~(4) one member of the South Carolina House of Representatives appointed by the Chair of the House of Representatives Education and Public Works Committee;~~
- ~~(5) one member of the South Carolina Senate appointed by the Chair of the Senate Education Committee;~~
- ~~(6) one member appointed by the Chair of the House of Representatives Ways and Means Committee;~~
- ~~(7) one member appointed by the Chair of the Senate Finance Committee;~~
- ~~(8) one member appointed by the Chair of the Board of the Revenue and Fiscal Affairs Office;~~
- ~~(9) one member appointed by the Governor upon recommendation of the South Carolina Association of School Administrators;~~
- ~~(10) one member appointed by the Governor upon recommendation of the South Carolina School Boards Association; and~~
- ~~(11) one member appointed by the Governor upon recommendation of the South Carolina Association of School Business Officials.~~

~~(C) Members of the task force shall receive no compensation but may receive per diem and mileage from the South Carolina Department of Education as provided for boards and commissions.~~

~~(D) The task force must submit recommendations for potential reforms to the Governor, the Speaker of the House of Representatives, and the President of the Senate no later than May 31, 2025. Recommendations shall include, but not be limited to, the following areas:~~

- ~~(1) increased transparency for school district personnel, stakeholders, and policymakers;~~
- ~~(2) ensuring alignment to accounting standards across the State;~~
- ~~(3) ease of reporting;~~
- ~~(4) consolidation of multiple reports into a streamlined reporting format;~~
- ~~(5) consistency of data across districts; and~~
- ~~(6) increased efficiency for school district financial staff.~~

1.103 DELETE (SDE: First Steps Division) Authorizes First Steps to operate independently from SDE effective July 1.

SUBCOMMITTEE RECOMMENDATION: DELETE proviso. Requested by the Office of First Steps.

~~**1.103.** (SDE: First Steps Division) Effective July 1, 2024, the Office of First Steps is authorized to operate independently from the Department of Education. The Office of First Steps shall work with the Department of Administration, Executive Budget Office, in consultation with the Department of Education, to separate out funding sources, employees, proviso language, and anything else pertinent to formally separate First Steps from the Department of Education.~~

1.107 AMEND (SDE: Strategic Compensation Pilot Program) Creates the Strategic Compensation Pilot Program for certified teachers. Establishes the criteria for the applicants, and requires a report to be submitted to the General Assembly on the effectiveness of the pilot program.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to delete “certified teachers” and add “potential” in reference to secondary indicators. Add “and charters” in regard to entities receiving funds under this grant, and add that reports produced on effectiveness of the pilot shall place an emphasis on yearend data. Requested by the Department of Education.

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1.107. (SDE: Strategic Compensation Pilot) (A) Of the funds appropriated to the Department of Education, the department shall establish as strategic compensation ~~for certified teachers~~ pilot program for which districts or charter schools may elect to apply. The department shall ensure through its awards that at least half of participants are in a “critical need geographic area” as designated annually by the State Board of Education.

(B) The criteria for the grant application shall include, but not be limited to:

(1) measurement of educator effectiveness using student academic growth data as the primary indicator;

(2) additional measures of educator effectiveness including observation data, student survey data, attendance data, etc. as *potential* secondary indicators;

(3) ability to utilize student information systems and data governance policies to ensure appropriate rostering of students to their "educator(s)of record";

(4) demonstration of entrepreneurial spirit and willingness to implement a strategic compensation program that attracts, rewards, and recognizes educators;

(5) a quarterly reporting requirement to ensure key milestones are achieved and that fiscal stewardship and fidelity to core premise is evident; and

(6) evidence that the strategic compensation design is aligned with proven South Carolina efforts and/or proven national efforts that are backed by evidence.

(C) Districts *and charters* receiving funding under this grant shall provide data as requested by the department to produce a report on the effectiveness of the pilot to be provided to the General Assembly, *with particular emphasis placed on yearend data once available.*

1.115 **DELETE** (SDE: Williamsburg County School District) Directs SDE to prepare a report on the Williamsburg County School District citing the reasons for declaring a state of emergency, to be provided to the respective delegation by January 1st.

SUBCOMMITTEE RECOMMENDATION: DELETE proviso. Requested by the Department of Education.

~~**1.115.** (SDE: Williamsburg County School District) Of the funds appropriated to the Department of Education, the department shall prepare a written report on the Williamsburg County School District which is under management by the department. The report must be provided to the Williamsburg County Legislative Delegation by January 1st. The report must include the initial reasons cited by the State Superintendent of Education for declaring a state of emergency that resulted in the department assuming management of the district, the year in which the declaration was made, and the steps taken by the department to address such matters. This report also must include recommended actions to end the management of the district, including a plan that contains stated benchmarks and timelines for returning management of the school district back to the locally elected school board.~~

SECTION 1A - H630 - DEPARTMENT OF EDUCATION-EIA

1A.4 **AMEND** (SDE-EIA: Teacher Salaries/State Agencies) Provides for the distribution of funds as recommended by the department and funded by the General Assembly to adjust teacher pay based on the local school district where the agency is located for instructional personnel employed by a state agency not containing a school district.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to delete references of “recommended by the Department of Education” in regards to distribution of funds and “Section 1, VIII.F” in regards to EIA appropriations.

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1A.4. (SDE-EIA: Teacher Salaries/State Agencies) (A) Each state agency which does not contain a school district but has instructional personnel shall receive an appropriation as recommended by the Department of Education and funded by the General Assembly for teacher salaries based on the following formula: Each state agency shall receive such funds as are necessary to adjust the pay of all instructional personnel to the appropriate salary provided by the salary schedules of the school district in which the agency is located. Instructional personnel may include all positions which would be eligible for EIA supplements in a public school district, and may at the discretion of the state agency, be defined to cover curriculum development specialists, educational testing psychologists, psychological and guidance counselors, and principals. The twelve-month agricultural teachers located at Clemson University are to be included in this allocation of funds for base salary increases. The Governor’s School for the Arts and Humanities, the Governor’s School for Science and Mathematics, and the Governor’s School for Agriculture at John de la Howe are authorized to increase the salaries of instructional personnel by an amount equal to the percentage increase given by the school district in which they are both located.

(B) Teacher salary increases recommended by the Department of Education and funded in this act shall be incorporated into each agency’s EIA appropriation contained in Section 1, VIII.F.

1A.9 **AMEND** (SDE-EIA: Teacher Supplies) Provides guidelines for distributing teacher supply reimbursement of up to \$400 each school year to offset the expenses teachers have incurred for teaching supplies and materials. Allows any classroom teacher, including those at a S.C. private school that are not eligible for this reimbursement, to claim a refundable income tax credit on their tax return.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to update calendar year references.

1A.9. (SDE-EIA: Teacher Supplies) (A) All certified and non-certified public school teachers identified in PCS, certified special school classroom teachers, certified media specialists, certified guidance counselors, and career specialists who are employed by a school district, a charter school, or lead teachers employed in a publicly funded full day 4K classroom approved by the South Carolina First Steps to School Readiness, as of November thirtieth of the current fiscal year, based on the public decision of the school board may receive reimbursement of \$400 each school year to offset expenses incurred by them for teaching supplies and materials. Funds shall be disbursed by the department to School districts by July fifteenth based on the last reconciled Professional Certified Staff (PCS) listing from the previous year. With remaining funds for this program, any deviation in the PCS and actual teacher count will be reconciled by December thirty-first or as soon as practicable thereafter. Based on the public decision of the school district and no later than May fifteenth annually, the district shall notify all individuals entitled to receive these funds the manner in which the funds will be disbursed. Funds may be disbursed to each teacher via check in a manner separate and distinct from their payroll check on the first day teachers, by contract, are required to be in attendance at school for the current contract year, or the funds may be disbursed to each teacher via direct deposit as long as the funds are handled in a manner to be separate and distinct from their payroll check. This reimbursement shall not be considered by the state as taxable income. Special schools include the Governor’s School for Science and Math, the Governor’s School for the Arts and Humanities, Wil Lou Gray Opportunity School, Governor’s School for Agriculture at John de la Howe, 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

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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.

(B) 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 ~~2024~~ 2025 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 \$400, 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 ~~2024~~ 2025 return claiming the credit, so long as the return or amended return is filed in this fiscal year. The Department of Revenue may require whatever proof it deems necessary to implement the credit provided by this part of this provision. Any person receiving the reimbursement provided by this proviso is ineligible to take the income tax credit allowed by this proviso.

1A.26 AMEND (SDE-EIA: Full-Day 4K) Provides guidelines for participation in and funding for the SC Early Reading Development and Education Program (CERDEP). *Companion to 1.47.*
SUBCOMMITTEE RECOMMENDATION: AMEND proviso to direct the Department and First Steps to collect and share any waiting lists for the 4K program by September 1st, and to determine a process for notifying parents of eligible students available slots. Requested by the Office of First Steps.

1A.26. (SDE: Full-Day 4K) (A) Eligible students residing in any school district or attending any charter school authorized by the South Carolina Public Charter School District or an approved institution of higher education may participate in the South Carolina Early Reading Development and Education program (CERDEP) pending the availability of space and funding. Student eligibility as defined by Section 59-156-130 of the 1976 Code is an annual family income of one hundred eighty-five percent or less of the federal poverty guidelines as promulgated annually by the United States Department of Health and Human Services or a statement of Medicaid eligibility.

(B) A parent or guardian may choose to enroll their child in a public school participating in the program and approved by the Department of Education pursuant to Section 59-156-210 or in a private provider participating in the program and approved by the Office of First Steps pursuant to Section 59-156-200. A private provider includes, but is not limited to, a child care center, a military child care facility regulated by the United States Department of Defense, or a non-profit independent school. State funds appropriated for the provision of CERDEP services in military child care facilities may not be used to supplant existing federal child care funds. No school district can be denied participation in CERDEP or be denied CERDEP funding pursuant to the terms of this provision.

(C) 4K programs in public schools and non-profit independent schools participating in CERDEP are not required to be approved, registered, or licensed by the Department of Social Services in order to participate in CERDEP. Instead, the Department of Education and the Office

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of First Steps are responsible for ensuring that providers deliver high-quality educational programs pursuant to Section 59-156-160.

(D) Public and private providers shall be funded for instructional costs at a minimum rate of \$5,100 per student enrolled. Eligible students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall also be eligible for reimbursement at a minimum of \$620 per eligible child transported. First Steps and the Department of Education must provide an equitable distribution above the minimum between public and private providers. First Steps and the Department of Education must provide a quarterly report beginning October 1 detailing funding above the minimum made to any provider to the Governor, the Chairman of the Senate Finance Committee, and the Chairman of the House Ways and Means Committee. All providers who are reimbursed are required to retain records as required by their fiscal agent. New providers participating for the first time in the current fiscal year and enrolling between one and six eligible children shall be eligible to receive at a minimum of \$1,000 per child in materials and equipment funding, with providers enrolling seven or more such children eligible for funding at a minimum of \$10,000. The Department of Education and the Office of First Steps Readiness are authorized to utilize carry forward funds and federal funds to supplement the amount expended for materials and equipment. Providers receiving equipment funding are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps. The Department of Education shall only provide funding for public school students whose complete records have been entered into PowerSchool based on the one hundred and thirty-five day student average daily membership. For the current fiscal year, providers may enroll pay-lunch children who score at or below the twenty-fifth national percentile on two of the three DIAL-3 subscales by July 1 if at least seventy-five percent of the total number of children eligible or the Child Early Reading Development and Education Program in a district or county are projected to be enrolled in that program, Head Start, or ABC Child Care Program as determined by the Department of Education and the Office of First Steps, Child Early Reading Development and Education Program. Providers may receive reimbursement for these children if funds are available. By September 1, the Department of Education and the Office of First Steps must collect the documented waiting lists, share the lists, and determine a process to notify parents of eligible students of available slots in all approved providers. The Department of Education is required to offer waivers allowing students with disabilities to be served in multi-categorical classroom settings based on similar cognition and abilities. Funding appropriated for CERDEP may be carried forward and expended for the same purpose.

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

(F) Of the funds appropriated, \$300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina Early Reading Development

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and Education Program (CERDEP) and to issue findings in a report to the General Assembly by March first of each year. To aid in this evaluation, the Education Oversight Committee shall determine and obtain 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, including average daily attendance data, so that consistent enrollment may be determined. 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 public or private provider including those funded by CERDEP, Head Start, SC Child Care Scholarships, EIA, Title I, district-funded, and all other federal, state, or local public sources. 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 along with information, recommendations, and a timeline for how the state can increase the number of students served in high-quality programs. To aid in the accurate reporting of four-year-olds in poverty served in formal education programs in public schools in South Carolina, the Department of Education must provide to the EOC data related to four-year-olds served in formal education programs funded with other state, local, or federal funds, including Title 1 and EIA-District-funded programs, denoting full- or partial-day status.

(G) For eligible children residing in school districts that do not participate in CERDEP, the Department of Education is required to develop and implement inter-district transfer policies that give parents or guardians the option of their eligible child attending an out-of-district school that participates in CERDEP.

(H) For the current fiscal year, the Office of First Steps may expend: (1) up to \$2,000,000 to pilot a program to provide higher reimbursement rates to high-quality providers. The reimbursement rate for students enrolled by child care providers rated B or higher in the ABC Quality System operated by the Department of Social Services may be increased by up to 10% of the per-student base following guidelines developed by the Office of First Steps; and (2) up to \$250,000 to provide one-time supplemental, needs-based incentive grants in an amount not to exceed \$30,000 for newly created and/or newly approved private providers proposing to expand service to ten or more CERDEP eligible children in communities unable to enroll all eligible students in a public, private, or Head Start setting during the prior fiscal year. These grants are designed to address building renovations, documented as necessary to bring proposed classrooms into compliance with licensing regulations, materials and staffing costs, and/or other obstacles currently preventing their participation in the program. The First Steps Board of Trustees shall develop and approve an application process that incorporates formal review and fiscal safeguards designed to ensure grant funds are used solely to address documented barriers to program participation. Providers receiving this one-time supplement shall be expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years shall require the provider to return a portion of the supplemental allocation at a level determined by the Office of First Steps to School Readiness. First Steps shall submit a report detailing its process, expenditures and expanded enrollment to the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee by March 15.

(I) If by August first, the Department of Education or the Office of First Steps determines that appropriations will exceed expenditures, available funds may be used to fund an extended program and to increase the length of the program to a maximum of eight and a half hours per

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day or two hundred and twenty days per year or to fund summer programs. If a district chooses to fund summer enrollment, the program funding shall conform to the funding in this act for full year programs; however, it shall be reduced on a pro rata basis to conform with the length of the program. A summer program shall be no more than eight and a half hours per day and shall be not more than ten weeks in length. The per pupil allocation and classroom grant must conform with the appropriated amount contained in this act and end of year adjustments shall be based on the one hundred and thirty-five-day student average daily membership or later student average daily membership for districts choosing to extend the program past one hundred and eighty days. Funds may also be used to provide parent engagement, professional development, and quality evaluations of programs. No later than April first, the Department of Education and the Office of First Steps shall report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee on the expenditure of these funds to include the following information: the amount of money used and specific steps and measures taken to enhance the quality of the 4K program and the amount of money used for professional development as well as the types of professional development offered and the number of participants. The Office of First Steps is directed to determine if the provision of extended programs in private centers improves the ability of parents to enter the workforce or to pursue postsecondary training or industry credentials.

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

(K) The Office of First Steps and the Department of Education shall collaborate with the South Carolina Head Start State Collaboration Office to inform parents of all publicly funded full-day 4K programs including Head Start by participating in PalmettoPreK and First5SC.

1A.31 AMEND (SDE: Teacher Salaries/SE Average) States that the projected Southeastern average teacher salary is projected to be \$59,866. Requires a local district board of trustees to provide a step increase for all eligible certified teachers. Requires districts to use the district salary schedule used in the prior fiscal year as the basis for providing the increase. Suspends the requirement that districts maintain local salary supplements per teacher no less than their prior fiscal year. *Companion to General Education proviso 1.70.*

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to update the Southeastern average teacher salary and fiscal year reference.

1A.31. (SDE-EIA: Teacher Salaries/SE Average) (A) The projected Southeastern average teacher salary shall be the average of the average teachers' salaries of the southeastern states as projected by the Revenue and Fiscal Affairs Office. For the current school year, the Southeastern average teacher salary is projected to be ~~\$59,866~~ \$61,964. 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.

(B) 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 at a minimum the district salary schedule utilized the prior fiscal year as the basis for providing the step. Application of this provision must be applied uniformly for all eligible certified teachers. For Fiscal Year ~~2024-25~~ 2025-26, the

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requirement that school districts maintain local salary supplements per teacher no less than their prior fiscal year level is suspended.

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

1A.41 **AMEND** (SDE-EIA: EOC-South Carolina Autism Society) Directs that \$500,000 of the EIA funds appropriated for Partnerships, Education Oversight Committee (A85) be transferred quarterly from the EOC to the South Carolina Autism Society for the Autism Parent-School Partnership Program. Requires the society, on or before August 1, 2024, to provide an audit of the society's books from the previous fiscal year to the Chairmen of the Senate Finance and House Ways and Means Committees. Directs that the society provide an updated audit to the Chairmen on or before June 30, 2025.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to update fiscal year references.

1A.41. (SDE-EIA: EOC-South Carolina Autism Society) (A) Of the funds appropriated in Section 1A, VIII.F. Partnerships, Education Oversight Committee (A85), \$500,000 must be transferred in quarterly installments from the Education Oversight Committee to the South Carolina Autism Society for the Autism Parent-School Partnership Program. No more than ten percent of these funds may be used for central office related administrative purposes, with the remaining funds used to directly provide services through the Parent-School Partnership Program.

(B) On a quarterly basis, the South Carolina Autism Society shall submit to the Chairmen of the Senate Finance Committee and the House Ways and Means Committee a comprehensive report concerning the society's finances. The report must include, but is not limited to:

- (1) All income derived during the quarter from any source;
- (2) An itemized list of all expenditures for the quarter, including the amount of each expenditure;
- (3) A list of employees, independent contractors hired by the society, and any other person or entity that provides goods or services to the society, including the amount paid to each; and
- (4) Any other such information that aids in fully understanding the fiscal health of the society.

(C) On or before August 1, ~~2024~~ *of the current fiscal year*, the society shall provide the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee an audit of the society's books from the society's previous fiscal year. On or before June 30, ~~2025~~ *of the current fiscal year*, the society shall provide an updated audit to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee.

1A.44 **AMEND** (SDE-EIA: CDEPP Student Information and Reporting) Requires the department and First Steps to acquire unique student identifiers or SUNS numbers by the 45th day for each student that is enrolled in the CDEPP program and to provide a report on the information to various committees by November 30th. Requires the department and First Steps provide any information the EOC requires for the annual CDEPP report by November 30th.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to change "CDEPP" to "CERDEP" to accurately reflect the program name of the Child Early Reading and Development Education Program. Requested by the Department of Education.

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1A.44. (SDE-EIA: ~~CDEPP~~ CERDEP Student Information and Reporting) For the current fiscal year, the Department of Education and the Office of First Steps to School Readiness must acquire unique student identifiers or SUNS numbers for each student enrolled in the ~~CDEPP~~ CERDEP program no later than the 45th day and must provide a report of such to the House Ways and Means Committee, the House Education Committee, the Senate Finance Committee, the Senate Education Committee and the Education Oversight Committee by November thirtieth. The Department of Education and the Office of First Steps to School Readiness must provide any information required by the Education Oversight Committee for the annual ~~CDEPP~~ CERDEP report no later than November thirtieth.

1A.45 **AMEND** (SDE-EIA: Rural Teacher Recruiting Incentive) Creates a program within CERRA to recruit and retain classroom educators in rural and underserved districts that annually experience excessive teacher turnover. Requires CERRA report by July 31st of the current fiscal year to the Governor, the President Pro Tempore of the Senate, and the Speaker of the House on the incentives that have been developed and to make recommendations for attracting and retaining high quality teachers. Authorizes Rural Teacher Recruiting Incentive funds to be carried forward and used for the same purpose. require EOC to evaluate the allocated funds and their impact on the Rural Teacher Recruiting Incentive. Requires the evaluation to be submitted to the WMC, SFC, House and Senate Education Committees, and the Governor's Office by December 15th.
SUBCOMMITTEE RECOMMENDATION: AMEND proviso to update the evaluation submission date.

1A.45. (SDE-EIA: Rural Teacher Recruiting Incentive) (A) There is created a program within the South Carolina Center for Educator Recruitment, Retention, and Advancement (CERRA) to recruit and retain classroom educators in rural and underserved districts experiencing excessive turnover of classroom teachers on an annual basis.

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

(1) Eligible districts identified by CERRA as experiencing greater than eleven percent average annual teacher turnover, as reported on the districts' five most recent district report cards issued by the South Carolina Department of Education and are not one of the fifteen wealthiest districts based on the index of taxpaying ability, may make application to participate in the program.

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

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

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

(C) Pursuant to item (A), CERRA shall develop a set of incentives including, but not limited to, salary supplements, education subsidies, loan forgiveness, professional development, and mentorship to be provided to classroom educators that offer instructional services in eligible districts and shall provide incentive options for eligible individuals at all stages of their careers, including high-school and college or university students interested in entering the teaching profession and including individuals entering the field through an alternative certification

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pathway to include, but not limited to, PACE, ABCTE, Teach for American, and CATE Work-Based Certification.

At a minimum, the incentives shall include:

(1) Development of a program for forgiveness of undergraduate student loans, not to exceed \$5,000 per year, for up to 7 years, for teachers participating in this incentive that achieve certification through an alternative pathway or who have a loan from an institution other than the South Carolina Student Loan Corporation or program other than the South Carolina Teachers Loan Program.

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

(3) Support for the establishment and maintenance of a teaching mentorship program, including salary supplements for teaching mentors not to exceed \$2,500 per year.

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

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

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

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

(G) The Education Oversight Committee is required to complete an evaluation of the impact of the funds and incentives related to the Rural Teacher Recruiting Incentive. A completed evaluation is due to the House Ways and Means Committee, the House Education Committee, the Senate Finance Committee, the Senate Education Committee, and the Governor's Office ~~no later than December 15 of the current fiscal year~~ *by June 30, 2026*.

1A.51 AMEND (SDE-EIA: Career and Technology Education) Provides for the distribution and use of Career and Technology Education funds to school districts and multi-district career centers. Requires the district plan contain certain information on other available career and technical equipment and to include charter schools offering at least one career and technical education completer program. Authorizes school districts and career centers to carry forward these funds for the same purpose. Directs that \$125,000 be allocated to the Palmetto Partners for Science and Technology for robotics competition, curriculum, and support.
SUBCOMMITTEE RECOMMENDATION: AMEND proviso to update the fiscal year reference.

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1A.51. (SDE-EIA: Career and Technology Education) Of the funds appropriated for Career and Technology Education, multi-district careers centers that received funds in Fiscal Year ~~2024-25~~ 2025-26 from the State Aid to Classrooms line item shall receive in the current fiscal year at least \$2,750,000. The balance of funds appropriated for Career and Technology Education will be distributed to school districts and multi-district career centers based on the prior year actual student enrollment for career and technology education courses, with no district or multi-district career center receiving less than \$50,000. Funds may be expended for the purchase of career and technical equipment, the up fitting of facilities and the purchase of consumables, regional career specialists, and such evidence-based initiatives like High Schools that Work and Project Lead the Way. Each district must include in the district plan submitted to the Office of Career and Technology Education information on other career and technical equipment available. The district must include, at a minimum, equipment located at the career center and at the technical college, information on the alignment of equipment to current industry jobs and needs in the state as recommended by career and technical program advisory committees. District plans must include charter schools within the school district offering at least one career and technical education completer program. School districts and career centers may carry forward unexpended funds to be used for the same intended purposes to up fit career and technical facilities and replace career and technical program consumables. In addition, \$125,000 of the funds appropriated shall be allocated to the Palmetto Partners for Science and Technology for robotics competition, curriculum, and support.

1A.60 **AMEND** (SDE-EIA: Bridge Program) Directs that \$1,400,000 of Rural Teacher Recruitment funds be transferred to SC State University to implement and enhance a BRIDGE program to recruit minority high school students along the I-95 corridor into the teaching profession. Directs SC State to use \$400,000 of these funds to partner with one or more higher education institutions to establish a similar bridge program.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to update the fiscal year reference.

1A.60. (SDE: Bridge Program) Of the funds appropriated for “Rural Teacher Recruitment” in Fiscal Year ~~2024-25~~ 2025-26, \$1,400,000 shall be transferred to South Carolina State University for the implementation and enhancement of a BRIDGE program to recruit minority high school students along the I-95 corridor into the teaching profession by offering them, while still in high school, access to counseling, mentoring, on campus summer enrichment programs, and opportunities for dual enrollment credits at South Carolina State University for the purpose of preparing these students to major in education and to become future teachers along the I-95 corridor. South Carolina State University must utilize \$400,000 of these funds to partner with one or more institutions of higher education to establish a similar bridge program.

1A.63 **CONFORM TO FUNDING/AMEND** (SDE-EIA: Surplus) Requires and provides guidelines for the expenditures of the EIA cash funds and EIA funds of prior fiscal year, not appropriated or authorized to be carried forward.

SUBCOMMITTEE RECOMMENDATION: CONFORM TO FUNDING/AMEND proviso to delete the provision using the first \$1.6 million in additional funds not carried forward or otherwise appropriated to reimburse school districts for reduced meals and up to \$5,000,000 in additional funds not carried forward or otherwise appropriated for instructional materials and school bus purchase.

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1A.63. (SDE-EIA: Surplus) For Fiscal Year 2024-25, EIA cash funds from the prior fiscal year and EIA funds not otherwise appropriated or authorized must be carried forward and expended on the following items in the order listed.

~~The first \$1.6 million in additional funds carried forward and not otherwise appropriated or authorized may be used to reimburse school districts for reduced meals for the Child Nutrition Program and up to \$5,000,000 in additional funds carried forward and not otherwise appropriated or authorized may be used for instructional materials and school bus purchase.~~

1A.69 **AMEND** (SDE-EIA: Developmental Education and Therapy Services) Directs that of the funds appropriated for Developmental Education and Therapy Services, \$486,486 shall be allocated to the Meyer Center; \$1,513,514 shall be allocated to Pattison’s Academy; and \$1,300,000 for Palmetto Excel.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to delete the allocation of \$1,300,000 for Palmetto Excel and the requirements of the funding. Directs that funds shall be disbursed by the department to the district no later than 12/1 and the district shall remit the allocation to the schools within 30 days. Requested by the SC Public Charter School District.

~~**1A.69.** (SDE-EIA: Developmental Education and Therapy Services) Of the funds appropriated for Developmental Education and Therapy Services for students with multiple documented disabilities, \$486,486 shall be allocated to the Meyer Center, \$1,513,514 shall be allocated to Pattison’s Academy, and \$1,300,000 shall be allocated to the SC Public Charter School District for Palmetto Excel. The funding allocated to the Public Charter School District is estimated to serve 150 students. If less students are served, the money must be retained and not expended by the Public Charter School District on a pro rata basis. Funds shall be disbursed by the department to the district in full not later than December 1, and the district shall remit the total allocation to the schools within 30 calendar days.~~

1A.flst **ADD** (SDE-EIA: CERDEP Foundational Literacy Skill Training) **SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to direct SDE to provide training on literacy skills to all public school educators and aides who work with CERDEP, and staff of the Office of First Steps in every district that has CERDEP classrooms. Provides a stipend for educators who successfully complete the training. Allows SDE to carry forward and expend funds for the same purposes. Requested by the Department of Education.

1A.flst. (SDE-EIA: CERDEP Foundational Literacy Skill Training) (A) Beginning in the 2025-26 Fiscal Year with funds available, the Department of Education will train public school educators and class aides working with children in the South Carolina Early Reading Development and Education program (CERDEP) and to staff of the Office of First Steps to School Readiness in foundational literacy skills. Each school district with CERDEP classrooms shall participate in the implementation of this foundational literacy skills training.

(B) Selected educators shall participate in foundational literacy skills training provided and paid for by the Department of Education. Successful completion of this training shall satisfy the requirements of the literacy teacher endorsement. Educators who successfully complete the training, as determined by the department, shall receive a monetary stipend.

(C) The Department of Education is authorized to carry forward and expend any balance of funds authorized in the prior fiscal year for training for the same purposes in the current fiscal year.

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SECTION 7 - L120 - GOVERNOR'S SCHOOL FOR AGRICULTURE AT JOHN DE LA HOWE

7.cf **ADD** (JDLHS: Carry Forward) **SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to allow the School to carry forward unexpended funds from the prior fiscal year into the current fiscal year and expend at the discretion of the board.

7.cf. (JDLHS: Carry Forward) The Governor's School for Agriculture at John De La Howe may carry forward any appropriated or generated unexpended funds from the prior fiscal year into the current fiscal year to be expended pursuant to the discretion of the board of trustees of the school.

7.irs **ADD** (JDLHS: Use of Income Received by the School) **SUBCOMMITTEE RECOMMENDATION:** ADD new proviso to require income received on specified agricultural related endeavors to be used for permanent improvements, maintenance, and school operating expenses.

7.irs. (JDLHS: Use of Income Received by the School) All income that the school receives from the sale of timber or farm products, from the sales and services provided by the meats processing facility, and from programs and events facilitated by the agency must be used for the construction, erection, and building of permanent improvements at the school, for maintaining and equipping of capital improvements, and for the purpose of covering expenses of the school's programs and operations.

SECTION 27 - H870 - STATE LIBRARY

27.5. **AMEND** (LIB: SCLENDS) Allows the State Library to accept money for the South Carolina Library Evergreen Network Delivery System (SCLENDs). Directs that the consortium shall allow South Carolina libraries the ability to share resources and provide a forum for sharing expertise in technical areas such as systems administration and cataloging. Directs that funds received for SCLENDS be placed in a special account and only be used to pay for items related to SCLENDS. Authorizes unexpended funds to be carried forward and be used for the same purpose.

SUBCOMMITTEE RECOMMENDATION: AMEND proviso to change "Evergreen" to "Electronic." Requested by the State Library.

27.5. (LIB: SCLENDS) The State Library may accept money for the South Carolina Library ~~Evergreen~~ *Electronic* Network Delivery System (SCLENDS), a consortium providing patrons access to more library materials. The consortium shall allow South Carolina libraries the ability to share resources and provide a forum for sharing expertise in technical areas such as systems administration and cataloging. Funds received by the State Library for SCLENDS shall be placed in a special account and shall only be utilized to pay for items related to SCLENDS.

Unexpended funds may be carried forward from the prior fiscal year into the current fiscal year and be used for the same purpose.

SECTION 29 - H950 - STATE MUSEUM COMMISSIONS

29.6 **CONFORM TO FUNDING/AMEND** (MUSM: Remittance to General Services) Directs the State Museum to remit at least \$1,800,000 to the Department of Administration as compensation for expenses associated with its lease of the Columbia Mills Building.

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SUBCOMMITTEE RECOMMENDATION: CONFORM TO FUNDING/AMEND proviso to update the remitted amount from \$1.8 million to \$3,505,361.94. Requested by the State Museum Commission.

29.6. (MUSM: Remittance to General Services) The State Museum is directed to remit not less than ~~\$1,800,000~~ *\$3,505,361.94* to the Department of Administration as compensation for expenses associated with the premises it leases in the Columbia Mills Building. In the event the General Assembly or the Executive Budget Office implements a mid-year across-the-board budget reduction, the rent that the State Museum remits to the Department of Administration shall be reduced by the same percentage as the assessed budget reduction.

SECTION 117 - X900 - GENERAL PROVISIONS

117.167 DELETE (GP: JROTC Program) Directs that the Department of Education, collaborating with the Department of Veterans' Affairs, the Adjutant General, and EOC shall submit a report to the General Assembly, the Governor, and the State Board of Education by 2/1/25 on the status of JROTC programs in SC public schools.

SUBCOMMITTEE RECOMMENDATION: DELETE proviso. Requested by the Department of Education.

~~**117.167.** (GP: JROTC Program) By February 1, 2025, the Department of Education, in collaboration with the Department of Veterans' Affairs, the Adjutant General, and the Education Oversight Committee, shall submit a report to the General Assembly, the Governor, and the State Board of Education on the status of JROTC program offerings in South Carolina public schools. The report shall include recommendations for expanding JROTC program offerings to more South Carolina students.~~