

AGENDA

EIA and Improvement Mechanisms Subcommittee

Monday, May 21, 2018
1:00 p.m.
Room 433, Blatt Building

- I. Welcome Dr. Bob Couch
- II. Approval of Minutes of December 4, 2017 Dr. Bob Couch
- III. Action Items:
Annual Evaluation of SC Teacher Loan Program Ms. Bunnie Ward
Annual Evaluation of Military-Connected Students Ms. Bunnie Ward
- IV. Action Item:
Parent Survey Dr. Kevin Andrews
- V. Discussion Item:
EIA Budget and Provisos..... Dr. Bob Couch
Ms. Melanie Barton

Adjournment.

EIA and Improvement Mechanisms Subcommittee
Dr. Bob Couch, Chair
April Allen
Rep. Dwight Loftis
Sen. Kevin Johnson
Ellen Weaver

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Melanie D. Barton
EXECUTIVE DIRECTOR

EIA and Improvement Mechanisms Subcommittee

Meeting Minutes

Blatt 433

10:00 AM

December 4, 2017

Members Present: April Allen, Cynthia Bennett, Bob Couch (Chair), Senator Kevin Johnson, Rep. Dwight Loftis, and Ellen Weaver

Staff Present: Kevin Andrews, Melanie Barton, Hope Johnson-Jones, Bunnie Lempesis Ward, and Dana Yow

Dr. Couch welcomed members and guests in attendance.

The minutes of the November 27, 2017 subcommittee meeting were then approved as distributed.

Dr. Couch reminded the members that the EOC is required by state law to provide budget and proviso recommendations related to the Education Accountability Act and the Education Improvement Act to the Governor and General Assembly.

Dr. Couch then called upon Mrs. Melanie Barton to summarize the South Carolina Department of Education's budget and proviso recommendations for Fiscal Year 2018-19 and a working draft of budget and proviso recommendations, highlighting the following:

- SCDE recommends consolidating district allocations for professional development and reading into the EIA line appropriation, Aid to Districts.
- The Subcommittee recommends annualizing \$3 million for national industry certifications.
- SCDE requests \$750,000 for a student engagement survey. EOC staff recommends funding this line item since it is part of the accountability plan.
- SCDE requests \$1.4 million to procure a student learning system that will integrate multiple education data systems, which is an important part of competency-based education.
- SCDE requests a \$22 million increase in EAA Technical Assistance to serve additional schools that will be identified as Unsatisfactory with the release of the 2018 report cards. EOC staff provided an analysis documenting a \$11 million increase for Fiscal Year 2018-19 is more feasible due to a projected implementation process that will take at least 18 months or more than one fiscal year. The EOC staff estimates it will take at least one to two years at least to fully implement and to potentially hire 120 transformation coaches. There is an additional issue about the inclusion of charter schools for technical assistance funds. Staff recommended that the Subcommittee consider excluding charters from being eligible to receive technical assistance funds.

Rep. Loftis asked for clarification about the process to identify and support underperforming schools. Ms. Barton noted it may be difficult to recruit and hire 120 coaches given the challenges the state is facing with teacher shortages. Ms. Barton suggested that the EOC could revise the request to include broader resources for technical assistance. Ms. Barton continued with her summary, reporting that:

- SCDE recommends improving PowerSchool security, at an additional cost of \$1.6 million.
- EOC and SCDE recommends allocating additional EIA revenues to increase the minimum starting salary for teachers with 0 to 2 years of teaching experience to \$32,000. SCDE provided estimates to the EOC that the cost of increasing the minimum starting salary would be approximately \$8.7 million.
- In the current fiscal year \$45.2 million is being spent on National Board Certifications. EOC staff recommended reducing the line item of \$51 million by \$5 million.
- EOC staff recommends increasing professional development funds retained by SCDE by \$485,000 and direct these funds to the Clemson Youth Learning Institute.
- EOC staff recommends increasing arts curricula funding by \$500,000 for arts programming directly impacting student learning and the *Prolife of the South Carolina Graduate*.
- EOC staff recommends increasing by \$250,000 the line item appropriation to STEM Centers SC to expand STEM initiatives in rural areas.
- EOC staff presented analysis documenting increases to the special schools to maintain teacher salaries at the comparable level of teachers employed in school districts in which the special schools reside.
- EOC staff recommends increases to CERRA for (1) \$360,000 to increase number of Teaching Fellows and (2) \$250,000 to implement a Teacher Working Conditions Survey.
 - Dr. Couch requested a process so special policy implication could be developed based on the teacher survey results. He noted the interest of teachers for differentiated professional development opportunities.
- EOC staff recommends a \$13.1 million increase for the South Carolina Public Charter School District to reflect increases in the number of schools to operate in school year 2018-19. No increase in the per pupil allocation were recommended. The Subcommittee did agree to recommend that the allocation to charter schools be disaggregated between schools authorized by the South Carolina Public Charter School District and those authorized by institutions of higher education.

The Subcommittee members considered how to allocate any balance in EIA revenues. Rep. Loftis asked about statewide implementation of technology. Ms. Barton noted districts are challenged to identify high-quality technology content, and there has been no guidance to date. Ms. Barton reported some states have a repository of “what works” technological resources. Rep. Loftis requested some formative entity to provide guidance for local schools.

Rep. Loftis recommended adding incentives so districts (especially those receiving grant funds) are willing to provide leadership and share information about their experiences and success. Rep. Loftis asked about industries providing grant funding to assist schools with paying for industry credentials. Ms. Allen noted it is important for credentials to be “industry recognized,” not necessarily nationally recognized credentials. Dr. Couch noted it is important to take the burden off industry in the administration of credentials and work-based learning (managing the paperwork, etc.). Administration of credentials and work-based learning should be the responsibility of schools. Small businesses do not have the capacity to manage the administration. Ms. Bennett noted the Business Advisory Group is meeting in the next two weeks to discuss work-based credentials and develop a list. She reiterated the administration

requirements, especially for small businesses, is a challenge. Ms. Barton suggested an online process for administering work-based learning process.

Senator Johnson recommended that any balance of EIA funds be allocated to technology. Ms. Weaver asked if the technology funds be used to focus on “economies of scale.” Subcommittee voted unanimously to allocate any balance in EIA revenues to districts for technology. The Subcommittee then formally adopted all budget and proviso recommendations for consideration by the full EOC at its December 11, 2017 meeting.

The Subcommittee then proceeded to the next action item on the agenda. Ms. Barton briefed the Subcommittee on the Innovation Fund. Pursuant to Proviso 1A.43. of the 2017-18 General Appropriation Act, the EOC and SCDE are required to recommend by January 15, 2018 to the Senate Finance Committee and to House Ways and Means Committee “a plan to develop and implement a strategic grants process for reviewing, awarding, and monitoring innovative education strategies in schools and districts. The plan would identify the process and priority areas for funding that address the educational needs of the state.” Currently, Provisos 1A.43. and 1A.50. of the 2017-18 General Appropriation Act allocate \$6.3 million to the EOC for Partnerships for Innovation to “participate in public-private partnerships to promote innovative ways to transform the assessment of public education in South Carolina that support increased student achievement in reading and college and career readiness.” The funds do not stay within the EOC but instead fund various programs and initiatives, most of which are denoted by proviso.

The draft report provides:

1. An historical perspective on innovation grants programs implemented in South Carolina;
2. Other states’ innovation grants programs for education, their objectives, implementation, and outcomes, including Nebraska, Georgia, North Carolina and Ohio; and
3. Staff recommendations for the EIA and Improvement Mechanisms Subcommittee to review, amend, and eventually recommend to the full EOC for consideration at its December 11, 2017 meeting that comply with Proviso 1A.43.

The discussion focused on the State creating a nonprofit innovation fund to invest in strategies to improve student outcomes. Supt. Spearman noted there are challenges to secure private and foundation funding due to concerns about a lack of metrics and data in K-12 education.

Ms. Weaver recommended an amendment to the staff report to allocate \$200,000 for a study to implement the creation of online platforms in every classroom. Ms. Weaver’s motion passed and will become Recommendation 5 in the Innovation Fund report.

Rep. Loftis recommended changes to the priority areas:

- Applied learning opportunities and experiences, especially in STEAM
- Blended and personalized learning focused on content mastery and experiential learning
- Early language and literacy acquisition and mathematical thinking innovations aligned to support and improve current pre-k and reading initiatives
- Innovative strategies to close student achievement gaps, with a focus on Below Average and Unsatisfactory Schools.

Rep. Loftis’ changes were approved unanimously by the Subcommittee. All amendments being made, the Subcommittee approved the report for consideration by the full EOC at its December 11, 2017 meeting.

Dr. Couch concluded by reporting that a work-based learning definition for determining if students are career ready will be submitted to the full EOC Committee December 11. Work-based learning should be available to all students, regardless of their career pathway or interests (include students in the arts, such as museum internships). There was significant debate about the minimum number of hours. The determination was the number of hours would be dependent on the career pathway (cosmetology requires 750 hours but Certified Nursing Assistant requires 40 hours). Training would be required, including businesses and partner involvement, to provide overview.

The delivery system would be existing regional coordinators through the EEDA Council. The regional partnerships would have a regional database that would include the number of workers needed and information about the pipeline of students in higher education. Data could be disaggregated by region so businesses could make more informed decisions about establishing work in rural areas. The system would allow business and the State to monitor students through graduation and three to four years after graduation as they enter the workforce.

The workgroup addressed the following questions:

- Is there a statewide delivery system?
- Would there be opportunities for all students?
- Would there be an independent third-party evaluation?
- Can the data be collected and disaggregated?

The workgroup added statewide trainings to their mission. Rep. Loftis noted SkillsUSA could be utilized and included in this effort. Dr. Couch noted South Carolina students are very competitive in the vocational and career national competitions.

There being no further items, the meeting was adjourned.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: EIA and Improvement Mechanisms

Date: May 21, 2018

ACTION:

Annual Report on the South Carolina Teacher Loan Program, 2016-17

PURPOSE/AUTHORITY

The Teacher Quality Act of 2000 provides that the South Carolina Education Oversight Committee “shall review the [SC Teacher] loan program annually and report to the General Assembly (Section 59-26-20 (j), SC Code of Laws of 1976, as amended.) This report is the annual report on the SC Teacher Loan Program covering the year 2015-16.

CRITICAL FACTS

This report provides updated data for 2016-17.

TIMELINE/REVIEW PROCESS

Study began in February 2018 and completed in April 2018 with data collection beginning in February 2018.

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact beyond current appropriations

Fund/Source:

ACTION REQUEST

☒ For approval

☐ For information

☐ Approved

ACTION TAKEN

☐ Amended

☐ Not Approved

☐ Action deferred (explain)

2016-2017

SC Teacher Loan Program

Annual Report



SC EDUCATION
OVERSIGHT COMMITTEE



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Annual Report on the South Carolina Teacher Loan Program for Fiscal Year 2016-17

May 21, 2018

The Teacher Quality Act of 2000 directed the Education Oversight Committee (EOC) to conduct an annual review of the South Carolina Teacher Loan Program and to report its findings and recommendations to South Carolina General Assembly. Pursuant to Section 59-26-20(j) of the South Carolina Code of Laws, the annual report documenting the program in Fiscal Year 2016-17 follows. Reports from prior years can be found on the EOC website at www.eoc.sc.gov.

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Acknowledgements

The Education Oversight Committee (EOC) staff expresses its appreciation to the following individuals who provided data and data analysis for this report:

Falicia Harvey at the South Carolina Commission on Higher Education

Monica Brown at the South Carolina Commission on Higher Education

Ray Jones of the South Carolina Student Loan Corporation

Cynthia Hearn at the South Carolina Department of Education

Laura Covington at the South Carolina Department of Education

Jane Turner and Jennifer Garrett of the Center for Educator Recruitment, Retention, and Advancement at Winthrop University

I. Summary of Findings

Historical data on the Teacher Loan Program can be found on the EOC website at www.eoc.sc.gov.

New Findings

Finding 1: The Center for Educator Recruitment and Retention (CERRA), released its Annual Educator Supply and Demand Report in January 2018. The report provides data showing the gap between the number of teachers leaving the classroom and the number graduating from a South Carolina teacher education program continues to grow. In 2017-18, 1,684 individuals graduated from a South Carolina teacher education program, representing a modest decrease of 36 graduates from the previous year. About 4,914 teachers did not return to any teaching position during the 2017-18 school year, representing a slight 1.5 percent increase in teachers who did not return from the 2016-17 school year.

Finding 2: CERRA's report also shows the decline in new graduates from teacher education programs in 2017-18 continues to grow. In 2017-18, state teacher education programs provided 21 percent of the new teacher hires, almost a four percent decrease from the previous year. Teacher hires from other states and countries also grew by almost two percent, from 10.1 percent in 2016-17 to twelve percent in 2017-18.

Finding 3: Approximately 1,114 teachers (23 percent) who left during or at the end of the 2016-17 school year "retired for the first time, were retirees not rehired by the district, or their Teacher and Employee Retention Incentive (TERI) period ended."¹ The number of teachers who left during or at the end of the first five years of teaching continues to increase. During the 2016-17 and 2017-18 school years, 2,465 and 2,564 teachers left respectively.²

Finding 4: As in the prior fiscal year, applications to the Teacher Loan Program reversed the downward trend and increased slightly from 1,396 in 2015-16 to 1,401 in 2016-17. The number of applications approved also increased to 1,166, which was an increase of 38 approved applications from 2015-16. Of the 204 applications that were denied, the overriding reason for denial (49.5 percent) was due to the failure of the applicant to meet the academic grade point criteria. In 2016-17, 1,166 or 83.2 percent, received a Teacher Loan. Almost 84 percent of the loan recipients were undergraduate students. About 55 percent of the undergraduate recipients were juniors or seniors in 2016-17, similar to 2015-16.

Finding 5: From 2015-16 to 2016-17, the percentage of male applicants decreased by almost one percent. There was a 4.7 percent decrease in African American applicants from 2015-16 to

¹ CERRA, South Carolina Annual Educator Supply and Demand Report, January 2018, p. 5.

² CERRA, Key Teacher Data from CERRA's Annual Educator Supply and Demand Reports 2014-15 to 2017-18. Accessed at: https://www.cerra.org/uploads/1/7/6/8/17684955/4-year_sd_data_17-18_updated.pdf.

2016-17, the most significant annual drop in African American applicants. In 2016-17, 14 percent were minorities, compared to 18 percent in 2012-13.

Finding 6: Overwhelmingly, applicants and recipients of the Teacher Loan Program are white females who were Teacher Cadets and are enrolled as undergraduates. The number who are Teacher Cadets rose by 1.3 percent in 2016-17 to 44.3 percent. In 2016-17, 79.5 percent were female and 83.5 percent were White.

Finding 7: There were 7,960 former Teacher Loan recipients employed in public schools in 2016-17.

Finding 8: No funds were used from the Revolving Loan Fund to supplement the EIA appropriation. In Fiscal Year 2016-17, the EIA appropriation to the Teacher Loan Program exceeded total expenditures, loans and administrative costs, by \$223,111. The total amount of monies loaned in 2016-17 was \$4,540,310. All eligible loans were funded.

The Revolving Loan Fund includes monies collected by the South Carolina Student Loan Corporation from individuals who do not qualify for cancellation. Historically, monies in the Revolving Loan Fund have been utilized to augment funding for the Teacher Loan Program to fund Teacher Loan Program loan applications. However, for the past four fiscal years, funds in the Revolving Loan Fund have not been expended to provide loans. At the end of Fiscal Year 2015-16, the balance in the Revolving Loan Fund was \$22,070,408. At the end of Fiscal Year 2016-17 the balance decreased to \$8,240,638, representing a 63 percent decrease from the prior year. The decrease resulted from the state reallocating \$16 million from the revolving account for the Abbeville Equity School Districts Capital Improvement Plan.

Finding 9: Critical need subject areas with the most vacancies changed slightly from 2016-17 school year to the 2017-18 school year. Both early childhood/elementary and special education remained the top two content areas with most vacancies. Mathematics was the area with the third highest number of vacancies, especially in middle and high school levels. It is important to note that early childhood/elementary vacancies account for almost 23 percent of all vacancies. Additional subject areas with relatively high levels of vacancies are English language arts, music and speech language therapy.

There are inconsistencies between the certification areas with the highest vacancies and the content areas identified as critical needs. While early childhood/elementary vacancies were the highest, this certification area was not identified as a critical need area in 2017-18, shown in Table 9. Gifted and talented accounted for only two vacancies in 2017-18 school year, but it was included as a critical need area in 2017-18.

Finding 10: In 2015-16 there were 767 schools that were classified as critical geographic need schools. For comparison purposes, in school year 2015-16 there were approximately 1,248

schools in the state.³ It is estimated 61 percent of all schools were critical geographic need schools, representing a six percent decrease from the prior school year. The percent of all schools that are identified as critical geographic need schools has continued to climb, representing 69 percent of all 1,200 schools in 2016-17.

Finding 11: The South Carolina Teacher Loan Advisory Committee has proposed changes to the Teacher Loan Program that would require statutory changes. These changes address the following issues:

- increase the loan amount to \$7,500 for the junior and senior years while enrolled in a teacher education program, as well as when enrolled in a Master of Arts in Teaching program;
- base loan eligibility for the freshman and sophomore years solely on a declared intent to seek a teacher education degree;
- for future loan program participants, provide loan forgiveness to all who go on to teach in a SC public school, regardless of what school they teach in and what subject they teach, and set the loan forgiveness rate at 33.3% for each completed year of teaching;
- provide loan forgiveness at the 33.3% rate for all loan recipients who are currently teaching in a SC public school, regardless of the teacher's subject or school; and
- replace all references to the SC Student Loan Corporation to language referencing an approved vendor.

³ Includes all schools that received a state report card in 2015, including primary, elementary, middle, high schools and career centers. Accessed at: <http://ed.sc.gov/data/report-cards/state-report-cards/2015/>.

II. Status of Educator Pipeline

The teacher shortage issue continues to be a pressing policy need at the national and state level. Established by Proviso 1.92 of the 2017-18 General Appropriation Act, the SC Department of Education convened the Committee on Educator Retention and Recruitment. The Committee was comprised of educators to discuss strategies to recruit and retain more teachers. In December 2017, the Committee released its report with 29 recommendations, including increasing the base salary, offering home down payment assistance as an incentive in rural districts and adding education as an enhancement to the state LIFE scholarship.⁴

In a separate report, the Learning Institute also described a teacher conditions working conditions survey as another mechanism for obtaining information about teachers' perceptions of their school environment, including the impact of school leadership. The report, authored by Dr. Linda Darling Hammond, stated:

Administrative support is the factor most consistently associated with teachers' decisions to stay in or leave a school...Teachers who find their administrators to be unsupportive are more than twice as likely to leave as those who feel well-supported. Many other factors that emerge from research on attrition are also associated with the quality of school leaderships, including professional learning opportunities, instructional leadership, time for collaboration and planning, collegial relationships, and decision-making input.⁵

In its FY 2018-19 budget and proviso recommendations to the Governor and the General Assembly, the Education Oversight Committee recommended commissioning a teacher working conditions survey for South Carolina. The survey would consider and explore other states' working conditions surveys and adapt survey contents to meet the needs of South Carolina. Approximate cost for survey development, distribution and data analysis is \$250,000. The SC Teacher Loan Program is also a state-level strategy that addresses teacher recruitment and retention by providing loan forgiveness.

⁴ A copy of the report may be accessed at <http://www.scstatehouse.gov/reports/DeptofEducation/Educator%20Retention%20&%20Recruitment%20Final%20Report%2012.31.17.pdf>.

⁵ Darling Hammond, Linda. "A Coming Crisis in Teaching," September 2016. https://learningpolicyinstitute.org/sites/default/files/product-files/A_Coming_Crisis_in_Teaching_REPORT.pdf

Center for Educator Recruitment, Retention, and Advancement (CERRA)

This section addresses CERRA's Rural Teacher Recruiting Initiative and key data from its 2017-18 Annual Teacher Supply and Demand Survey.

Rural Teacher Recruiting Initiative

Initially, the General Assembly allocated \$1,500,000 in Proviso 1A.73 during FY 2015-16 for the Rural Teacher Recruiting Initiative. In FY 2016-17, \$9,748,392 was appropriated to continue implementation of the Initiative.

Table 1
Rural Teacher Recruiting Initiative Funding during FY 2015-17

Fiscal Year	Proviso	Amount Allocated
2015-16	1A.73	\$1,500,000
2016-17	1A.64	\$9,748,392
TOTAL		\$11,248,392

Proviso 1A.64 continued year two implementation during FY 2016-17 within CERRA to recruit and retain classroom educators in rural and underserved districts experiencing excessive turnover of classroom teachers on an annual basis. Districts eligible to participate in FY 2016-17 were defined as those experiencing greater than eleven percent average annual teacher turnover, as reported on the five most recent district State Report Cards. Twenty-eight districts were determined to be eligible, as shown in Table 2.

Table 2
Districts Eligible for Rural Teacher Recruiting Initiative FY 2016-17

Allendale	Edgefield	Marlboro
Anderson 4	Fairfield	McCormick
Bamberg 2	Florence 2	Orangeburg 3
Barnwell 19	Florence 3	Orangeburg 4
Barnwell 29	Florence 4	Orangeburg 5
Beaufort	Hampton 2	Saluda
Clarendon 1	Jasper	Sumter
Clarendon 2	Lee	Williamsburg
Dillon 4	Lexington 4	
Dorchester 4	Marion	

Source: CERRA

CERRA collaborated with the Governor's Office, South Carolina Department of Education, the Education Oversight Committee and various stakeholders to develop a list of recommended recruitment and retention incentives. For year two implementation in FY 2016-17, new incentives

were added and, in some cases, the original incentives were expanded. The FY 2016-17 incentives included:

- Teacher Cadet start-up funds;
- recruitment expenses and materials, to include website upgrades;
- certification exam fees and certification exam workshop costs;
- alternative certification fees and costs;
- critical subject salary supplements;
- mentor supplements and professional development for mentors and induction teachers;
- professional development and graduate course fees and costs for experienced teachers; and
- undergraduate loan forgiveness.

In compliance with FY 2016-17 Proviso 1A.64, CERRA submitted an Implementation Report to the Governor's Office and the General Assembly in July 2017. Of the 28 eligible districts, 26 requested funds. Requests generally focused on alternative certification fees, critical need subject salary supplements, mentor supplements, and professional development

Table 3
Rural Recruitment Initiative Financial Detail, FY 2016-17

	Amount	Percent of Allocation
EIA Appropriation	\$9,748,392	95.3
FY16 Carryover Funds	<u>\$480,518</u>	<u>4.7</u>
Total Available for FY2016-17	\$10,228,910	
Expenditures:		
Funds Disbursed directly to Districts	\$6,854,891	67.0
Funds Disbursed on behalf of Districts	\$100,408	1.0
Funds Disbursed to Teachers for Loan Forgiveness	\$662,226	6.5
Administrative Costs	\$120,194	1.2
Carry Forward Funds	<u>\$2,491,191</u>	24.4
TOTAL	\$10,228,910	

Source: CERRA, 2018

2017-18 Annual Teacher Supply and Demand Survey

Since 2001, the Center for Educator Recruitment, Retention, and Advancement (CERRA) at Winthrop University has conducted an annual Teacher/Administrator Supply and Demand

Survey.⁶ CERRA surveys each school district as well as the South Carolina School for the Deaf and Blind, the Department of Juvenile Justice, the Palmetto Unified School District and the South Carolina Public Charter School District to determine the number of authorized and filled teaching positions. Since 2016-17, there was an increase of almost 1,900 positions (four percent) in 2017-18. Table 4 reports the percent of new teacher hires who graduated from state teacher education programs dropped from 24.7 percent in 2016-17 to 21 percent in 2017-18. Almost 32 percent of the hires came from another state, new graduates from teacher education programs in other states, or alternative certification programs (Table 3).

Table 4
Sources of New Teacher Hires

	Percent in 2017-18	Percent in 2016-17	Percent in 2015-16	Percent in 2014-15	Percent in 2013-14
New Graduates from Teacher Education Programs in SC	21.0	24.7	29	32	36
Transferred from one district, charter school or special school in SC to another district	30.9	33.5	31	27	28
Hired from another state ⁷	16.9	15.3	15	15	14
New Graduates from Teacher Education Programs in Other States	7.2	6.4	7	8	9
Alternative Certification Programs ⁸	7.4	6.2	5	6	5
Inactive Teachers Who Returned to Teaching ⁹	4.0	5.2	3	4	4
From Outside US	4.8	3.7	3	2	2
Other Teachers ¹⁰	7.1	4.9	2	6	2

Source: CERRA, 2014, 2015, 2016, 2017, 2018 Supply and Demand Survey Reports.

Table 5 summarizes the results of the most recent supply and demand reports released by CERRA. Of the 4,914.1 teachers who did not return to any teaching position, there were only 1,700 graduates who completed a South Carolina teacher education program, accounting for only 34.6 percent of the total number who left teaching. The number of in-state graduates also continues to decrease, from 1,720 in 2016-17 to 1,684 in 2017-18. Graph 1 provides historical detail about the number of teachers who did not return to the classroom. The Demand and Supply Survey states 23 percent of teachers (approximately 1,114 teachers) who left during or at the end of the 2016-17 school year “retired for the first time, were retirees not rehired by the district, or their Teacher and Employee Retention Incentive (TERI) period ended.”¹¹

⁶ South Carolina Annual Educator Supply and Demand Report, January 2018. May be accessed at https://www.cerra.org/uploads/1/7/6/8/17684955/2017-18_supply_demand_report.pdf.

⁷ Includes current teachers from other states.

⁸ Includes teachers from PACE, ABCTE, Adjunct Teaching Certificate, and Teach for America.

⁹ South Carolina Annual Educator Supply and Demand Report, January 2018. Survey defines as “South Carolina teacher who returned to teaching after a gap in service of more than a year,” p. 10.

¹⁰ Includes teachers from a college/university or private school in South Carolina, newly certified teachers in career and technology and “other” teachers as indicated by CERRA.

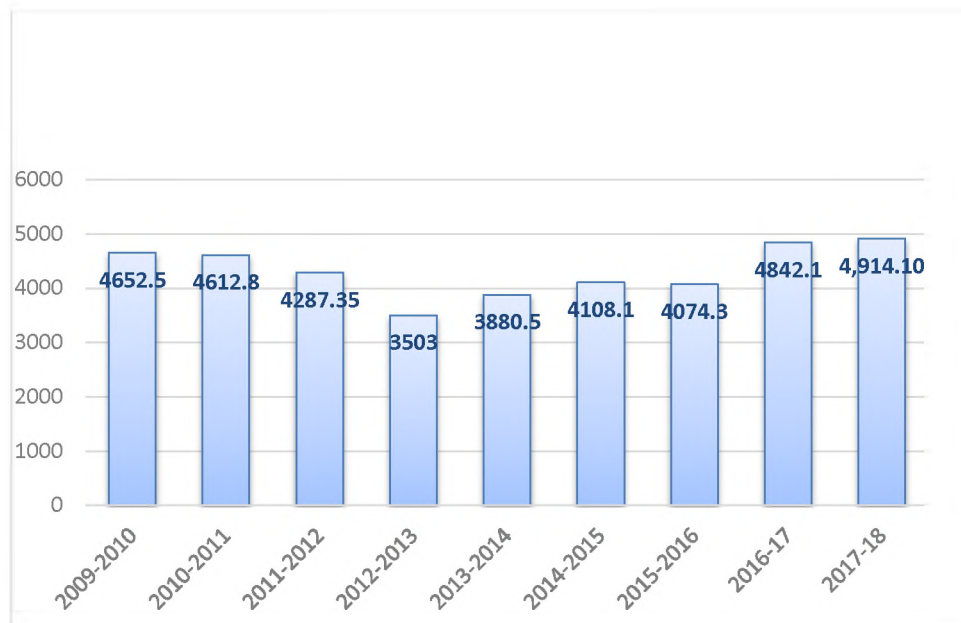
¹¹ South Carolina Annual Educator Supply and Demand Report, January 2018, p. 5.

Table 5
Key Data from CERRA's Supply and Demand Reports
School Years 2012 through 2017

School year	Number of certified teachers who did not return to any teaching position ¹²	Number of graduates who completed a SC teacher education program	Number of certified teachers who did not return after five or fewer years of teaching	Number of certified teachers who did not return after one year or less of teaching
2014-2015	4,108.1	2,060 (2013-14)	1,796.5	529.7
2015-2016	4,074.3	1,793 (2014-15)	2,807.4	579.6
2016-2017	4,842.1	1,720 (2015-16)	2,465.4	616.2
2017-2018	4,914.1	1,684 (2016-17)	2,564.25	585.0

Source: Center for Educator Recruitment Retention and Advancement. Accessed at https://www.cerra.org/uploads/1/7/6/8/17684955/4-year_sd_data_17-18_updated.pdf.

Graph 1
Number of Teachers Who Did Not Return to Teaching (by School Year)



¹² These data exclude teachers who left to teach in another South Carolina public school district or special school.

III. Overview of the South Carolina Teacher Loan Program

This section provides an overview of program funding and details the identification of educators in critical geographic areas and critical subject areas throughout the state.

Funding of the SC Teacher Loan Program

With revenues from the Education Improvement Act Trust Fund, the General Assembly appropriated monies to support the Teacher Loan Program. Section 59-26-20 codified the Teacher Loan Program; see Appendix A for further detail. Table 6 documents the amounts appropriated and expended over the eight fiscal years. In 2016-17, 6.4 percent of all funds expended for the program were spent on administration. About \$4.54 million was loaned, representing a modest 1.8 percent decrease from the prior year.

No funds were used from the Revolving Loan Fund to supplement the EIA appropriation. In Fiscal Year 2016-17, the EIA appropriation to the Teacher Loan Program exceeded total expenditures, loans and administrative costs, by \$223,111. The total amount of monies loaned in 2016-17 was \$4,540,310. All eligible loans were funded.

The Revolving Loan Fund includes monies collected by the South Carolina Student Loan Corporation from individuals who do not qualify for cancellation. Historically, monies in the Revolving Loan Fund have been utilized to augment funding for the Teacher Loan Program to fund Teacher Loan Program loan applications. However, for the past four fiscal years, funds in the Revolving Loan Fund have not been expended to provide loans. At the end of Fiscal Year 2015-16, the balance in the Revolving Loan Fund was \$22,070,408. At the end of Fiscal Year 2016-17 the balance decreased to \$8,240,638, representing a 63 percent decrease from the prior year. The decrease resulted from the state reallocating \$16,000,000 from the revolving account for the Abbeville Equity School Districts Capital Improvement Plan.¹³

¹³ Proviso 1A.82 of the 2017-18 General Appropriation Act.

Table 6
SC Teacher Loan Program: Revenues and Loans from 2009-2016

Year	EIA Appropriation	Legislatively Mandated Transfers or Reductions	Revolving Funds from Repayments	Total Dollars Available	Administrative Costs	Percent of Total Dollars Spent on Admin- istration	Amount Loaned
2009-10	\$4,000,722	0	\$3,000,000	\$7,000,722	\$360,619	5.2	\$6,640,103
2010-11	\$4,000,722	0	\$1,000,000	\$5,000,722	\$345,757	6.9	\$4,654,965
2011-12	\$4,000,722	0	\$1,000,000	\$5,000,722	\$359,201	7.2	\$4,641,521
2012-13	\$4,000,722	0	\$1,000,000	\$5,000,722	\$351,958	7.0	\$5,648,764
2013-14	\$5,089,881	0	\$0	\$5,089,881	\$329,971	6.2	\$4,517,984
2014-15	\$5,089,881	0	\$0	\$5,089,881	\$317,145	6.2	\$4,594,799
2015-16	\$5,089,881	0	\$0	\$5,089,881	\$319,450	6.2	\$4,460,184
2016-17	\$5,089,881	0	\$0	\$5,089,881	\$326,460	6.4	\$4,540,310

Source: South Carolina Student Loan Corporation

Critical Need Identification

The South Carolina Teacher Loan Program allows borrowers to have portions of their loan indebtedness forgiven by teaching in certain critical geographic and subject areas. The State Board of Education (SBE) is also responsible for determining areas of critical need: "Areas of critical need shall include both rural areas and areas of teacher certification and shall be defined annually for that purpose by the State Board of Education."¹⁴ Beginning in the fall of 1984, the SBE has defined the certification and geographic areas considered critical and subsequently those teaching assignments eligible for cancellation. Only two subject areas, mathematics and science, were designated critical during the early years of the programs, but teacher shortages in subsequent years expanded the number of certification areas.

To determine the subject areas, the South Carolina Center for Educator Recruitment, Retention and Advancement (CERRA) conducts a Supply and Demand Survey of all regular school districts, the South Carolina Public Charter School District, Palmetto Unified, the Department of Juvenile Justice, and the South Carolina School for the Deaf and the Blind. CERRA publishes an annual report documenting the number of: teacher positions, teachers hired; teachers leaving; and vacant teacher positions. The survey results are provided to the South Carolina Department of Education (SCDE). Table 7 shows the number of certified, vacant teaching positions during the 2017-18 school year. SCDE then determines the number of teaching positions available in the school year that were vacant or filled with candidates not fully certified in the particular subject area. Table 8 shows the critical need subject areas since 2013-14 for primary/elementary, middle

¹⁴ Section 59-26-20(j) accessed at:
http://www.scstatehouse.gov/query.php?search=DOC&searchtext=Teacher%20Loan%20Program&category=CODEOFLAWS&conid=8504971&result_pos=0&keyval=7259&numrows=10

and high schools as reported by the SC Student Loan Corporation. Subject areas with the most vacancies changed slightly from 2016-17 school year to the 2017-18 school year. Both early childhood/elementary and Special Education remained the top two content areas with most vacancies. Mathematics was the area with the third highest number of vacancies, especially in middle and high school levels. It is important to note that early childhood/elementary vacancies account for almost 23 percent of all vacancies. Additional subject areas with relatively high levels of vacancies are English language arts, music and speech language therapy.

There are inconsistencies between the certification areas with the highest vacancies and the content areas identified as critical needs. While Early Childhood/Elementary vacancies were the highest, this certification area was not identified as a critical need area in 2017-18, shown in Table 9. Gifted and Talented accounted for only two vacancies in 2017-18 school year, but it was included as a critical need area in 2017-18.

Table 7
Certified, Vacant Teaching Positions by Academic Level for School Year 2017-18¹⁵

Certification Area Taught	Primary/ Elementary	Middle	High	Total
Early Childhood/Elementary (any or all core subjects)	123.75			123.8
Special Education	35.35	32	29	96.35
Mathematics		20.9	33.5	54.4
English/Language Arts		27.9	19.5	47.4
Music	13.9	9.75	7.75	31.4
Speech Language Therapist (includes contracted FTEs)	17.8	3.7	3.5	25
Social Studies		9.5	14.5	24
Art	15.6	4	2	21.6
Sciences		9	10	19
Media Specialist	13.5	2.5	2	18
World Languages	4.3	3.5	9	16.8
English for Speakers of Other Languages (ESOL)	6.83	3.88	0.59	11.3
CATE (Career & Technology subjects)		1.5	9.5	11
Physical Education	4.5	0	5	9.5
Business/Marketing/ Computer Technology	1	5	1	7
Guidance	1	1.5	4.5	7
Family & Consumer Science		2	3	5
Literacy	3	1	1	5
Dance	2	1	0	3
Industrial Technology		1	2	3
Health	1.5	0	1	2.5
Theater	0	1	1.5	2.5
Gifted & Talented	2	0	0	2
Driver's Education			1	1
Montessori	1			1
Other	0	1	0	1
Agriculture		0	0	0
TOTAL	247.03	141.63	160.8	549.5

¹⁵ CERRA, South Carolina Annual Educator Supply and Demand Report, January 2018, p. 12.

Table 8
Critical Need Subject Areas by School Year¹⁶

	2013-14	2014-15	2015-16	2016-17	2017-18 ¹⁷
1	Business Education	Business Education	Early Childhood/Elementary	Special Education	Special Education – All Areas
2	Theatre	Theatre	Special Education	Early Childhood/Elementary	Secondary Areas (Mathematics, Sciences, English) Media Specialist
3	Industrial Technology Education	Industrial Technology Education	Mathematics (middle and high)	Mathematics (middle and high)	Speech Language
4	Foreign Languages	Foreign Languages	Sciences	Sciences	All Middle Level Areas (Language Arts, Mathematics, Science, Social Studies)
5	Media Specialist	Media Specialist	Social Studies; Speech Language Therapist	English/ Language Arts	Arts
6	Middle-Level areas (language arts, mathematics, science, social studies)	Middle-Level areas (language arts, mathematics, science, social studies)	English/ Language Arts	Speech Language Therapist	Career and Technology
7	Science (Biology, Chemistry, Physics, and Science)	Science (Biology, Chemistry, Physics, and Science)	Music	Media Specialist	Business/Marketing/ Computer Technology
8	Family/Consumer Science	Family/Consumer Science	Media Specialist	Art	Family/Consumer Science
9	Agriculture	Agriculture	Literacy	Music	Literacy
10	Music	Music	Art	Foreign Languages (Russian (15.5) & Spanish (2.0))	Health

¹⁶ Ranked in order of greatest number of certified teaching positions reported as vacant at the beginning of the 2017-18 school year. CERRA, Annual Educator Supply and Demand Report, January 2018, p. 12.

¹⁷ Accessed at <https://www.scstudentloan.org/currentborrowers/teacherforgiveness/criticalsubjectareas.aspx>.

	2013-14	2014-15	2015-16	2016-17	2017-18 ¹⁸
11	English as a Second Language	English as a Second Language	Foreign Languages (French (2.0) & Spanish (11.0))	Career and Technology Services (CATE)	Gifted and Talented
12	Secondary English	Secondary English	English as a Second Language	Gifted and Talented	Foreign Languages (Spanish, French, Latin, German, Russian, Chinese, Japanese)
13	Secondary Mathematics	Secondary Mathematics	Guidance	Social Studies	
14	Special Education All Areas	Special Education All Areas	Physical Education; School Psychologist	School Psychologist	
15	Computer Programming	Computer Programming	Business/ Marketing/ Computer Technology	English as a Second Language	

Source: SC Student Loan Corporation

¹⁸ Accessed at <https://www.scstudentloan.org/currentborrowers/teacherforgiveness/criticalsubjectareas.aspx>.

The criteria used in designating critical geographic schools have evolved over time. The SBE has considered multiple factors, including degree of wealth, distance from shopping and entertainment centers, and faculty turnover. For the 2000-01 school year, the SBE adopted the criteria established for the federally-funded Perkins Loan Program as the criteria for determining critical need schools. The Perkins Loan Program used student participation rates in the federal free and reduced-price lunch program to determine schools eligible for loan forgiveness and included special schools, alternative schools, and correctional centers. Section 59-26-20(j) was amended in 2006 to redefine geographic critical need schools to be: (1) schools with an absolute rating of Below Average or At-Risk/Unsatisfactory; (2) schools with an average teacher turnover rate for the past three years of 20 percent or higher; and (3) schools with a poverty index of 70 percent or higher. Table 9 documents the number of geographic critical need schools in South Carolina since 2009-10.

In 2015-16 there were 767 schools that were classified as critical geographic need schools. For comparison purposes, in school year 2015-16 there were approximately 1,248 schools in the state.¹⁹ It is estimated 61 percent of all schools were critical geographic need schools, representing a six percent decrease from the prior school year. The percent of all schools that are identified as critical geographic need schools has continued to climb, representing 69 percent of all 1,200 schools in 2016-17.

In 2015-16, about nine percent (73) fewer schools were categorized as critical geographic needs schools because of the change in the federal method for determining the poverty index from free/reduced to the federal Community Eligibility Provision (CEP). CEP is a universal meal plan that allows eligible districts and school to provide meal serve to all students at no charge regardless of economic status. To be eligible to participate a district, school or a group of schools from the same district must have a directly certified identified student percentage of at least 40 percent. Under the Community Eligibility Provision, school districts must identify alternative methods for assessing the income level of students served by a school, which has resulted in a shift in the number of districts and schools that qualify due to their poverty index. In South Carolina the Revenue and Fiscal Affairs Office calculates the new poverty index for schools and districts using data regarding family participation in Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), and other factors like homelessness.

¹⁹ Includes all schools that received a state report card in 2015, including primary, elementary, middle, high schools and career centers. Accessed at: <http://ed.sc.gov/data/report-cards/state-report-cards/2015/>.

Table 9
Critical Geographic Need Schools

Year	Qualification			Total Number of Schools	Type of School				
	Absolute Rating	Teacher Turnover	Poverty Index		Career Centers	Primary	Elementary	Middle	High
2009-10	476	286	669	785	3	29	420	209	106
2010-11	255	284	684	751	6	30	429	184	102
2011-12	174	218	706	742	2	34	455	204	103
2012-13	192	187	765	810	7	35	445	203	114
2013-14	147	200	803	850	3	37	463	214	133
2014-15	147	204	803	868	3	37	471	217	140
2015-16	NA	37	730	767	4	40	422	184	117
2016-17	NA	32	791	823	5	43	424	235	174

Source: South Carolina Department of Education

Note: Under "Type of School," some schools may be designated in more than one category (i.e., middle and high).

IV. Applications to the Teacher Loan Program

Applications to the Teacher Loan Program reversed the downward trend and increased slightly from 1,396 in 2015-16 to 1,401 in 2016-17. The number of applications approved also increased to 1,166, which was an increase of 38 approved applications from 2015-16 (Table 10). Of the 204 applications that were denied, the overriding reason for denial (49.5 percent) was due to the failure of the applicant to meet the academic grade point criteria.

Table 10
Status of Applicants

Year	Total Applied*	Approved	Cancelled	Denied	Reason for Denial				
					Academic Reason	Credit Problem	Inadequate Funds	No EEE Praxis	Other**
2009-10	2,228	1,555	92	581	147	13	300	75	46
2010-11	1,717	1,114	97	506	89	4	308	72	33
2011-12	1,471	1,086	81	304	116	1	80	62	45
2012-13	1,472	1,112	85	275	134	1	37	64	39
2013-14	1,462	1,109	73	280	143	0	0	74	54
2014-15	1,448	1,130	66	252	144	1	3	67	37
2015-16	1,396	1,128	44	224	117	4	4	50	49
2016-17	1,401	1,166	31	204	101	0	0	62	41

Source: South Carolina Commission on Higher Education

*This is a duplicated count of individuals because the same individuals may apply for loans in multiple years.

***"Other" reasons include (1) not a SC resident, (2) enrollment less than half time, (3) ineligible critical area, (4) not seeking initial certification, (5) received the maximum annual and/or cumulative loan and (6) application in process.

Description of Applicants

In the 1990s, several states, including members of the Southern Regional Education Board (SREB), implemented policies to attract and retain minorities into the teaching force. South Carolina specifically implemented minority teacher recruitment programs at Benedict College and South Carolina State University. Currently, only the South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) at South Carolina State University remains in operation. The General Assembly in 2016-17 appropriated by proviso \$339,482 in EIA revenues to the program. SC-PRRMT promotes "teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the Program is to increase the pool of teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help students meet

entry, retention, and exit program requirements.”²⁰ The program “also administers an EIA Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives.” ²¹

In 2003, the EIA and Improvement Mechanisms Subcommittee of the Education Oversight Committee requested that staff develop goals and objectives for the Teacher Loan Program. An advisory committee was formed with representatives from CERRA, SC Student Loan Corporation, the Division of Educator Quality and Leadership at the State Department of Education, and the Commission on Higher Education. After review of the data, the advisory committee recommended the following three goals and objectives for the Teacher Loan Program (TLP) in 2004.

- The percentage of African American applicants and recipients of the TLP should mirror the percentage of African Americans in the South Carolina teaching force.
- The percentage of male applicants and recipients of the TLP should mirror the percentage of males in the South Carolina teaching force.
- Eighty percent of the individuals receiving loans each year under the TLP should enter the South Carolina teaching force.

CERRA’s January 2017 and 2018 Supply and Demand Surveys were used to compare the demographic information of applicants to the Teacher Loan Program with new teacher hires in the state. Tables 11 and 12 show trends in the distribution of applicants by gender and race/ethnicity. Historically, applicants for the program have been overwhelmingly white and/or female. This trend continued in 2016-17 with 81.2 percent of all applicants female and 83.5 percent white.

Overwhelmingly, applicants and recipients of the Teacher Loan Program are white females who were Teacher Cadets and are enrolled as undergraduates. The number who are Teacher Cadets rose by 1.3 percent in 2016-17 to 44.3 percent (Table 13). In 2016-17, 79.5 percent were female and 83.5 percent were White. Table 11 shows from 2015-16 to 2016-17, the percentage of male applicants decreased by almost one percent. Table 12 details a 4.7 percent decrease in African American applicants from 2015-16 to 2016-17, the most significant annual drop in African American applicants. In 2016-17, 14 percent were minorities, compared to 18 percent in 2012-13.

²⁰ 2015-16 EIA Program Report as provided to the EOC by the South Carolina Program for the Recruitment and Retention of Minority Teachers, September 28, 2016.
<<http://www.eoc.sc.gov/reportsandpublications/Pages/2012-13EIAProgramReport.aspx>>.

²¹ Ibid.

Table 11
Distribution of Applicants to the Teacher Loan Program by Gender

Year	# Applications	Male	%	Female	%	Unknown	%
2009-10	2,228	418	18.8	1,763	79.1	47	2.1
2010-11	1,717	316	18.4	1,324	77.1	77	4.5
2011-12	1,471	281	19.1	1,122	76.3	68	4.6
2012-13	1,472	244	16.6	1,168	79.3	60	4.1
2013-14	1,462	248	17.0	1,177	80.6	35	2.4
2014-15	1,448	262	18.0	1,155	79.8	31	2.1
2015-16	1,396	265	19.0	1,102	78.9	29	2.1
2016-17	1,401	254	18.1	1,114	79.5	33	2.4

Source: SC Commission on Higher Education

Table 12
Distribution of Applicants to the Teacher Loan Program by Race/Ethnicity

Year	# Applications	Ethnicity							
		African American		Other		White		Unknown	
		#	%	#	%	#	%	#	%
2009-10	2,228	317	14.0	38	2.0	1,802	81.0	71	3.0
2010-11	1,717	228	13.0	35	2.0	1,373	80.0	81	5.0
2011-12	1,471	215	15.0	20	1.0	1,171	80.0	65	4.0
2012-13	1,472	242	16.0	23	2.0	1,149	78.0	58	4.0
2013-14	1,462	248	17.0	20	1.0	1,147	79.0	47	3.0
2014-15	1,448	234	16.0	24	2.0	1,149	79.0	41	3.0
2015-16	1,396	230	16.5	35	2.5	1,086	77.8	45	3.2
2016-17	1,401	141	11.8	30	2.5	996	83.5	26	2.2

Source: South Carolina Commission on Higher Education

One approach to increase the supply of highly qualified teachers is school-to-college partnerships that introduce students early on to teaching as a career. In South Carolina the Teacher Cadet Program, which is coordinated by the Center for Educator Recruitment, Retention, and Advancement (CERRA) at Winthrop University, has impacted the applicant pool. As reported by CERRA, the mission of the Teacher Cadet Program "is to encourage academically talented or capable students who possess exemplary interpersonal and leadership skills to consider teaching as a career. An important secondary goal of the program is to develop future community leaders who will become civic advocates of public education."²² Teacher Cadets must have at least a 3.0 average in a college preparatory curriculum, be recommended in writing by five teachers, and submit an essay on why they want to participate in the class.

²² CERRA Website, March 2016. Accessed at: <http://teachercadets.com/overview.aspx>.

Table 13
Distribution of Applicants to the Teacher Loan Program by Teacher Cadet Program

Year	Number Applications	Teacher Cadets	Percent	Not Teacher Cadets	Percent	Unknown	Percent
2009-10	2,228	811	36.0	1,352	61.0	65	3.0
2010-11	1,717	662	39.0	1,024	60.0	31	2.0
2011-12	1,471	601	41.0	830	56.0	40	3.0
2012-13	1,472	556	38.0	871	59.0	45	3.0
2013-14	1,462	597	41.0	843	58.0	22	2.0
2014-15	1,448	615	43.0	808	56.0	25	2.0
2015-16	1,396	600	43.0	769	55.1	27	1.9
2016-17	1,401	621	44.3	775	55.3	5	0.4

Source: South Carolina Commission on Higher Education

Table 14 shows the number of applicants by academic level. In 2016-17, the number of freshman applicants remained relatively the same, with a slight decrease of five applicants. The number of continuing undergraduate applicants increased slightly by 1.6 percent. Since 2009-10, the percent of continuing undergraduates has increased by 6.2 percent while the percent of continuing graduates has decreased slightly by .6 percent. For both continuing undergraduates and graduates the total number of students increased from 2015-16 to 2016-17. Students may be more willing to commit to a professional program after their initial year of post-secondary education. Anecdotal information provided by financial aid counselors about potential graduate student loan applicants identified a hesitancy to participate in the program because they were uncertain about where they might be living after completing their degrees.

Table 14
Distribution of Applicants to the Teacher Loan Program by Academic Level

Year	Number Applied	Academic Level Status									
		Freshman		Continuing Undergrad		1 st Semester Graduate		Continuing Graduate		Unknown	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009-10	2,228	404	18.0	1,370	61.0	204	9.0	207	9.0	43	2.0
2010-11	1,717	230	13.0	1,136	66.0	140	8.0	195	11.0	16	1.0
2011-12	1,471	246	17.0	961	65.0	112	8.0	140	10.0	12	1.0
2012-13	1,472	230	16.0	992	67.0	98	7.0	131	9.0	21	1.0
2013-14	1,462	263	18.0	974	67.0	96	7.0	113	8.0	16	1.0
2014-15	1,448	271	19.0	949	66.0	101	7.0	108	8.0	19	1.0
2015-16	1,396	245	17.6	919	65.8	103	7.4	107	7.7	22	1.6
2016-17	1,401	243	17.3	942	67.2	98	7.0	117	8.4	1	0.1

Source: South Carolina Commission on Higher Education

V. Recipients of a South Carolina Teacher Loan

Table 10 indicated that of the 1,401 applications received in 2016-17, 1,166 or 83.2 percent, received a Teacher Loan. Table 15 details the distribution of loan recipients over time by academic level. A significant majority of the 1,166 recipients, about 83.8 percent, of the loan recipients were undergraduate students. Of the undergraduate recipients, about 55 percent were juniors or seniors in 2016-17, the same percent in 2015-16. Across the past eight years, the data show there is an annual decline in loan recipients between freshman and sophomore years. While the decline seemed to slow in 2015-16, attrition grew significantly from 12 students in 2015-16 to 41 students in 2016-17. There are two primary reasons sophomores may no longer qualify for the loan: their GPA is below a 2.5 and/or they have not passed the Praxis I test required for entrance into an education program. No data exist on how many of the applicants were rejected for not having passed or how many had simply not taken the exam. Either way, the applicant would not qualify for additional Teacher Loan Program loans until the Praxis I was passed.

Table 15
Distribution of Recipients of the Teacher Loan Program by Academic Level
Status

	Freshmen	Sophomores	Juniors	Seniors	5 th Year Undergrads	1 st year Graduates	2 nd Year Graduates	3+ Year Graduates
2009-10	286	165	362	452	48	157	76	9
2010-11	126	120	254	379	43	107	62	23
2011-12	191	109	292	312	22	122	37	1
2012-13	173	138	270	345	22	118	43	3
2013-14	191	138	279	341	17	111	30	2
2014-15	199	134	256	373	17	117	31	3
2015-16	177	165	248	369	10	122	33	4
2016-17	189	148	280	360	11	135	40	3

Source: South Carolina Commission on Higher Education

Table 16 compares the academic status of applicants to actual recipients in 2016-17. In general, the academic level of applicants reflects the academic level of recipients, with undergraduates representing approximately 84 percent of both applicants and recipients, and graduate students representing 15 to 16 percent.

Table 16
Comparisons by Academic Level of Applicants and Recipients, 2016-17

	Undergraduate		Graduate		Unknown		Total
	#	%	#	%	#	%	#
Applicants	1,176	83.9	222	15.8	3	0.2	1,401
Recipients	988	84.7	178	15.3	0	0.0	1,166

Source: SC Commission on Higher Education

Teacher Loan recipients attended 37 universities and colleges in 2016-17 of which 26 (about 70 percent) were South Carolina institutions with a physical campus. For comparison purposes, the Commission on Higher Education reports there are 59 campuses of higher learning in South Carolina: 13 public senior institutions; 4 public two-year regional campuses in the USC system; 16 public technical colleges; 24 independent or private senior institutions; and 2 independent two-year- colleges.²³ Table 17 documents the number of Teacher Loan recipients attending South Carolina public and private institutions.

²³ Commission on Higher Education

<http://www.che.sc.gov/Students,FamiliesMilitary/LearningAboutCollege/SCCollegesUniversities.aspx>

Table 17
Teacher Loan Recipients by Institution of Higher Education, 2015-16

Institution	Number of Recipients	Institution	Number of Recipients
American Public University System	1	Grand Canyon University	1
Anderson University	119	Horry Georgetown Technical College	1
Ball State University	1	Lander University	73
Benedict College	1	Liberty University	1
Carson-Newman University	1	Limestone College	6
Charleston Southern University	23	Mars Hill University	1
The Citadel	12	Newberry College	16
Claflin University	2	North Greenville University	36
Clemson University	86	Presbyterian College	5
Coastal Carolina University	50	S.C. State University	10
Coker College	13	Southern Wesleyan University	22
College of Charleston	112	University of North Carolina	1
Columbia College	9	University of South Carolina-Columbia	237
Columbia International University	3	University of South Carolina – Upstate	49
Converse College	24	University of West Georgia	4
Erskine College	4	Western Governors University	5
Francis Marion University	48	Winthrop University	176
Furman University	10	Wofford College	2
Total			1,166

Source: South Carolina Commission on Higher Education

The number of loan recipients at historically African American institutions remains significantly low but almost doubled from 2015-16 to 2016-17, from seven to thirteen teacher loans. According to the Commission on Higher Education and SC Student Loan Corporation, almost 77 percent of the teacher loans awarded to African-American institutions were to students attending South Carolina State University (Table 18).

Table 18
Teacher Loans to Historically African American Institutions

Institution	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
Benedict College	1	0	0	0	0	0	0	2
Claflin University	2	0	0	0	0	1	0	1
Morris College	0 ²⁴	0	0	0	0	0	0	0
S.C. State University	10	7	7	14	11	11	9	9
TOTAL:	13	7	7	14	11	12	9	12

Source: South Carolina Commission on Higher Education

Recipients of the Teacher Loan Program also receive other state scholarships provided by the General Assembly to assist students in attending institutions of higher learning in South Carolina. The other scholarship programs include the Palmetto Fellows Program, the Legislative Incentive for Future Excellence (LIFE) Scholarships, and the Hope Scholarships. The Palmetto Fellows Program, LIFE, and Hope award scholarships to students based on academic achievement but are not directed to teacher recruitment.

Teaching Fellows

In 1999, the SC General Assembly funded the Teaching Fellows Program for South Carolina due to the shortage of teachers in the state. The mission of the South Carolina Teaching Fellows Program is to recruit talented high school seniors into the teaching profession and help them develop leadership qualities. Each year, the program provides Fellowships for up to 200 high school seniors who have exhibited high academic achievement, a history of service to their school and community, and a desire to teach in South Carolina.

Teaching Fellows participate in advanced enrichment programs at Teaching Fellows Institutions, have additional professional development opportunities, and are involved with communities and businesses throughout the state. They receive up to \$24,000 in fellowship funds (up to \$6,000 a year for four years) while they complete a degree leading to teacher licensure. The fellowship provides up to \$5,700 for tuition and board and \$300 for specific enrichment programs administered by CERRA. All Teaching Fellows awards are contingent upon funding from the S.C. General Assembly. A Fellow agrees to teach in a South Carolina public school one year for every year he or she receives the Fellowship. Each Fellow signs a promissory note that requires payment of the scholarship should they decide not to teach. In addition to being an award instead of a loan, the Teaching Fellows Program differs from the Teacher Loan Program in that recipients are not required to commit to teaching in a critical need subject or geographic area to receive the award.²⁵

²⁴ Morris College data were not provided.

²⁵ For more information, go to <http://cerra.org/teachingfellows/programoverview.aspx>.

Working with the Commission on Higher Education, the South Carolina Student Loan Corporation, and the South Carolina Department of Education, specific data files from the three organizations were merged and cross-referenced to determine how the scholarship programs interact with the Teacher Loan Program. Table 19 shows over the last eight years the number of Teacher Loan recipients who also participated in the Hope, LIFE, or Palmetto Fellows programs and who were later employed by public schools. There were 3,749 2016-17 loan recipients who were also LIFE, Palmetto Fellows or Hope Scholarships recipients and employed in public schools in South Carolina, representing a two percent increase from 2015-16. Over the past eight years, the number has increased by about 56 percent.

Table 19
Loan Recipients serving in South Carolina schools
who received LIFE, Palmetto, Fellows and Hope Scholarships

Fiscal Year	LIFE	Palmetto Fellows	Hope	Total
2009-2010	1,932	116	67	2,115
2010-2011	2,097	145	93	2,335
2011-2012	2,331	171	110	2,612
2012-2013	2,582	188	125	2,895
2013-2014	2,796	211	147	3,154
2014-2015	2,980	232	165	3,377
2015-2016	3,208	265	194	3,667
2016-2017	3,285	262	202	3,749

Source: SC Commission on Higher Education

Policymakers also questioned how the state's scholarship programs generally impact the number of students pursuing a teaching career in the state. Table 20 shows the total number of scholarship recipients each year. It is a duplicated count across years.

Table 20
Total Number of Scholarship Recipients for the Fall Terms

Year	LIFE	Palmetto Fellows	Hope
2009	31,607	5,894	2,716
2010	32,125	6,122	2,844
2011	32,600	6,410	2,853
2012	33,580	6,666	2,925
2013	34,378	6,818	3,185
2014	35,349	6,974	3,302
2015	36,532	7,171	3,505
2016	38,238	7,491	3,787

Source: SC Commission on Higher Education

Of these individuals receiving scholarships in the fall of 2016, about nine percent of scholarship recipients had declared education as their intended major (Tables 21 and 22). In the past there has been a downward trend in the percentage of these talented students initially declaring education as a major. With the policy goal on improving the quality of teachers in classrooms, this data should be continuously monitored.

Table 21
Comparison of Scholarship Recipients and Education Majors, Fall 2016

Scholarship	# of Education Majors	# of Scholarships	Percent
Hope	435	3,787	11.5
LIFE	3,462	38,238	9.1
Palmetto Fellows	452	7,491	6.0
Total	4,349	49,516	8.8

Source: SC Commission on Higher Education

Table 22
Student Percentage Receiving Scholarships for each Fall Term and Declaring Education Major

Fall	LIFE	Palmetto Fellows	Hope	Total
2009	11.1	6.5	14.4	10.6
2010	11.0	6.7	12.7	10.5
2011	10.2	6.3	9.9	9.6
2012	9.6	6.0	13.2	9.3
2013	9.3	5.9	12.5	9.0
2014	9.3	5.7	11.1	8.9
2015	9.2	5.6	11.2	8.8
2016	9.1	6.0	11.5	8.8

Source: SC Commission on Higher Education

Average SAT scores of loan recipients also continue to increase. These scores reflect the mean for the critical reading and mathematics portions of the SAT (Table 23). If a student took the test more than once, the most recent score is used. The state average SAT score increased from 975 in 2015 to 987 in 2016. The average SAT score of Teacher Loan Program recipients also increased to 1,285.8, representing a 1.4 percent increase.

Table 23
Mean SAT Scores²⁶

Year	Teacher Loan Program Recipients	South Carolina
2009	1,091.4	982
2010	1,107.0	979
2011	1,153.8	972
2012	1,181.4	969
2013	1,220.4	971
2014	1,245.5	978
2015	1,268.4	975
2016	1,285.8	987

Source: South Carolina Commission on Higher Education

Repayment or Cancellation Status

South Carolina Student Loan Corporation reports that as of June 30, 2017, 19,140 loans were in a repayment or cancellation status. The following table is a comprehensive list of the status of all borrowers:

Table 24
Borrowers as of June 30, 2017

Status	Number of Borrowers	Percent of Borrowers
Never eligible for cancellation and are repaying loan	2,711	14.2
Previously taught but not currently teaching	441	2.3
Teaching and having loans cancelled	1,173	6.1
Have loans paid out through monthly payments, loan consolidation or partial cancellation	8,383	4.4
Loan discharged due to death, disability or bankruptcy	122	6.3
In Default	91	0.5
Loans cancelled 100% by fulfilling teaching requirement	6,319	33.0
TOTAL	19,140	

Source: South Carolina Student Loan Corporation

Teacher Loan Program Recipients Employed in Public Schools of South Carolina

Data files from South Carolina Student Loan Corporation and South Carolina Department of Education were merged and analyzed to provide more information about current South Carolina

²⁶ The composite score is the sum of the Critical Reading score average and the Mathematics score average (2009-2015).

public school employees who received teacher loans. There were 7,960 Teacher Loan recipients employed by public schools in 2016-17, representing a slight decrease of 48 employed recipients, in 2015-16 (Table 25). Like the applicants, the Teacher Loan recipients who were employed in South Carolina's public schools were overwhelmingly White and female (Tables 11 and 12). These 7,960 individuals served in a variety of positions in 2016-17, detailed in Table 26.

Table 25
Loan Recipients in South Carolina Schools by Gender and Ethnicity, 2016-17

Gender	Number	Percent
Male	1,039	13.0
Female	6,873	86.3
Unknown	52	.7
Total	7,960	

Ethnicity	Number	Percent
African American	1,060	13.3
White	6,699	84.2
Asian	22	0.3
Hispanic	47	0.6
American Indian	5	0.1
Unknown	127	1.6
Total	7,960	

Source: SC Commission on Higher Education

Table 26
Loan Recipients Employed in SC Public Schools as of 2016-17 by Position

Position Code	Description	Number	Position Code	Description	Number
1	Principal	182		Director, Finance/Business	1
2	Assistant Principal, Co-principal	274	23	Career Specialist	10
3	Special Education (Itinerant)	21	27	Technology/IT Personnel	7
4	Prekindergarten (Child Development)	177	28	Director, Personnel	8
5	Kindergarten	319	29	Other Personnel Positions	2
6	Special Education (Self-Contained)	377	31	Director, Alternative Program/School	2
7	Special Education (Resource)	480	33	Director, Technology	4
8	Classroom Teacher	4,848	35	Coordinator, Federal Projects	9
9	Retired Teachers	8	36	School Nurse	1
10	Library Media Specialist	311	37	Occupational/Physical Therapist	2
11	Guidance Counselor	169	38	Orientation/Mobility Instructor	1
12	Other Professional Instruction-Oriented	158	40	Social Worker	1
13	Director, Career & Technology Education Ctr.	5	41	Director, Student Services	3
14	Assistant Director, Career & Technology Education	5	43	Other Professional Noninstructional Staff	18
15	Coordinator, Job Placement	2	44	Teacher Specialist	9
16	Director, Adult Education	4	45	Principal Specialist	1
17	Speech Therapist	168	46	Purchased-Service Teacher	2
47	Director, Athletics	2	80	Supervisor, District Library Media Services	1
48	Assistant Superintendent, Noninstructional	6	81	Coordinator, Guidance	2
49	Assistant Superintendent, Instruction	4	83	Coordinator, Parenting/Family Literacy	1

Position Code	Description	Number	Position Code	Description	Number
50	District Superintendent	5	84	Coordinator, Elementary Education	2
53	Director, Instruction	9	85	Psychologist	14
54	Supervisor, Elementary Education	2	86	Support Personnel	3
55	Supervisor, Secondary Education	1	87	Reading Coach	103
58	Director, Special Services	13	88	Vacant	5
62	Coordinator, Fine Arts	1	89	Title I Instructional Paraprofessional	6
65	Coordinator, English	2	90	Library Aide	2
66	Coordinator, Reading	3	91	Child Development Aide	2
68	Coordinator, Health/Science Technology	1	92	Kindergarten Aide	4
69	Coordinator, Health, Safety, PE	1	93	Special Education Aide	20
72	Coordinator, Mathematics	3	94	Instructional Aide	8
74	Coordinator, Science	2	97	Instructional Coach	75
75	Educational Evaluator	2	98	Adult Education Teacher	4
78	Coordinator, Special Education	21	99	Other District Office Staff	38
Grand Total					7,960

Source: SC Commission on Higher Education

In summary, about 61 percent of the recipient graduates was employed in public schools as regular classroom teachers; almost eleven percent worked in special education capacities (in either itinerant, self-contained or resource environments), and another six percent in four-year-old child development and kindergarten classes (Table 27).

Table 27
Loan Recipients Employed in Public Schools by Positions, 2016-17

Position Code	Description	# Positions	Percent
04	Prekindergarten	177	2.21%
05	Kindergarten	319	3.98%
03, 06, 07	Special Education	878	10.96%
08	Classroom Teachers	4,848	60.54%
10	Library Media Specialist	311	3.88%
11	Guidance Counselor	169	2.11%
17	Speech Therapist	168	2.10%
All Others	Principals, Assistant Principals, Directors, Coordinators, etc.	1,090	13.61%
Total		8,008	

Note: Due to rounding the total percent amount exceeds 100.0.

Table 28 documents the primary area of certification of all Teacher Loan recipients who were employed in public schools in 2016-17. The primary certification area was elementary education, accounting for about 42 percent of loan recipients. Early childhood education account for almost an additional 12 percent of loan recipients.

Table 28
Loan Recipients Employed in SC Public Schools in 2016-17 by Primary
Certification Area

Code	Certification Subject	Number Certified Teachers	Code	Certification Subject	Number Certified Teachers
1	Elementary	3,380	50	Art	145
2	Special Education- Generic Special Education*	124	51	Music Education Choral	57
3	Speech-Language Therapist	160	53	Music Education Voice	3
4	English	405	54	Music Education Instrumental	90
5	French	35	58	Dance	13
6	Latin	2	60	Media Specialist	102
7	Spanish	79	63	Driver Training	8
8	German	3	67	Physical Education	112
10	Mathematics	502	70	Superintendent	3
11	General Mathematics*	2	71	Elementary Principal*	21
12	Science	167	72	Secondary Principal*	4
13	General Science*	11	78	School Psychologist III	1
14	Biology	50	80	Reading Teacher*	2
15	Chemistry	12	84	School Psychologist II	5
16	Physics	2	85	Early Childhood	949
20	Social Studies	170	86	Guidance Elementary	49
21	History	6	89	Guidance Secondary	12
26	Psychology			Unknown/Not Reported	17
29	Industrial Technology Education	7	1A	Middle School Language Arts*	2
30	Agriculture	7	1B	Middle School Mathematics*	2
35	Family and Consumer Science (Home Economics)	12	1C	Middle School Science*	2
40	Commerce*	1	1D	Middle School Social Studies*	5
47	Business Education*	40	1E	Middle-Level Language Arts	140
49	Advanced Fine Arts	1	1F	Middle-Level Mathematics	139
1G	Middle-Level Science	44	4B	Business and Marketing Technology	25
1H	Middle-Level Social Studies	128	4C	Online Teaching	4
2A	Special Education- Educable Mentally Disabled*	85	5A	English for Speakers of Other Languages (new name)	9

Code	Certification Subject	Number Certified Teachers	Code	Certification Subject	Number Certified Teachers
2B	Special Education- Education of the Blind & Visually Impaired	5	5C	Theater	8
2C	Special Education – Trainable Mentally Disabled	4	5E	Literacy Coach	2
2D	Special Education – Education of Deaf & Hard of Hearing	4	5G	Literacy Teacher	23
2E	Special Education – Emotional Disabilities	111	7B	Elementary Principal Tier I	55
2G	Special Education- Learning Disabilities	212	7C	Secondary Principal Tier I	2
2H	Special Education – Intellectual Disabilities	33	8B	Montessori-Early Childhood Education	1
2I	Special Education – Multi- Categorical	118	AC	Health Science Technology (new name)	2
2J	Special Education – Severe Disabilities	2	AV	Electricity	1
2K	Special Education-Early Childhood Education	20	BF	Small Engine Repair	1
Grand Total					7,960

Source: SC Commission on Higher Education

VI. SC Teacher Loan Advisory Committee

Proviso 1A.9 of the 2013-14 General Appropriations Act created the South Carolina Teacher Loan Advisory Committee (Committee). Provisos in the annual general appropriation act have maintained the existence of the Committee. The Committee is charged with: (1) establishing goals for the Teacher Loan Program; (2) facilitating communication among the cooperating agencies; (3) advocating for program participants; and (4) recommending policies and procedures necessary to promote and maintain the program.²⁷

Working with the Committee are Marcella Wine-Snyder, CERRA Pre-Collegiate Program Director, and Dr. Jennifer Garrett, CERRA Coordinator of Research and Program Development. Serving on the Committee between the fall of 2016 and April 2017, Fiscal Year 2016-17, were the following individuals and the institutions they represent:

- Dr. Larry Daniel, The Citadel, representing a public education institution with a teacher education program
- Dr. Damara Hightower, Benedict College, representing a private institution with a teacher education program
- Dr. Zona Jefferson, SC Alliance of Black School Educators
- Doug Jenkins, Georgetown County School District, representing the Personnel Division of the SC Association of School Administrators (SCASA)
- Dr. Roy Jones, Clemson University, representing the Call Me Mister Program
- Dr. Tim Newman, Orangeburg County School District Four, representing the Superintendent Division of SCASA
- Trey Simon, SC Student Loan Corporation
- Patti Tate, York County School District Three, representing the Education Oversight Committee
- Jane Turner, Center for Educator Recruitment, Retention and Advancement (CERRA)
- Dr. Sharon Wall, SC State Board of Education
- Dr. Alicia Williams, McCormick County School District, representing SC School Guidance Counselors
- Dr. Karen Woodfaulk, SC Commission on Higher Education.

The position representing the SC Association of Student Financial Aid Administrators was vacant.

The Committee meets three times a year. During 2016-17, the Committee continued discussions and reached consensus about revisions to the Teacher Loan statute, primarily intended to expand loan eligibility, extend loan forgiveness, and increase loan amounts. Additionally, the Committee addressed issues related to changes in leadership and the scope of involvement of the current loan administration/servicing vendor, the SC Student Loan Corporation.

²⁷ Proviso 1A.9. of the 2013-14 General Appropriation Act.

In the fall of 2017, the Committee submitted a memo (Appendix C) to the SC Commission on Higher Education (CHE), recommending changes to the Teacher Loan Program. These recommendations were not adopted, and the Committee will pursue the recommendations again next year. The Committee noted these recommendations should take effect no earlier than July 1, 2019:

- increase the loan amount to \$7,500 for the junior and senior years while enrolled in a teacher education program, as well as when enrolled in a Master of Arts in Teaching program;
- base loan eligibility for the freshman and sophomore years solely on a declared intent to seek a teacher education degree;
- for future loan program participants, provide loan forgiveness to all who go on to teach in a SC public school, regardless of what school they teach in and what subject they teach, and set the loan forgiveness rate at 33.3% for each completed year of teaching;
- provide loan forgiveness at the 33.3% rate for all loan recipients who are currently teaching in a SC public school, regardless of the teacher's subject or school; and
- replace all references to the SC Student Loan Corporation to language referencing an approved vendor.

Appendix A:

Teacher Loan Fund Program

SECTION 59-26-20. Duties of State Board of Education and Commission on Higher Education.

The State Board of Education, through the State Department of Education, and the Commission on Higher Education shall:

(a) develop and implement a plan for the continuous evaluation and upgrading of standards for program approval of undergraduate and graduate education training programs of colleges and universities in this State;

(b) adopt policies and procedures which result in visiting teams with a balanced composition of teachers, administrators, and higher education faculties;

(c) establish program approval procedures which shall assure that all members of visiting teams which review and approve undergraduate and graduate education programs have attended training programs in program approval procedures within two years prior to service on such teams;

(d) render advice and aid to departments and colleges of education concerning their curricula, program approval standards, and results on the examinations provided for in this chapter;

(e) adopt program approval standards so that all colleges and universities in this State that offer undergraduate degrees in education shall require that students successfully complete the basic skills examination that is developed in compliance with this chapter before final admittance into the undergraduate teacher education program. These program approval standards shall include, but not be limited to, the following:

(1) A student initially may take the basic skills examination during his first or second year in college.

(2) Students may be allowed to take the examination no more than four times.

(3) If a student has not passed the examination, he may not be conditionally admitted to a teacher education program after December 1, 1996. After December 1, 1996, any person who has failed to achieve a passing score on all sections of the examination after two attempts may retake for a third time any test section not passed in the manner allowed by this section. The person shall first complete a remedial or developmental course from a post-secondary institution in the subject area of any test section not passed and provide satisfactory evidence of completion of this required remedial or developmental course to the State Superintendent of Education. A third administration of the examination then may be given to this person. If the person fails to pass the examination after the third attempt, after a period of three years, he may take the examination or any sections not passed for a fourth time under the same terms and conditions provided by this section of persons desiring to take the examination for a third time.

Provided, that in addition to the above approval standards, beginning in 1984-85, additional and upgraded approval standards must be developed, in consultation with the Commission on Higher Education, and promulgated by the State Board of Education for these teacher education programs.

(f) administer the basic skills examination provided for in this section three times a year;

(g) report the results of the examination to the colleges, universities, and student in such form that he will be provided specific information about his strengths and weaknesses and given consultation to assist in improving his performance;

(h) adopt program approval standards so that all colleges and universities in this State that offer undergraduate degrees in education shall require that students pursuing courses leading to teacher certification successfully complete one semester of student teaching and other field experiences and teacher development techniques directly related to practical classroom situations;

(i) adopt program approval standards whereby each student teacher must be evaluated and assisted by a representative or representatives of the college or university in which the student teacher is enrolled. Evaluation and assistance processes shall be locally developed or selected by colleges or universities in accordance with State Board of Education regulations. Processes shall evaluate and assist student teachers based on the criteria for teaching effectiveness developed in accordance with this chapter. All college and university representatives who are involved in the evaluation and assistance process shall receive appropriate training as defined by State Board of Education regulations. The college or university in which the student teacher is enrolled shall make available assistance, training, and counseling to the student teacher to overcome any identified deficiencies;

(j) the Commission on Higher Education, in consultation with the State Department of Education and the staff of the South Carolina Student Loan Corporation, shall develop a loan program in which talented and qualified state residents may be provided loans to attend public or private colleges and universities for the sole purpose and intent of becoming certified teachers employed in the State in areas of critical need. Areas of critical need shall include both geographic areas and areas of teacher certification and must be defined annually for that purpose by the State Board of Education. The definitions used in the federal Perkins Loan Program shall serve as the basis for defining "critical geographical areas", which shall include special schools, alternative schools, and correctional centers as identified by the State Board of Education. The recipient of a loan is entitled to have up to one hundred percent of the amount of the loan plus the interest canceled if he becomes certified and teaches in an area of critical need. Should the area of critical need in which the loan recipient is teaching be reclassified during the time of cancellation, the cancellation shall continue as though the critical need area had not changed. Additionally, beginning with the 2000-2001 school year, a teacher with a teacher loan through the South Carolina Student Loan Corporation shall qualify, if the teacher is teaching in an area newly designated as a critical needs area (geographic or subject, or both). Previous loan payments will not be reimbursed. The Department of Education and the local school district are responsible for annual distribution of the critical needs list. It is the responsibility of the teacher to request loan cancellation through service in a critical needs area to the Student Loan Corporation by November first.

Beginning July 1, 2000, the loan must be canceled at the rate of twenty percent or three thousand dollars, whichever is greater, of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in either an academic critical need area or in a geographic need area. The loan must be canceled at the rate of thirty-three and one-third percent, or five thousand dollars, whichever is greater, of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in both an

academic critical need area and a geographic need area. Beginning July 1, 2000, all loan recipients teaching in the public schools of South Carolina but not in an academic or geographic critical need area are to be charged an interest rate below that charged to loan recipients who do not teach in South Carolina.

Additional loans to assist with college and living expenses must be made available for talented and qualified state residents attending public or private colleges and universities in this State for the sole purpose and intent of changing careers in order to become certified teachers employed in the State in areas of critical need. These loan funds also may be used for the cost of participation in the critical needs certification program pursuant to Section 59-26-30(A)(8). Such loans must be cancelled under the same conditions and at the same rates as other critical need loans.

In case of failure to make a scheduled repayment of an installment, failure to apply for cancellation of deferment of the loan on time, or noncompliance by a borrower with the intent of the loan, the entire unpaid indebtedness including accrued interest, at the option of the commission, shall become immediately due and payable. The recipient shall execute the necessary legal documents to reflect his obligation and the terms and conditions of the loan. The loan program, if implemented, pursuant to the South Carolina Education Improvement Act, is to be administered by the South Carolina Student Loan Corporation. Funds generated from repayments to the loan program must be retained in a separate account and utilized as a revolving account for the purpose that the funds were originally appropriated. Appropriations for loans and administrative costs incurred by the corporation are to be provided in annual amounts, recommended by the Commission on Higher Education, to the State Treasurer for use by the corporation. The Education Oversight Committee shall review the loan program annually and report to the General Assembly.

Notwithstanding another provision of this item:

(1) For a student seeking loan forgiveness pursuant to the Teacher Loan Program after July 1, 2004, "critical geographic area" is defined as a school that:

(a) has an absolute rating of below average or unsatisfactory;

(b) has an average teacher turnover rate for the past three years that is twenty percent or higher; or

(c) meets the poverty index criteria at the seventy percent level or higher.

(2) After July 1, 2004, a student shall have his loan forgiven based on those schools or districts designated as critical geographic areas at the time of employment.

(3) The definition of critical geographic area must not change for a student who has a loan, or who is in the process of having a loan forgiven before July 1, 2004.

(k) for special education in the area of vision, adopt program approval standards for initial certification and amend the approved program of specific course requirements for adding certification so that students receive appropriate training and can demonstrate competence in reading and writing braille;

(l) adopt program approval standards so that students who are pursuing a program in a college or university in this State which leads to certification as instructional or administrative personnel shall complete successfully training and teacher development experiences in teaching higher order thinking skills;

(m) adopt program approval standards so that programs in a college or university in this State which lead to certification as administrative personnel must include training in methods of making school improvement councils an active and effective force in improving schools;

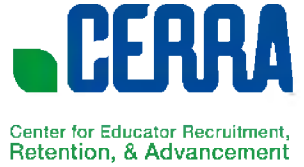
(n) the Commission on Higher Education in consultation with the State Department of Education and the staff of the South Carolina Student Loan Corporation, shall develop a Governor's Teaching Scholarship Loan Program to provide talented and qualified state residents loans not to exceed five thousand dollars a year to attend public or private colleges and universities for the purpose of becoming certified teachers employed in the public schools of this State. The recipient of a loan is entitled to have up to one hundred percent of the amount of the loan plus the interest on the loan canceled if he becomes certified and teaches in the public schools of this State for at least five years. The loan is canceled at the rate of twenty percent of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in a public school. However, beginning July 1, 1990, the loan is canceled at the rate of thirty-three and one-third percent of the total principal amount of the loan plus interest on the unpaid balance for each complete year of teaching service in both an academic critical need area and a geographic need area as defined annually by the State Board of Education. In case of failure to make a scheduled repayment of any installment, failure to apply for cancellation or deferment of the loan on time, or noncompliance by a borrower with the purpose of the loan, the entire unpaid indebtedness plus interest is, at the option of the commission, immediately due and payable. The recipient shall execute the necessary legal documents to reflect his obligation and the terms and conditions of the loan. The loan program must be administered by the South Carolina Student Loan Corporation. Funds generated from repayments to the loan program must be retained in a separate account and utilized as a revolving account for the purpose of making additional loans. Appropriations for loans and administrative costs must come from the Education Improvement Act of 1984 Fund, on the recommendation of the Commission on Higher Education to the State Treasurer, for use by the corporation. The Education Oversight Committee shall review this scholarship loan program annually and report its findings and recommendations to the General Assembly. For purposes of this item, a 'talented and qualified state resident' includes freshmen students who graduate in the top ten percentile of their high school class, or who receive a combined verbal plus mathematics Scholastic Aptitude Test score of at least eleven hundred and enrolled students who have completed one year (two semesters or the equivalent) of collegiate work and who have earned a cumulative grade point average of at least 3.5 on a 4.0 scale. To remain eligible for the loan while in college, the student must maintain at least a 3.0 grade point average on a 4.0 scale.

Appendix B:
2017-18
SC Teacher Loan Advisory Committee

1A.6. (SDE-EIA: CHE/Teacher Recruitment) Of the funds appropriated in Part IA, Section 1, VIII.E. for the Teacher Recruitment Program, the South Carolina Commission on Higher Education shall distribute a total of ninety-two percent to the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) for a state teacher recruitment program, of which at least seventy-eight percent must be used for the Teaching Fellows Program specifically to provide scholarships for future teachers, and of which twenty-two percent must be used for other aspects of the state teacher recruitment program, including the Teacher Cadet Program and \$166,302 which must be used for specific programs to recruit minority teachers: and shall distribute eight percent to South Carolina State University to be used only for the operation of a minority teacher recruitment program and therefore shall not be used for the operation of their established general education programs. Working with districts with an absolute rating of At-Risk or Below Average, CERRA will provide shared initiatives to recruit and retain teachers to schools in these districts. CERRA will report annually by October first to the Education Oversight Committee and the Department of Education on the success of the recruitment and retention efforts in these schools. The South Carolina Commission on Higher Education shall ensure that all funds are used to promote teacher recruitment on a statewide basis, shall ensure the continued coordination of efforts among the three teacher recruitment projects, shall review the use of funds and shall have prior program and budget approval. The South Carolina State University program, in consultation with the Commission on Higher Education, shall extend beyond the geographic area it currently serves. Annually, the Commission on Higher Education shall evaluate the effectiveness of each of the teacher recruitment projects and shall report its findings and its program and budget recommendations to the House and Senate Education Committees, the State Board of Education and the Education Oversight Committee by October first annually, in a format agreed upon by the Education Oversight Committee and the Department of Education.

With the funds appropriated CERRA shall also appoint and maintain the South Carolina Teacher Loan Advisory Committee. The Committee shall be composed of one member representing each of the following: (1) Commission on Higher Education; (2) State Board of Education; (3) Education Oversight Committee; (4) Center for Educator Recruitment, Retention, and Advancement; (5) South Carolina Student Loan Corporation; (6) South Carolina Association of Student Financial Aid Administrators; (7) a local school district human resources officer; (8) a public higher education institution with an approved teacher education program; and (9) a private higher education institution with an approved teacher education program. The members of the committee representing the public and private higher education institutions shall rotate among those institutions and shall serve a two-year term on the committee. The committee must be staffed by CERRA, and shall meet at least twice annually. The committee's responsibilities are limited to: (1) establishing goals for the Teacher Loan Program; (2) facilitating communication among the cooperating agencies; (3) advocating for program participants; and (4) recommending policies and procedures necessary to promote and maintain the program.

Appendix C:
**2017 Teacher Loan Advisory Committee Memo to Commission on
Higher Education Regarding SC Teacher Loan Program**



MEMORANDUM

To: Dr. Karen Woodfaulk
CC: Student Loan Corporation
From: Jane Turner
Date: October 19, 2017
Re: SC Teachers Loan

As Chair of the SC Teacher Loan Advisory Committee (TLAC), I am writing to provide the Commission on Higher Education (Commission) with TLAC's recommendations related to the Loan Program. These recommendations are based on the state's critical teacher pipeline shortages and the need to recruit more students into teacher education programs, as well as the need to make the administration of the loan more cost-effective. The recommendations, to take effect no earlier than July 1, 2019, are as follows:

- increase the loan amount to \$7,500 for the junior and senior years while enrolled in a teacher education program, as well as when enrolled in a Master of Arts in Teaching program;
- base loan eligibility for the freshman and sophomore years solely on a declared intent to seek a teacher education degree;
- for future loan program participants, provide loan forgiveness to all who go on to teach in a SC public school, regardless of what school they teach in and what subject they teach, and set the loan forgiveness rate at 33.3% for each completed year of teaching;
- provide loan forgiveness at the 33.3% rate for all loan recipients who are currently teaching in a SC public school, regardless of the teacher's subject or school; and
- replace all references to the SC Student Loan Corporation to language referencing an approved vendor.

The TLAC requests that the Commission move forward with seeking these changes. With the exception of the loan amounts, these recommendations involve changes to the Teacher Loan Program statutory provisions, SC Code Ann. Section 59-26-20(j). The loan amounts are not set by statute or regulation and would appear to be within the discretion of the Commission. Representatives from TLAC and the Student Loan Corporation would be happy to meet with the Commission and/or the appropriate Committee to provide information about the reasons for these changes and to develop projected funding needs. We also would be happy to provide a draft of the proposed statutory changes for the Commission's and Committee's consideration. Thank you.



The SC Education Oversight Committee is an independent, non-partisan group made up of 18 educators, business persons, and elected leaders. Created in 1998, the committee is dedicated to reporting facts, measuring change, and promoting progress within South Carolina's education system.

ADDITIONAL INFORMATION
If you have questions, please contact the Education Oversight Committee (EOC) staff for additional information. The phone number is 803.734.6148. Also, please visit the EOC website at www.eoc.sc.gov for additional resources.

The Education Oversight Committee does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in its practices relating to employment or establishment and administration of its programs and initiatives. Inquiries regarding employment, programs and initiatives of the Committee should be directed to the Executive Director 803.734.6148.
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EDUCATION OVERSIGHT COMMITTEE

Subcommittee: EIA and Improvement Mechanisms

Date: May 21, 2018

ACTION ITEM:

Educational Performance of Military-Connected Students

PURPOSE/AUTHORITY

Act 289, the Military Family Quality of Life Enhancement Act, was enacted in 2014. The law requires the Education Oversight Committee (EOC) to develop an annual report on the educational performance of military connected children:

The Education Oversight Committee, working with the State Board of Education, is directed to establish a comprehensive annual report concerning the performance of military connected children who attend primary, elementary, middle, and high schools in this State. The comprehensive annual report must be in a reader-friendly format, using graphics wherever possible, published on the state, district, and school websites, and, upon request, printed by the school districts. The annual comprehensive report must address at least attendance, academic performance in reading, math, and science, and graduation rates of military connected children.

CRITICAL FACTS

EOC staff worked with staff from the SC Department of Education, the Department of Defense State Liaison Office, and the Military Child Education Coalition.

TIMELINE/REVIEW PROCESS

Report issued annually

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact beyond current appropriations

Fund/Source:

ACTION REQUEST

☒ For approval

☐ For information

☐ Approved

ACTION TAKEN

☐ Amended

☐ Not Approved

☐ Action deferred (explain)

2018

EDUCATIONAL PERFORMANCE OF MILITARY- CONNECTED STUDENTS

Report



SC EDUCATION
OVERSIGHT COMMITTEE



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Educational Performance of Military-Connected Students, 2018
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Introduction

May 21, 2018

In 2014, the General Assembly passed Act 289, the Military Family Quality of Life Enhancement Act. The Act's purpose is to "enhance many quality of life issues for members of the armed forces" (Act 289 Preamble). Part V requests the SC Education Oversight Committee (EOC) to develop an annual report on the educational performance of military connected children:

The Education Oversight Committee, working with the State Board of Education, is directed to establish a comprehensive annual report concerning the performance of military connected children who attend primary, elementary, middle, and high schools in this State. The comprehensive annual report must be in a reader-friendly format, using graphics wherever possible, published on the state, district, and school websites, and, upon request, printed by the school districts. The annual comprehensive report must address at least attendance, academic performance in reading, math, and science, and graduation rates of military connected children.¹

The EOC evaluation team worked closely with the military and education community as it developed this report. Both the South Carolina Department of Education (SCDE) and Defense Manpower Data Center provided data. The 2018 report provides:

- Details regarding the demographics of military-connected students;
- An update on the academic performance and school attendance of military-connected students in school year 2016-17; and
- A summary of the trainings for educators and families to enhance support of military-connected students at home and in school.

¹ Section 59-18-900(H)

Acknowledgements

The EOC is grateful for the assistance of local, state and national organizations and staff in the development of this report. Report contributors include:

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Summary of Findings and Recommendations

1. National, state and local school district collection of military-connected student (MCS) data is inconsistent. Federal numbers provided by the Department of Defense Education Activity (DoDEA) indicate 12,762 MCS during the 2016-17 school year had active-duty parents. District data provided to the SC Department of Education (SCDE) indicate there were 10,115 MCS whose parents were active-duty. Approximately 2,647 military-connected students were reported by DoDEA than by the South Carolina school districts, representing a 26 percent more MCS reported at the federal level than at the district and state levels.
2. Data reported by SCDE regarding military-connected students are based on district entry of student information into PowerSchool. As a state, South Carolina continues to underreport the number of military-connected students, but the difference in numbers reported at the state and national level is closing. Over time, the number of military-connected students reported by SCDE with at least one active-duty parent has steadily increased, from 7,763 military-connected students during the 2015-16 school year to 10,115 during the 2016-17 school year, a 23 percent increase in number of MCS reported.
3. Overall the number of military-connected students with at least one active duty parent or a parent in the National Guard or Reserves increased from 9,622 in 2016 to 10,115 in 2017.
4. While ESSA requires the identification and collection of military-connected student data, South Carolina has an established mechanism for collecting this information. The SC Department of Education (SCDE) manages PowerSchool, the student data information system that is provided to school districts. It is the primary source for student data and is often used for state and federal reporting requirements. In PowerSchool a "Parent Military Status" field includes a list with eight possible student status options, as shown in Figure 1.² This field remains unchanged since the 2015 EOC report on military-connected students.
5. Data reported by SCDE regarding military-connected students are based on district entry of student information into this field. It does not appear that information regarding federally-connected students is collected in PowerSchool. As noted in earlier EOC reports, districts may also receive federal Impact Aid funding for students who have at least one parent who is federally-connected.
6. On April 10, 2018 SCDE posted an Education Associate position to generate reports and data related to military families and student engagement. This position will also train district and school personnel how to use the South Carolina Occupation Information System to improve college and career readiness and student engagement.
7. Of the 14,070 military-connected students reported by school districts to SCDE (including National Guard, Reserves and Active Duty), approximately 90 percent of the students attend

² SC Department of Education, "PowerSchool Data Collection Manual, Fall 2016-17," p. 127. May be accessed at: <http://www.ed.sc.gov/data/information-systems/power-school-administration/powerschool-manuals-for-s-c-pages/powerschool-data-collection-manual-2016-2017/>.

one of the eleven school districts listed in Table 1 below. Appendix B provides additional detail for all school districts.

Table 1
Districts with Highest Military-Connected Student Populations, 2017

District	Frequency	Percent
Richland 2	3,831	27.23
Dorchester 2	1,583	11.25
Berkeley	1,575	11.22
Beaufort	1,138	8.09
Horry	1,024	7.28
Lexington 1	1,010	7.18
Kershaw	724	5.15
Sumter	717	5.10
Lexington 5	563	4.00
SC Public Charter School District	326	2.32
Charleston	226	1.61
Total	12,717	90.44
Other	1,343	9.56

Source: SC Department of Education, February 2018 reported to EOC.

8. Military-connected students continue to outperform their peers on state-administered standardized tests. During the 2016-17 school year, on SC READY, in English language arts, 57.7 percent of third grade military-connected students scored “Meets or Exceeds Expectations,” compared to 42.1 percent of their peers who scored “Meets” or Exceeds Expectations.” In math, 70.8 percent of military-connected students scored “Meets or Exceeds Expectations” and 52.5 percent of their peers scored “Meets or Exceeds Expectations,” representing an 18.3 percent difference.
9. The most significant variation is in the eighth grade SCPASS Science test during the 2016-17 school year. While 49.5 percent of the state’s eighth graders scored “Meets or Exceeds Expectations” in science, almost 62 percent of military-connected students scored “Meets or Exceeds Expectations,” representing a 12.4 increase above the state average.
10. During the 2016-17 school year, military-connected students continued to outperform all students statewide on End-of-Course Examination Program exams. On average, military-connected students’ mean scores were 4.6 points higher, with the largest difference in Biology where their mean scores were 6.2 points higher than students statewide.

11. During the 2016-17 school year, the high school graduation rate for military-connected students was 94.1 percent, including National Guard and Reserves. The state on-time graduation rate was 84.46 percent, representing a four-year adjusted cohort graduation rate.³
12. Under Proviso 1A.75, MCEC received \$300,000 for FY 2017-18. As of April 26, 2018, 874 educators, school staff, parents, students and community members participated in MCEC events and initiatives. MCEC facilitated eight SPARC trainings with 250 participants. About 76 percent of participants responded to the survey with 78 percent reporting that after the training they were “very knowledgeable” or “could teach the class.”

As of April 18, 2018, 109 students and 37 adults were trained in the Student 2 Student Program. Surveys of the Student 2 Student Programs were also positive, with 98 percent of student respondents agreeing to model acceptance at their school and 97 percent agreeing to connect with new students and connect them to other people. Adult participants reported the training enabled them understand challenges and identify key issues of transitioning students. Adult participants also created mission statements and drafted campus action plans. Prior to April 12, 2018, 97 participants participated in the parent workshops, and 100 percent of participants agreed the training enabled them to support children’s educational and social/emotional needs.

³ <https://ed.sc.gov/data/report-cards/state-report-cards/2017/data-files-for-researchers-2017/>

I. Recent Developments

SC Collection of Military-Connected Student Data

While ESSA requires the identification and collection of military-connected student data, South Carolina has an established mechanism for collecting this information. The SC Department of Education (SCDE) manages PowerSchool, the student data information system that is provided to school districts. It is the primary source for student data and is often used for state and federal reporting requirements. Student level data are input, validated and maintained by local school districts. The data are then transferred (pushed from districts) electronically to SCDE through the Enrich Data Collection Tool. In PowerSchool a “Parent Military Status” field includes a list with eight possible student status options, as shown in Figure 1 below.⁴ This field remains unchanged since the 2015 EOC report on military-connected students. In its most recent PowerSchool Data Collection Manual for January-February 2018, SCDE emphasizes “verifying all foster, homeless, migrant or military-connected students are data accurately indicate their status. If any student meets the definition at any point during the school year, that student should be counted for the entire year.”⁵

Data reported by SCDE regarding military-connected students are based on district entry of student information into this field. As noted earlier in this report, districts may also receive federal Impact Aid funding for students who have at least one parent who is federally-connected. With the input of districts and other stakeholders (such as school liaison officers), additional discussion and analysis of the process for collection of this data should be considered to enhance identification of federally- and military-connected students. In the 2015 EOC report on military-connected students, the EOC recommended this field be revised to reflect criteria for qualification for federal Impact Aid funding and provide more information about students that may be useful for district and school staff, so they can enhance their support of military-connected students.

⁴ SC Department of Education, “PowerSchool Data Collection Manual, Fall 2016-17,” p. 127. May be accessed at: <http://www.ed.sc.gov/data/information-systems/power-school-administration/powerschool-manuals-for-s-c-pages/powerschool-data-collection-manual-2016-2017/>.

⁵ SC Department of Education, “PowerSchool Data Collection Manual, January-February 2018,” p. 7. May be accessed at: https://ed.sc.gov/scdoe/assets/File/DataCollectionSched/SC_PS_Data%20Collection-Specific_Fields_Combo%202017-18%20Winter%20Final.pdf, p. 145.

Figure 1
Military-Connected Student Data Collected in PowerSchool, 2017-18⁶

Parent Military Status <i>(ParentsMilitaryStatus)</i> <i>[S_SC_STU_X]</i>	Select from the drop-down list the appropriate status for your student: <ul style="list-style-type: none"> • (blank) – Neither Parent nor Guardian is serving in any military service. • 01 – A Parent or Guardian is serving in the National Guard but is not deployed. • 02 – A Parent or Guardian is serving in the Reserves but is not deployed. • 03 – A Parent or Guardian is serving in the National Guard and is currently deployed. • 04 – A Parent or Guardian is serving in the Reserves and is currently deployed. • 05 – A Parent or Guardian is serving in the military on active duty but is not deployed. • 06 – A Parent or Guardian is serving in the military on active duty and is currently deployed. • 07 – The student's Parent or Guardian died while on active duty within the last year. • 08 – The student's Parent or Guardian was wounded while on active duty within the last year.
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Source: SC Department of Education

New Education Associate Position

SCDE posted for an Education Associate position for April 9 through April 20, 2018. The position is located organizationally in the Division of Federal, State, and Community Resources, Office of Student Intervention Services. Position responsibilities include:

- compile and analyze data and generate local, district and statewide reports related to services for military families and student engagement;
- collaborate with Research and Data Analysis and other offices to ensure thorough collection and reporting of all data related to military families and student engagement; and
- train district and school personnel on how to use the South Carolina Occupation Information System to improve college and career readiness and student engagement.

⁶ SC Department of Education, "PowerSchool Data Collection Manual, January-February 2018," p. 145. May be accessed at:
https://ed.sc.gov/scdoe/assets/File/DataCollectionSched/SC_PS_Data%20Collection-Specific_Fields_Combo%202017-18%20Winter%20Final.pdf.

II. Demographics of Military-Connected Students

National, state and local district collection of military-connected student data continues to be inconsistent. ESSA requires the disaggregation of student-level data, including military-connected students. When this requirement is fully implemented, data collection should become more consistent and accurate. Currently, there is no state law that requires collection of federally- or military-connected student data.

Number of Military-Connected Students

Table 2 details the estimated number of military-connected students with at least one active-duty parent. It includes data reported by two sources, the federal Department of Defense Education Activity (DoDEA) and data reported by districts to the SC Department of Education (SCDE). As a state, South Carolina continues to underreport the number of military-connected students, but the difference in numbers reported at the state and national level is closing. Data related to military-connected students are collected and reported by districts in PowerSchool. However, the overall number of military-connected students has increased, as documented by the federal government. Data about South Carolina students provided by the DoDEA indicate there were 12,762 military-connected students in South Carolina with at least one active-duty parent in 2017-18 school year.⁷

During the 2016-17 school year, DoDEA reports 13,094 MCS.⁸ District data provided to the SC Department of Education (SCDE) indicate there were 10,115 MCS during the 2016-17 school year. Approximately 2,979 military-connected students were reported by DoDEA than by South Carolina school districts, representing 22.8 percent more MCS reported at the federal level than at the district and state levels.

Data reported by SCDE regarding military-connected students are based on district entry of student information into PowerSchool. As a state, South Carolina continues to underreport the number of military-connected students, but the difference in numbers reported at the state and national level is closing. Over time, the number of military-connected students reported by SCDE with at least one active-duty parent has steadily increased, from 7,763 military-connected students during the 2015-16 school year to 10,115 during the 2016-17 school year, a 23 percent increase in number of MCS reported.

⁷ The Department of Defense Education Activity (DoDEA) is a civilian agency of the United States Department of Defense that manages all schools for military children and teenagers in the United States and overseas at American military bases worldwide. DoDEA data include students ages five – eighteen.

⁸ The Department of Defense Education Activity (DoDEA) is a civilian agency of the United States Department of Defense that manages all schools for military children and teenagers in the United States and overseas at American military bases worldwide. Student statistics were reported to the SC Education Oversight Committee in April 2018. DoDEA data include students ages five – eighteen.

The number of state-reported South Carolina military-connected students continues to increase. Based on the 2016-17 Average Daily Membership of 719,879 students, approximately 1.3 percent of South Carolina's students are military-connected.

Table 2
Estimated Number of Military-Connected Students
with Active-Duty Parent, School Years 2012-2018

School Year	2014-15	2016-17	2017-18	2014-15	2015-16	2016-17
Active Duty	DODEA	DODEA	DODEA	SCDE	SCDE	SCDE
Air Force	4,766	3,751	3,782	7,763	9,622	10,115
Army	3,832	5,365	5,108			
Marines	2,275	1,925	1,875			
Navy	1,462	3,751	1,997			
TOTAL	12,335	13,094	12,762	7,763	9,622	10,115

Sources: SC Department of Education March 2018 reported to EOC; DoDEA April 2018 reported to EOC
Note: DoDEA data for 2014-15 collected in November 2015, for 2016-17 in January 2017 and for 2017-17 in September 2017.

Table 3 below details the number of military-connected students by parental military branch and deployment status for the past two school years. Including National Guard, Reserves and active duty military personnel, 1,155 military-connected students had at least one parent who was deployed, representing a slight increase from 2016. In addition, 49 military-connected students were reported to have a parent who was on active duty but died within the last year; another 275 military-connected students have a parent who was on active duty and wounded within the last year. While it is a small percentage of the overall number of military-connected students, the number of military-connected students with a parent who was wounded in 2017 more than quadrupled from 2016. About 73 percent of military-connected students have at least one guardian or parent who is on active duty or deployed.

Reporting of military-connected students by districts from 2016 to 2017 school years increased by almost 10 percent (1,399 students). Families and educators need to continue assisting with the reporting of this data, so district and school staff can identify students who may need additional support services and identify opportunities for military-connected students to become engaged in their school community (such as extracurricular clubs and sports). Military-connected students live with perpetual challenges presented by frequent moves, parental and sibling deployments, and additional transitions that include reintegration and dealing with profoundly changed parents. The well-being of these children depends heavily on a network of supportive adults who are trained to identify early signs of emotional, physical and academic challenges.

Table 3
Military-Connected Students,
by Parental Military Branch and Deployment Status, School Years 2015-2017

School Year	2015-16		2016-17	
Military Connection	Number	Percent	Number	Percent
National Guard - Not Deployed	1,546	12.20%	1,839	13.08%
Reserves - Not Deployed	1,231	9.72%	1,628	11.57%
National Guard - Deployed	161	1.27%	315	2.24%
Reserves - Deployed	111	0.88%	168	1.19%
Active Duty Military - Not Deployed	8,649	68.26%	8,837	62.83%
Active Duty Military - Deployed	883	6.97%	954	6.78%
Active Duty Military - Deceased in last year	24	0.19%	49	0.35%
Active Duty Military - Wounded in last year	66	0.52%	275	1.96%
Subtotal Active Duty	9,622		10,119	
Total	12,671		14,070	

Source: SC Department of Education, February 2018 reported to EOC.

School districts report there are 14,070 military-connected students, including National Guard, Reserves and Active Duty. Approximately 90 percent of the students attend one of the eleven school districts listed in Table 4 below. Appendix B provides additional detail for all school districts.

Table 4
Districts with Highest Military-Connected Student Populations, 2017

District	Frequency	Percent
Richland 2	3,831	27.23
Dorchester 2	1,583	11.25
Berkeley	1,575	11.22
Beaufort	1,138	8.09
Horry	1,024	7.28
Lexington 1	1,010	7.18
Kershaw	724	5.15
Sumter	717	5.10
Lexington 5	563	4.00
SC Public Charter School District	326	2.32
Charleston	226	1.61
Total	12,717	90.44
Other	1,343	9.56

Source: SC Department of Education, February 2018 reported to EOC.

South Carolina's largest military installations are in Charleston, Beaufort, Richland and Sumter counties. The Charleston Air Force Base and the Naval Weapons Station in Goose Creek comprise Joint Base Charleston (JB CHS). The Charleston Air Force Base houses C-17 aircraft, and the Naval Weapons Station houses several programs, including the Nuclear Power Training School, Space and Naval Systems Warfare Systems Command and some other tenant units. There is a Naval Health Clinic at the Weapons Station and a Military Treatment Facility on the Air Base.

Both the Marine Corps Air Station Beaufort and Marine Corps Recruit Depot Parris Island/Eastern Recruiting Region are in Beaufort County. MCAS Beaufort supports establishment operations for 2nd Marine Aircraft Wing, attached II MEF units, and MCRD PI to set the conditions for the enduring success of our supported commands and their missions. The air station is home to Marine Aircraft Group 31, which is comprised of six F-18 squadrons that constantly deploy to support training and combat operations. Also, MAG-31 houses an F-35B Lighting II training squadron; the only one of its kind for the Marine Corps in the Eastern Region. MCRD PI was established in 1916 and is responsible for the training of more than 19,000 Marines per year; men Eastern of the Mississippi River and all women in the country.

Fort Jackson and Shaw Air Force Base are in the Midlands. Located in Richland County, Fort Jackson is the Army's main production center for Basic Combat Training. Approximately 50

percent of the Army's Basic Combat Training is completed at Fort Jackson, with more than 36,000 troops trained each year. Fort Jackson is home to the U.S. Army Soldier Support Institute, the Armed Forces Army Chaplaincy Center and School, the National Center for Credibility Assessment (formerly the Department of Defense Polygraph Institute, and the Drill Sergeant School, which trains all Active Duty and Reserve instructors.

Shaw Air Force Base in Sumter County is home to Air Force's largest combat F-16 wing, the 20th Fighter Wing. Shaw also serves as home to Headquarters Ninth Air Force, U.S. Air Forces Central, Third Army, U.S. Army Central and many other tenant units.

III. Student Performance

This section provides academic and attendance data for military-connected students for 2016-17 school year including:

- student achievement as measured by SC READY for third through eighth grades in English language arts and mathematics;
- student achievement as measured by SCPASS on science for students in grade four through eight;
- student achievement as measured by the End-Of-Course Examination Program (EOCEP);
- high school graduation rates; and
- student attendance.

Academic Data

The academic achievement of military-connected students was compared to the academic achievement of all students in South Carolina for students in third through eighth grades on SC READY for English language arts and mathematics and SCPASS for science. For high school students, student performance on the South Carolina End-of-Course Evaluation Program (EOCEP) was considered.

Student Achievement in Grades Three through Eight

According to SC Department of Education's website for the 2016-17 school year:

The South Carolina Palmetto Assessment of State Standards (SCPASS) is a statewide assessment administered to students in grades four through eight. All students in these grade levels are required to take the SCPASS except those who qualify for the South Carolina Alternate Assessment (SC-Alt). SCPASS includes tests in two subjects: science and social studies. The South Carolina College- and Career-Ready Assessments (SC READY) are statewide assessments in English language arts (ELA) and mathematics that will meet all the requirements of Acts 155 and 200, the Elementary and Secondary Education Act (ESEA), the Individuals with Disabilities Education Improvement Act (IDEA), and the Assessments Peer Review guidance.⁹

Tables 5 and 6 below show military-connected students' performance on state-administered tests during the 2015-16 and 2016-17 school years. Military-connected students continue to outperform their peers in English language arts, mathematics and science in all subjects and grades. The performance of military-connected students is most significant in third through fifth grades. During the 2016-17 school year, in English language arts, 57.7 percent of third grade military-connected students scored "Meets or Exceeds Expectations," compared to 42.1 percent

⁹ <https://ed.sc.gov/tests/middle/south-carolina-college-and-career-ready-assessments-sc-ready/>

of their peers who scored “Meets or Exceeds Expectations.” In math, 70.8 percent of military-connected students scored “Meets or Exceeds Expectations,” and 52.5 percent of their peers scored “Meets or Exceeds Expectations,” representing an 18.3 percent difference. The most significant variation is in the eighth grade SCPASS science test during the 2016-17 school year. While 49.5 percent of the state’s eighth graders scored “Meets or Exceeds Expectations” or in science, almost 62 percent of military-connected students scored “Meets or Exceeds Expectations,” representing a 12.4 increase in over the state average.

Table 5

2015-16 SC READY and SCPASS Performance of Military Connected Students and All Students in South Carolina

Grade Level	SC READY English Language Arts			SC READY Mathematics			SCPASS Science		
	Number MCS Tested	Percent MCS Meets or Exceeds	State Percent Meets or Exceeds	Number MCS Math	Percent Meets or Exceeds	State Percent Meets or Exceeds	Number MCS Science	Percent Met or Exemplary	State Percent Met or Exemplary
3	1,118	58.9	43.7	1,122	68.0	53.6	0	0	0
4	952	55.8	43.4	954	61.4	46.7	957	79.6	65.0
5	941	55.9	41.2	943	57.4	44.3	942	78.5	65.7
6	880	51.9	41.0	882	48.5	39.5	879	76.0	62.1
7	950	50.6	40.7	951	41.1	34.7	951	81.5	70.6
8	877	53.6	44.7	876	38.6	32.4	874	77.1	66.2

Source: SC Department of Education, February 2017 reported to EOC.

Table 6

2016-17 SC READY and SCPASS Performance of Military Connected Students and All Students in South Carolina

Grade Level	SC READY English Language Arts			SC READY Mathematics			SCPASS Science		
	Number MCS Tested	Percent MCS Meets or Exceeds	State Percent Meets or Exceeds	Number MCS Math	Percent Meets or Exceeds	State Percent Meets or Exceeds	Number MCS Science	Percent Met or Exemplary	State Percent Meets or Exceeds
3	1,160	57.7	42.1	1,159	70.8	52.5	0	N/A	
4	1,166	55.1	40.9	1,166	61.8	46.4	1,168	63.4	48.4
5	1,068	50.9	38.3	1,070	44.2	40.0	1,070	61.6	46.1
6	991	53.1	39.7	991	52.1	41.5	993	61.8	48.0
7	1,006	46.6	36.4	1,006	41.7	33.3	1,004	58.8	46.5
8	1,009	47.8	40.1	1,009	42.5	34.5	1,008	61.9	49.0

Source: SC Department of Education, February 2018 reported to EOC.

Student Performance in End-of-Course Exams

Table 7 below compares performance on end-of-course exams. During the 2016-17 school year, military-connected students continued to outperform all students statewide on the End-of-Course Examination Program exams. On average, military-connected students' mean scores were 4.6 points higher, with the largest difference in Biology where their mean scores were 6.2 points higher than students statewide.

Table 7
End-of-Course Assessment Performance of
Military Connected Students and All Students in South Carolina

School Year	Military Connected Students		All South Carolina Students
	Number of Students	Mean	Mean
Algebra 1			
2012-13	398	83.5	78.2
2013-14	535	85.7	79.8
2014-15	668	85.7	82.6
2015-16	857	85.2	81.9
2016-17	1,000	72.2	69.4
English 1			
2012-13	350	81.3	75.3
2013-14	537	82.2	76.0
2014-15	636	83.6	79.4
2015-16	827	83.7	79.8
2016-17	1,024	75.9	71.4
Biology			
2012-13	310	84.2	78.1
2013-14	451	85.4	79.2
2014-15	580	86.5	82.3
2015-16	795	86.9	81.6
2016-17	943	81.5	75.3

Source: SC Department of Education, March 2018 reported to EOC.

High School Graduation Rate

The federally-approved on-time graduation rate identifies a cohort of students who were ninth grade students in a specific year and calculates the percentage of that cohort that graduates four years later. Students are removed from the cohort when they transfer to other degree-granting institutions or programs. Students who transfer into a district are added to the cohort.

For military-connected students this process was not possible because enrollment history of these students was not available. The EOC evaluation team could not determine when students were initially in the ninth grade and could not document transfers into or out of a cohort of students who were initially enrolled in the ninth grade four years prior. Available data identifies students by grade level and graduation status. For students who were identified as being in twelfth grade during the 2016-17 timeframe, the EOC evaluation team could identify: (1) those students who graduated, (2) those who received a certificate or did not graduate, and (3) those students who transferred to other degree-granting institutions and were removed from the graduation cohort. Based on this information, the graduation rates for military-connected students are included below. Table 8 shows that during the 2016-17 school year, the high school graduation rate for military-connected students was 94.1 percent, including National Guard and Reserves. The state on-time graduation rate was 84.56 percent¹⁰, representing a four-year adjusted cohort graduation rate:

The four-year adjusted cohort graduation rate (hereafter referred to as ‘the four-year graduation rate’) is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently “adjusted” by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period.¹¹

Table 8
High School Graduation Rates for Military-Connected Students (MCS) and Statewide Graduation Rates, School Years 2012-2017

Year	Total Number of MCS	Percent MCS Graduates	Percent Statewide Graduates
2012-13	237	96.5	77.5
2013-14	309	97.4	80.1
2014-15	407	95.3	80.3
2015-16	536	96.6	82.6
2016-17	657	94.1	84.6 ¹²

Source: SC Department of Education, February 2018 reported to EOC.

¹⁰ <https://ed.sc.gov/data/report-cards/state-report-cards/2017/data-files-for-researchers-2017/>

¹² Ibid.

Attendance Data

School districts want to maximize student instructional time. However, due to deployments and subsequent returns from deployments, there are instances when a military-connected student may need to be excused for absences. Some states, such as Kentucky, Tennessee, North Carolina, Michigan and Georgia, have detailed guidance for excusing absences for military-connected students.¹³

Student attendance rates were computed using information provided by SCDE. Within any year, the number of students reported as military connected by school districts is only 73 percent of the number reported by the Defense Manpower Data Center. During the 2016-17 school year, average number of days absent was 4.4 days. Table 9 lists the 14 districts reporting military-connected students were absent for more than 4.4 school days. Aiken and Colleton had the highest average absence rate (6.1 days) and the SC Public Charter School District the lowest absence rate of three days. Districts in **bold** exceed the average of 4.4 days absent.

Table 9
Average Number of Days Absent in School Districts with
at least 30 Military-Connected Students (MCS), 2016-17 School Year

District	Number of MCS	Average Number of Days Absent
Aiken	73	6.1
Colleton	79	6.1
Lexington 2	40	6
Pickens	143	5.9
Orangeburg 5	44	5.5
Spartanburg 7	94	5.2
Florence 1	108	5
Hampton 1	74	5
Horry	1,024	5
Greenville	78	4.9
Lexington 1	1,010	4.8
Sumter	717	4.6
Oconee	133	4.5
Richland 2	3,831	4.5
Beaufort	1,138	4.4
Kershaw	724	4.4
Spartanburg 2	50	4.4
Dorchester 2	1,583	4.3
Edgefield	64	4.1
York 3 (Rock Hill)	60	4.1
Berkeley	1,575	3.9
Charleston	226	3.8
Lancaster	97	3.7
Lexington/Richland 5	563	3.6
SC Public Charter District	326	3

Source: SC Department of Education, February 2018 reported to EOC.

¹³ For more information, refer to Military Child Education Coalition's "Military-Connected Students and Public School Attendance Policies." May be accessed at <http://www.militarychild.org/public/upload/files/SchoolAttendancePoliciesFINAL.pdf>.

IV. Support and Engagement of Military-Connected Families and Educators

Proviso 1A.75 of the Fiscal Year 2017-18 Appropriation Act directed the Education Oversight Committee to expend \$300,000 of the funds for Partnerships for Innovation to:

“initiate in at least two school districts with high military density, a pilot program that will provide trainings, services, resources and research to teachers, counselors, mental health professionals, school nurses, service providers and military parents. The objective of the pilot is to increase the level of educational quality and support for military-connected children... Pursuant to its responsibilities under Act 289 of 2014, the Education Oversight Committee will report on the expenditure of these funds and post-training evaluation in its annual report on the educational performance of military-connected children.”

During the 2017-18 school year, EOC staff worked closely with the Military Child Education Coalition (MCEC) to ensure the intent of the proviso was met. School liaison officers also provided support and guidance about workshop content and family engagement. MCEC is a 501(c)(3) non-profit, world-wide organization, focused on ensuring quality educational opportunities for all military children affected by mobility, family separation, and transition. MCEC is also an Authorized Provider by the International Association for Continuing Education and Training (IACET).

Due to the expansion of the military support from \$100,000 in FY 2016-17 to \$300,000 in FY 2017-18, MCEC worked directly with multiple districts to customize military support to local communities utilizing various MCEC programs and activities. Table 10 details program implementation. Beaufort, Charleston, Richland 2 and Sumter school districts received approximately \$50,000 each and worked with MCEC to deliver customized programming that would address the unique needs of each districts’ military-connected students and families. MCEC expended the remaining \$100,000 and facilitated eight statewide workshops that were open to all educators. As of April 26, 2018, 874 individuals participated in MCEC programming, including educators, parents and students. During 2017-18 school year, MCEC expanded its offerings to include the following four programs, described below.

- First offered during FY 2016-17, MCEC continued to provide professional development to educators during FY 2017-18. The primary professional development activity is the one-day training titled “Helping Military Children Find Their S.P.A.R.C: Strengths, Potential, Aspirations, Resourcefulness, Confidence.” “SPARC” training provides participants with strategies to assist young people in developing hardiness skills to meet personal and professional goals. Participants learn to identify sparks and interests that contribute to a growth mindset in children and youth.
- Working closely with Richland 2, MCEC implemented a Parent Program, with two part-time staff who are MCEC employees. Trained in January 2018, the team develops relationships with school staff, community partners and military families. Based on their conversations, the team provides workshops for military-connected families that may

address kindergarten readiness, transitions between schools and bullying. MCEC's goal for the Parent Program is to facilitate nine workshops with 90 parents monthly.

- Beginning in January 2018, a Military Student Transition Affiliate (MSTA), has begun working in South Carolina, the only one in the state. In Sumter School District, a longtime guidance counselor focuses on supporting military-connected students at Crestwood High School. She develops a relationship with the students and contacts their parents or guardians to answer questions, provide support during their adjustment time to the community, and assist them with navigating any challenges. In her work with students, the primary goals of the MSTTA are to strengthen the relationship between school staff and military-connected families and to ensure students will graduate on time. The MSTTA has also participated in student program training, so she is able to coordinate with student program staff to ensure the needs of students are addressed through the student program in Sumter.
- Student Programs are being conducted in Sumter and Beaufort school districts. The general Student 2 Student program is a student-led program that provides support to military-connected children through the following peer-to-peer mentoring programs: Elementary Student 2 Student (ES2S), Junior Student 2 Student (JS2S) and Student 2 Student (S2S). The program eases transitions and creates a positive school environment. The amount of adult guidance decreases as the age of the students increases. Overall, there is adult facilitation and guidance regardless of the ages or educational level of the students.

MCEC staff report Berkeley and Richland 2 school districts began Student 2 Student programs prior to the past two years of funding by proviso. Goose Creek High School's program was established in 2010 and Richland 2's programs in Ridgeview High School started in 2012 and Richland Northeast High's in 2004. MCEC provides a report card every semester based on a self-reported survey to each program that is distributed in winter and in the spring. MCEC also distributes newsletters, hosts webinars and sponsors an annual national training seminar in July. The training seminar is self-funded by participating districts. MCEC also sponsors the Frances Hasselbein Student Leadership Program and hold two leadership programs a year.

Table 10
Summary of MCEC Activities during FY 2018-19

Location	Program	Date	Participant Type							Total Attendance
			Educator							
			Student	Counselor	Teacher	Admin	Other	Parent	Other	
Beaufort	Student 2 Student (4 schools)	1/23/18 -1/24/18	21	2	3	0	1			27
	Junior Student 2 Student (5 schools)	1/23/18 -1/24/18	22	2	0	1	3			28
	Student 2 Student (3 schools)	1/25/18 - 1/26/18	10	2	0	0	3		1	16
	Junior Student 2 Student (4 schools)	1/25/18 - 1/26/18	15	0	2	0	2			19
	TOTAL		68	6	5	1	9	0	1	90
Charleston	Helping Military Children Discover Their SPARC	2/16/2018	0	10	12	8	0	0	0	30
	Helping Military Children Discover their SPARC	2/16/2018								
	Student 2 Student (2 schools)	4/19-20/18	10	2	2					14
	Junior Student 2 Student (1 school)	4/19-20/18	6	1			1			8
	Elem Student 2 Student (2 schools)	4/17-18/18	0	3	5	1	4			13
	TOTAL		16	16	19	9	5	0	0	65
Richland 2	Parent Education Seminars	11/16/2017	0					0	0	0
	Parent to Parent Team (2 staff)	1/22/2018						112		112
	TOTAL		0	0	0	0	0	112	0	112
Sumter	Student 2 Student (3 schools)	1/29/18 -1/30/18	12	2	0	1	3			18
	Junior Student 2 Student (3 schools)	1/31/18 -2/1/18	29	4	1	0	5			39
	Military Student Transition Consultant - Affiliate	1/1/18-6/31/18	192	76			15	66		349
	Parent Education Seminar									0
	TOTAL		233	82	1	1	23	66	0	406
Statewide funds	Florence (SPARC)	11/27/2017	0	16	9		8	1	0	34
	Charleston (SPARC)	2/16/2018	0	2	30	2	2	0	1	37
	Irmo (SPARC)	10/31/2017	0	15	6	3	5	0	6	35
	Camden (SPARC)	11/21/2017	0	28	0		4	0	1	33
	Georgetown (SPARC)	3/8/2018	0	24						24
	Goose Creek (SPARC)	3/22/2018	0	34	2	1	1			38
	Columbia (SPARC)	4/10/2018	0	24						
	Beaufort coverage									
	TOTAL		0	143	47	6	20	1	8	201
	GRAND TOTAL		317	247	72	17	57	179	9	874

Appendix A

Resources for Military-Connected Students and Families

Department of Defense Education Activity provides professional development training in a webinar format for school liaison officers. This information is also helpful for local school districts to understand the needs of students and how to support them in a comprehensive manner.

DoDEA's Website "Keeping Students at the Center" <http://slmodules.dodea.edu/>.

School Liaison Officers serve as a primary point of contact for students and their families transitioning to new communities and schools. They are also a resource for schools and school districts. To view a list of school liaison officers by branch, go to <https://www.dodea.edu/Partnership/schoolLiaisonOfficers.cfm>.

Fort Jackson MWR School Liaisons provide ongoing educational support for military connected schools. This comprehensive website provides information about public and private schools, homeschooling, and local school districts.

http://www.fortjacksonmwr.com/school_liaison

Military Impacted School Association is a national organization of school superintendents. MISA supports school districts with a high concentration of military children by providing detailed, comprehensive information regarding impact aid and resources for families and schools.

<http://militaryimpactedschoolsassociation.org/>

The **Military Interstate Children's Compact Commission (MIC3)** provides consistent policy in every school district and in every state that voluntarily joins MIC3. MIC3 addresses key educational transition issues such as enrollment, placement, attendance, eligibility and graduation.

<http://www.mic3.net>

South Carolina Operation: Military Kids (OMK) is part of the National OMK initiative designated to provide support to the children and youth of families that are impacted by global contingency operations. This includes those served by Army installations, Air Force, Navy and Marine bases, and those families, children and youth who are geographically dispersed.

The **Military Child Education Coalition (MCEC)** focuses on ensuring quality educational opportunities for all military children affected by mobility, family separation, and transition. A 501(c)(3) non-profit, world-wide organization, the MCEC performs research, develops resources, conducts professional institutes and conferences, and develops and publishes resources for all constituencies.

<http://www.militarychild.org/>

Military OneSource is a confidential Department of Defense-funded program providing comprehensive information on every aspect of military life at no cost to active duty, National Guard, and reserve members, and their families.

Information includes, but is not limited to, deployment, reunion, relationships, grief, spouse employment and education, parenting and childhood services. It is a virtual extension to installation services.

The program also provides free resources to schools, including books and videos with relevant topics that help students cope with divorce and deployment.

www.militaryonesource.mil

South Carolina Programs

The **International Baccalaureate** Program helps students develop skills to create a better and peaceful world through intercultural understanding and respect. For more information, including a list of South Carolina schools participating in the IB Program, go to <http://www.southcarolinaib.org/>.

Four-year-old kindergarten is available in the state and is offered in public schools and private child care centers. State-funded prekindergarten for four-year-olds serves children in the “most at-risk” category, where family income falls 185% below poverty level or the family is Medicaid eligible. Families may also be eligible for other services such as Even Start, Head Start, state-funded family literacy programs, Social Security, food stamps, Medicaid or temporary assistance to needy families (TANF).

Children also qualify in case of a documented developmental delay, an Individual Education Plan (IEP) requiring pre-kindergarten, incarceration of a parent, placement in a foster home, or a child who is homeless. Documentation of family or child “most at-risk” conditions must be kept on file for review. Children who participate in free and reduced meal programs at the center/school they attend may also qualify, if income eligibility is verified on each child and records are kept on file for review.

Some districts use local funds to serve children who are not in the “at risk” category. Several districts serve all children who request services. A few districts charge a fee for non-qualifying children, but state regulations prohibit any fees for “at risk” children.

State law says that “students may enter kindergarten in the public schools of this State if they will attain the age of four on or before September first of the applicable school year.”

<http://ed.sc.gov/instruction/early-learning-and-literacy/cdep/>

Appendix B
Number of Military-Connected Students (MCS) by District, February 2017

District	Number	Percent of Total MCS in SC	District	Number	Percent of Total MCS in SC
Abbeville	1	0.01	Horry	1,024	7.28
Aiken	73	0.52	Kershaw	724	5.15
Anderson 1	5	0.04	Lancaster	97	0.69
Anderson 2	3	0.02	Laurens 55	4	0.03
Anderson 3	1	0.01	Laurens 56	8	0.06
Anderson 4	9	0.06	Lee	1	0.01
Anderson 5	2	0.01	Lexington 1	1,010	7.18
Bamberg 1	4	0.03	Lexington 2	40	0.28
Barnwell 45			Lexington 3	2	0.01
Beaufort	1,138	8.09	Lexington 5	563	4.01
Berkeley	1,578	11.22	Marion	2	0.01
Charleston	226	1.61	Marlboro	1	0.01
Cherokee	1	0.01	McCormick		
Chester			Newberry	21	0.15
Chesterfield	11	0.08	Oconee	133	0.95
Clarendon 2	14	0.10	Orangeburg 3	1	0.01
Clarendon 3	1	0.01	Orangeburg 4	3	0.02
Colleton	79	0.56	Orangeburg 5	44	0.31
Darlington	2	0.01	Pickens	143	1.02
School for the Deaf & Blind	1	0.01	Richland 1	12	0.09
Dillon 4			Richland 2	3,831	27.23
Dorchester 2	1,583	11.25	SC Public Charter School District	326	2.32
Dorchester 4			Saluda	11	0.08
Edgefield	64	0.45	Spartanburg 1	1	0.01
Fairfield	5	0.04	Spartanburg 2	50	0.36
Florence 1	108	0.77	Spartanburg 3	12	0.09
Florence 2	5	0.04	Spartanburg 5	3	0.02
Florence 3	1	0.01	Spartanburg 6	1	0.01
Florence 5			Spartanburg 7	94	0.67
Georgetown	5	0.04	Sumter	717	5.10
Governor's School for Math & Science			Union	9	0.06
Greenville	78	0.55	Williamsburg	11	0.08
Greenwood 50	12	0.09	York 1	3	0.02
Greenwood 51	1	0.01	York 2	1	0.01
Hampton 1	74	0.53	York 3	60	0.43
Hampton 2			York 4	12	0.09

Appendix C

MCEC Summary of Outcomes for FY 2017-18



Through funds allocated for "Partnerships for Innovation", the training, services, resources, and research below was provided to South Carolina teachers, counselors, mental health professionals, school nurses, service providers and military parents. Data demonstrates that the objective was met to increase the level of educational quality and support for military-connected children.



Helping Military Children Discover Their

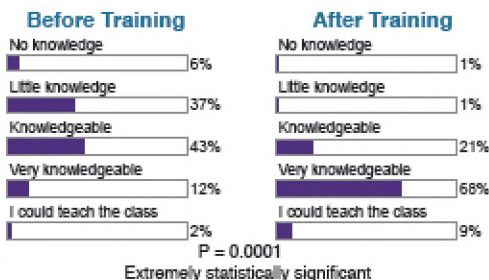
SPARC

This course provides participants with strategies to assist young people in developing hardiness skills to meet personal and professional goals. Participants learn to identify sparks and interests that contribute to a growth mindset in children and youth.

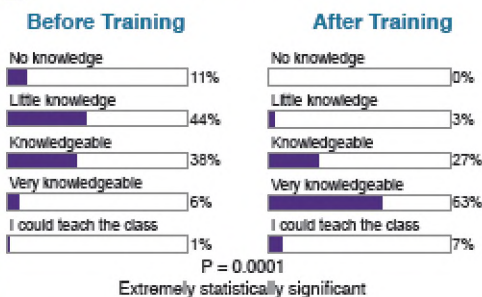
Before & After Comparison

Participants were asked how much growth they experienced regarding their:

1. Professional Insight or Knowledge



2. Knowledge of Resources



Participants were asked: What was your favorite part of the training, and why was it so useful to you?

"I enjoyed the focus on finding a student's spark and utilizing that to help them develop resilience through challenges."

"I enjoyed listening to the military spouses share their experiences and how it affected their school age children."

"We were placed in groups with people we did not know and the diversity of the minds opened up lots of possibilities."

"The Goal Management worksheet provided very practical scenarios for us to practice."

The 250 participants in the S.P.A.R.C. trainings at the locations listed below, 190 completed the survey.

Date	Training Location	# Participants
10/31/17	Irma	35
11/21/17	Camden	34
11/27/17	Florence	26
2/16/17	Charleston	30
2/16/18	Charleston	37
3/8/18	Georgetown	25
3/22/18	Goose Creek	39
4/10/18	Columbia	24

Participants were asked, "how many will their new knowledge influence/reach?"



47,763
Students



8,050
Colleagues

"School Counselors don't necessarily receive training in working with children of military parents. I had a parent whose child attended another school to ask me about resources that parents could use with their children. Specifically, her husband was and still is active in the military and had been deployed overseas. I researched resources online, such as age appropriate books she could read to her child to help with understanding the father's deployment, but I needed more. This training provided more resources that I am to share with military families, but to also help all students find their spark."

"I have many students who have suffered trauma and, as the instructors told us, we rarely know if we have National Guard families, so all teachers should have this skill set."

"Helping students find their SPARK can carry them through many changes in schools, locations, and relationships -- their spark would remain the same, and could be the constant that brings success."

Participants agreed that the training enabled them to:

94% Explore what it means to thrive, and the role of caring adults in helping children reach their full potential.

88% Interpret current research on thriving, and examine a specific four-step process to help adults support youth.

91% Network with colleagues to develop strategies for promoting thriving attributes in children and youth.

91% Analyze professional and personal practices as related to components of thriving and identify strategies and methodologies for application.

Student 2 Student ProgramSM

Provides support to military-connected children through the following peer-to-peer mentoring programs:
Elementary Student 2 Student (eS2S), Junior Student 2 Student (JS2S), and Student 2 Student (S2S).



Adult Participants agreed the training enabled them to:

- 97%** Describe the challenges faced by students as they transition in or out of a school.
- 97%** Identify and apply 3 key issues of transitioning students: Finding the way, Academics and Relationships.
- 97%** Identify personal skills needed to implement and sustain a successful program using leadership, team building and communication skills.
- 87%** Create a customized Mission Statement.
- 97%** Draft a Campus Action Plan.

Adult Participant Comments

"The interactive classroom training was geared towards the students and not the adults. It made the children take charge of their own interpretation of being a leader and taking the ideas seriously."

"This training is the key to helping students who are transitioning into a new environment and school setting. Most significantly, their peers make that transition smoother!"

"The students were engaged and had immediate buy in."

"As an adult child of a retired military officer, it would have been helpful to have such a program available."

"The strategies were easy to use, easy to understand, and very good to work for the engagement of new students. It was very helpful to be reminded, as an adult, of how frightening a change can be for a young person."

Adult participants responded to:

How many will their new knowledge influence/reach?



7,075
Students



1,051
Colleagues

"The training is RELEVANT and students are learning great activities and important principles of leadership."

S2S High School

Location	Trained/Scheduled	Students	Adults
Beaufort	8 schools	31	11
Charleston	2 schools	April 19-20, 2018	
Sumter	3 schools	12	6

JS2S -Middle School

Location	Trained/Scheduled	Students	Adults
Beaufort	8 schools	37	10
Charleston	1 school	April 19-20, 2018	
Sumter	5 schools	29	10

eS2S -Elementary School

Location	Scheduled
Charleston	2 schools April 17-18, 2018

Student participants agreed the training enabled them to:

- 100%** understand the needs of a new student to my school.
- 98%** model 100% acceptance at my school.
- 97%** show new students around my school (Find the Way).
- 97%** connect with new students and connect them to other people (Relationships).
- 90%** encourage new students to challenge themselves academically (Academics).
- 93%** improve my school and community through acts of service (Service).
- 99%** inspire others to join me in the S2S/JS2S program (Leadership).

Students replied to, 'What part of the training best prepared them to help new students and why?'

"Listening to others and showing people around. I'm awkward so talking to others and walking with them really helped."

"The exercise where we said what we would want to know if we were new students because it showed us the needs of new students at our school."

"The tangled knot games showed how much we get along with others."

"The best part of the training was learning how to 'break the ice' and helping students learn more about the community, because it helps the student to get use to the change."

"To make everyone feel welcome, all of the training was great because it will help us start our JS2S club."

"Listening and communication skills. It helped me understand how to communicate with people."

"The 100% Acceptance because I don't always accept people but now I will."



Parents are a child's primary and most important advocate. In recognition of that critical role, the MCEC developed a series of workshops addressing needs based on a child's developmental stages. Workshops are developed specifically with parents in mind and approach challenges faced by military-connected children from the parent's perspective.

Participants agreed the training enabled them to support children's:

100% educational and social/emotional needs.  

Comments

"I've been through many deployments and also the internet is full of advice on how to successfully conquer a deployment, but it's a whole other level of support to hear this information face-to-face and meet others going through a similar experience. The Presenters tailored the conversation to the people in the room which made the experience worth it."



"Reminders on how to stay connected during a deployment are always helpful. Even if I am doing some of this, hearing it gives me affirmation that my efforts are working."



"I didn't know where to start. This workshop helped me get started."

Date

Mar. 8
Mar. 12
Mar. 15
Mar. 28
Apr. 9
Apr. 12

Workshops Completed

Coaching a Home Run Reader
Staying Connected to Your Child's Education During Deployment
Test-Taking Strategies (2 workshops)
Coaching a Home Run Reader (2 Workshops)
Resiliency
Turning Stress Into Strength

97 participants attended the workshops

Date

Apr. 13
Apr. 25
May 7
May 17
June 5
June 7

Workshops Scheduled

Resiliency
Cooking with Kids (3 Workshops)
Kindergarten Readiness
Avoiding the Summer Slide
Avoiding the Summer Slide
Avoiding the Summer Slide



Date

May 6



Tell Me a Story (TMAS) Scheduled

Click Clack Moo (Book)

Guest Readers will be MG and Mrs. Livingston, SC Adjutant General



Affiliates serve with the capability and capacity to provide personalized care. Affiliates are on site and able to build relationships in order to problem solve at the local level. The Affiliate plays a pivotal role in establishing collaboration among school systems, education agencies, community groups and installation resources.

Topics Addressed

Academics
Club/Sports
College and Career Readiness
Conflict Resolution
Military Lifestyle
Social Emotional
Special Education

"The MSTA has made a tremendous impact with building positive relationships and improving communications among military students and their families at our high school. Currently stakeholders are receiving improved individualized services that assist with their transitions. As a result of the collaborative partnership, military families have an on-site advocate who helps school administrators provide an optimal learning environment." -Principle

"The MSTA is doing an awesome job in assisting military students and families and she is in great demand among student, and parents alike in our local military communities." -Guidance Counselor

"I am so happy that the school has a MSTA. It is always great to hear positive feedback and I really appreciate you taking the time to share with me what you have seen with my child's performance and progress in school." -Parent

"What a great asset we have at our school in the MSTA. She's providing guidance to students to help them start the process of reaching their S.P.A.R.C. Students come with an idea of what they like, but have no ideas of how to get started. The MSTA provides valuable information that help the students to get started. She is working with the the S2S program and together we are exploring ways to partner together to bring informational topics of discussion to a forum for military parents. She is a joy to work with and I am grateful for this partnership." -SLO

The MSTA :

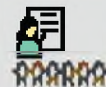
1. assisted 66 military-connected students with transition and problem solving support.



2. connected with 64 parents providing ongoing support.



3. provided support to 41 School, Installation and Community personnel to benefit military-connected students.



The SC Education Oversight Committee is an independent, non-partisan group made up of 18 educators, business persons, and elected leaders. Created in 1998, the committee is dedicated to reporting facts, measuring change, and promoting progress within South Carolina's education system.

ADDITIONAL INFORMATION
If you have questions, please contact the Education Oversight Committee (EOC) staff for additional information. The phone number is 803.734.6148. Also, please visit the EOC website at www.eoc.sc.gov for additional resources.

The Education Oversight Committee does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in its practices relating to employment or establishment and administration of its programs and initiatives. Inquiries regarding employment, programs and initiatives of the Committee should be directed to the Executive Director 803.734.6148.
--

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: EIA and Improvement Mechanisms

Date: May 21, 2018

ACTION ITEM:

Results of the 2017 Parent Survey

PURPOSE/AUTHORITY

Section 59-28-190 of the Parental Involvement in Their Children's Education Act requires the Education Oversight Committee (EOC) to "survey parents to determine if state and local efforts are effective in increasing parental involvement." In addition Section 59-18-900 of the Education Accountability Act (EAA) requires that the annual school report cards include "evaluations of the school by parents, teachers, and students" as performance indicators to evaluate schools. The tool that has been adopted by the EOC and administered by the South Carolina Department of Education (SCDE) to meet these statutory requirements is the annual parent survey.

CRITICAL FACTS

The parent survey was commissioned by the EOC and designed by the Institute for Families in Society at the University of South Carolina in 2001. The survey is designed to determine parent perceptions of their child's school and to evaluate the effectiveness of state and local parental involvement programs. Since 2002 the South Carolina Department of Education has annually administered the survey, and the EOC has provided an annual review of the survey results. The attached report reflects the results of the 2017 administration of the parent survey. The report also documents the results of new items on the parent survey regarding their child's Individualized Graduation Plan (IGP).

TIMELINE/REVIEW PROCESS

Study began in March 2018 and completed in April 2018

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact beyond current appropriations

Fund/Source:

ACTION REQUEST

☒ For approval

☐ For information

☐ Approved

ACTION TAKEN

☐ Amended

☐ Not Approved

☐ Action deferred (explain)

2018

PARENT SURVEY, 2017

REPORT



**SC EDUCATION
OVERSIGHT COMMITTEE**



PO Box 11867 | 227 Blatt Building | Columbia SC 29211 | WWW.SCEOC.ORG

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Acknowledgements

The Education Oversight Committee (EOC) acknowledges the ongoing assistance of Cynthia Hearn and Ling Gao of the South Carolina Department of Education (SCDE) in providing data files, timely updates and important information on the annual administration of the parent survey. The EOC also appreciates the parents, teachers, and students who took the time to complete and return their annual surveys, because their perspectives are critical in evaluating public schools. Finally, the EOC is also grateful for principals and administrators who encouraged participation in the survey, and who oversaw the administration of the survey.

Executive Summary

Background: The parent survey was designed in 2001 to meet the requirements of the Education Accountability Act (EAA) and the Parental Involvement in Their Children's Education Act. Section 59-18-900 of the EAA requires that the annual school report card include "evaluations of the school by parents, teachers, and students" as performance indicators to evaluate schools. In addition, Section 59-28-190 of the Parental Involvement in Their Children's Education Act requires the Education Oversight Committee (EOC) to "survey parents to determine if state and local efforts are effective in increasing parental involvement." The tool that has been adopted by the EOC and administered by the South Carolina Department of Education (SCDE) to meet these statutory requirements is the annual parent survey.

Since 2002 the SCDE has administered the parent survey to a sample of parents whose children attended public schools in South Carolina. From its inception, the parent survey contains items regarding parent perceptions of the learning environment in the school, home and school relations, and the social and physical environment of the school. Additional questions document characteristics of the parents and the children of the parents responding to the survey. The 2017 parent survey included three new items that focused on parent perceptions of their child's Individual Graduation Plan (IGP). Also, a change was made to the definition of bullying provided to parents in the 2017 survey. The following definition of bullying was provided on the 2017 survey:

Bullying means a gesture, electronic communication, or written, verbal, physical, or sexual act that is reasonably perceived to have the effect of harming a student physically or emotionally or damaging a student's property or placing a student in reasonable fear of personal harm or property damage or insulting or demeaning a student.

This is a change from the definition provided with the 2015 and 2016 surveys, in which the definition of bullying was:

Bullying is when 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again physically. It is not bullying when 2 students of about the same strength or power argue or fight or tease each other in a friendly way.

The parents of students in the highest grade at all elementary, middle and high schools are surveyed. In high schools and career centers, parents of all 11th graders are surveyed. In schools with a grade configuration that spans multiple levels, parents of children in multiple grades are surveyed. For example, in a school with a grade span of grades 6 through 10, parents of children

in grades 8 and 10 are surveyed. For parents in schools with a grade span of K-12, parents of children in grades 5, 8 and 11 are surveyed. Parents in schools containing grades 2 or lower (K-1, K-2, and 1-2 configurations) are not surveyed. Annually, the EOC has analyzed the results of the parent survey and issued reports. The reports are online at www.eoc.sc.gov.

Survey Responses: In 2017 the number of parent surveys completed and returned totaled 55,844, an increase of 623 surveys (1.0 percent) from the prior year. Estimates are that between 30 and 35 percent of all eligible parents surveyed responded to the 2017 parent survey. The overall pattern or response rate since 2011 has been one of declining participation, with 2015 and now 2017 as the only two years with an increase in response rate. The number of responses in 2017 is 76 percent of the 73,755 responses obtained in 2011.

An analysis of the respondents to the 2017 parent survey concluded that the survey responses typically overrepresented the perceptions of parents who had children in elementary schools and underrepresented the perceptions of parents who had children in high school. Respondents typically obtained higher educational achievements and had greater median household incomes than the general population of South Carolina. From 2016 to 2017 the percentages of parents reporting each level of education differed by less than half of 1 percent (0.5). There also did not appear to be any difference in the income levels of respondents from 2016 to 2017. As in prior years, the “typical” parent responding to the survey was a white female having attended or graduated from college and having a household income of greater than \$35,000. With respect to the ethnicity of children in the public schools of South Carolina in 2016-17, parents whose children are African American were underrepresented by 5.4 percent, and parents whose children are Hispanic were underrepresented by 1.4 percent in the respondents, while parents whose children are white were overrepresented by 6.5 percent.

Parent Survey Results: The results of the 2017 parent survey demonstrate that parent satisfaction levels with the three characteristics measured - the learning environment and social and physical environment of their child’s school - were consistent with the prior year’s results. Significant changes are estimated as an annual increase or decrease of three or more percent. Satisfaction is defined as the percentage of parents who agreed or strongly agreed that they were satisfied with the learning environment, home and school relations, and social and physical environment of their child’s school.

Percentage of Parents Satisfied with Each Characteristic: 2014-2017

Characteristic	2017	2016	2015	2014	Difference between 2017 and 2016
Learning Environment	87.1	87.5	87.6	86.7	(0.4)
Home and School Relations	73.8	74.0	73.1	71.7	(0.2)
Social and Physical Environment	85.1	85.2	85.3	84.4	(0.1)

Parents of students in elementary schools consistently rate their child's school more highly than do parents of students in middle school, who, in turn rate, their child's school more highly than parents of students in high school. Regardless of the school type (elementary, middle, or high), parents are most satisfied with the learning environment of the school, and least satisfied with the home and school relations.

Percentage of Parents Satisfied with Each Characteristic by School Setting, 2017

School Type	Learning Environment	Home and School Relations	Social and Physical Environment
Elementary	89.5	78.2	89.1
Middle	85.4	70.5	82.1
High	84.3	70.0	79.9

From 2015 to 2016 there was a substantial decline (12.7 percent) in the parents' perceptions of whether their child's teachers cared about their child as an individual, from 84.6 percent to 71.9 percent. In 2017 this percentage returned to 84.9.

Percentage of Parents Who Agree or Strongly Agree they are Satisfied with selected Social and Physical Environment Question: 2013 through 2017

Social and Physical Environment Questions	2017	2016	2015	2014	2013
1. My child's school is kept neat and clean.	89.9	90.3	90.5	90.6	91.5
2. My child feels safe at school.	89.0	89.4	89.1	91.2	91.0
3. My child's teachers care about my child as an individual.	84.9	71.9	84.6	83.8	83.7
4. Students at my child's school are well behaved.	64.6	63.7	64.9	64.8	64.0
5. My child's teachers and school staff prevent or stop bullying at school.	71.3				
6. My child's school has an anti-bullying program to prevent or deal with bullying.	63.1				
7. I am satisfied with the social and physical environment at my child's school	85.1	85.2	85.3	84.4	84.3

Parents indicated they are involved with their child's learning at home by making their child to homework (95.0 percent), helping their child with homework (93.6 percent), and limiting their

child's time on television and other electronic devices (83.9 percent). Parents report that their work schedule continues to be the greatest obstacle to their involvement with their child's learning in the school setting.

Parent Reported Obstacles to Parental Involvement in 2017

Work Schedule	57.4%
Lack of timely notification of volunteer opportunities	23.8%
School does not encourage involvement	15.8%
Family and health problems	14.7%
Lack of child or adult care services	14.6%
Involvement not appreciated	10.6%
Transportation	10.3%

Two new questions were added regarding parent perceptions of the efforts of teachers and staff to prevent bullying and to implement anti-bullying programs. Less than three-fourths of parents believe that the teachers in their school intervene to prevent bullying or that the school has an anti-bullying plan. Approximately 20 percent of parents reported that their child had been bullied, which is unchanged from 2015. When bullying occurred, parents most frequently reported that it occurred in the classroom (12.3 percent). The second most frequent location for bullying was on the school bus (9.3 percent), which is consistent with 2016. In both 2016 and 2017 the two locations parents reported the least amount of bullying was online or via texting, which were reported by fewer than 1 percent of parents in both years.

Three questions were added to the parent survey for 2017 which asked about the individualized graduation plan (IGP) process. The first asked the parent if they thought the IGP process was beneficial to their child. The second asked if during the IGP conference, the counselor discussed their child's academic progress and career goals. The third asked if parents recommended other parents/guardians participate in the IGP conference with their children. Overall, 81.7 percent of parents indicated they were satisfied with the IGP process, 79.8 percent of the parents of middle school students and 84.7 percent of the parents of high school students.

Parents' Overall Satisfaction with the IGP Process by School Type

<u>School Type</u>	Number of Parents	Agree/ Strongly Agree	Disagree/ Strongly Disagree
Middle (Grade 8)	17,151	79.8	7.3
High	9,215	84.7	7.7
All	25,495	81.7	7.4

PART ONE

Administration of the 2017 Parent Survey

The design and sampling methodology for the parent survey were established in 2001. The EOC contracted with the Institute of Families in Society at the University of South Carolina to design the survey and to recommend a medium for distributing the survey. To maintain complete anonymity and to maximize the return rate, the Institute recommended that the survey be mailed to a sample of parents along with a postage paid, return envelope. While the sampling methodology proposed by the Institute was implemented, the parent survey has never been mailed to parents due to budgetary restrictions. Instead, schools have been given the responsibility for distributing and collecting the forms. Generally, schools send the surveys home with students. Some schools have held parent meetings or special meetings at school during which the surveys were distributed.

Rather than surveying all parents of public school students, the parents of students in the highest grade at all elementary, middle and high schools are surveyed. In high schools and career centers, parents of all 11th graders are surveyed. In schools with a grade configuration that spans multiple levels, parents of children in multiple grades are surveyed. For example, in a school with a grade span of grades 6 through 10, parents of children in grades 8 and 10 are surveyed. For parents in schools with a grade span of K-12, parents of children in grades 5, 8 and 11 are surveyed. Parents in schools containing grades 2 or lower, which include primary schools, child development schools and schools with configurations like K, K-1, and K-2 are not surveyed. The parent survey is typically administered during the second semester of each school year.

A copy of the 2017 survey is in the Appendix A. The 2017 administration of the parent survey occurred over the following time period and involved the following actions.

February 23, 2017	All schools received survey forms.
March 23, 2017	Date for parent survey forms returned to school.
April 15, 2017	Last day for schools to mail completed forms to contractor.

Source: SC Department of Education

A school survey coordinator, a staff person designated by the school principal, distributed and collected the parent surveys at each school according to instructions provided by the South Carolina Department of Education (SCDE). According to SCDE, an independent contractor hired by the agency to mail to each school the following:

- ✓ An administrative envelope containing;
 1. A letter to the principal from the Education Oversight Committee (EOC),
 2. Two sets of instructions for administering the surveys,
 3. A page of shipping instructions, and
 4. One pre-addressed, bar-coded UPS shipping label (used to return completed surveys to contractor, freight prepaid).
- ✓ Parent survey envelopes. Each envelope contains a letter from the State Superintendent of Education and a parent survey form.
- ✓ Student survey forms.¹

¹ “Administration of the 2017 Report Card Surveys,” South Carolina Department of Education.

The name of each school was printed on the survey forms to assist parents who were completing surveys for multiple schools. Schools were also advised to “distribute the parent surveys as soon as possible” after delivery. The cost of printing, shipping, processing and scanning the parent surveys was \$71,150.²

Each school’s designated survey coordinator then distributed envelopes containing the parent survey and letter from the state Superintendent of Education to each classroom teacher within the designated grade being surveyed. Teachers gave each student an envelope and instructions to take the envelope home for their parents to complete and then return the completed survey to school in the sealed envelope. The envelopes were designed to maintain the confidentiality and anonymity of all parents. Parents were given the option of mailing the completed survey directly to SCDE with parents incurring the cost of the mailing or of returning the survey to the school. The school survey coordinator was expressly advised that mailing of the envelopes directly to the parents was allowed with all costs to be borne by the school. Information did not exist to document if any schools mailed the parent surveys to parents.

Upon receiving the completed parent surveys, the school survey coordinator then mailed the forms to the independent contractor for scanning and preparation of the data files. Individual school results were tabulated by SCDE. For each school, SCDE aggregated the responses to all survey questions and provided the data files to the district office.

The 2017 parent survey contained a total of 61 questions. Forty-seven questions were designed to elicit information on parental perceptions and parental involvement patterns. For the first twenty-three questions, parents were asked to respond to individual statements using one of the following responses: Strongly Disagree, Disagree, Agree, Strongly Agree or Don’t Know. These twenty-one questions focused on three key components: learning environment, home and school relations, and the physical and social environment of their child’s school. These components and individual activities reflect the framework devised by Dr. Joyce Epstein of the National Network of Partnership Schools.

Parents were asked five questions about their participation in various parental involvement activities both in and outside of the school. Parents were also asked whether each of a list of seven items were potential barriers to their involvement in their child’s education. New to the 2017 survey were three items focused on parent perceptions of their child’s Individual Graduation Plan (IGP). These items asked whether they thought the IGP conference was beneficial, whether the school counselor discussed their child’s academic progress and career goals, and whether parents would recommend participation in the process to other parents/guardians. Parents were also asked whether they believed their child was bullied at school in the previous year, where the bullying occurred, and whether the bullying was verbal or physical. Finally, parents were asked to provide specific information about themselves, their child, and their household. Parents were asked four questions about their child: their child’s grade in school, gender, race/ethnicity, and grades on his or her last report card. Four questions sought information about the parent: his or her gender, race/ethnicity, highest level of education and total yearly household income.

² Communication from South Carolina Department of Education to EOC staff.

PART TWO

Respondents of the 2017 Parent Survey

As reflected in Table 1, the total number of parent surveys returned in 2017 was 55,844, which was 623 (1.0 percent) more than the number returned in the prior year. There has been an overall trend of decreasing responses from 2011 to 2017, with 2015 and 2017 as the only years with increased response. Whether the trend of decreasing response continues in the future remains to be seen. The current year response total is 75.7 percent of the response total from 2011 (73,755).

Table 1
Total Number of Parent Surveys Returned

Year	Surveys
2017	55,844
2016	55,221
2015	62,192
2014	59,293
2013	66,787
2012	69,581
2011	73,755

Using two methods of determining response rates and the total number of parent surveys returned, two response rates were calculated in Table 2. The first method compares the number of responses to the number of surveys distributed, and the second method compares the number of responses to the number of students in grades 5, 8, and 11 (grades 5 and 8 are typically the highest grades in elementary and middle school, and grade 11 is the high school grade targeted for administration of the parent survey). From these separate calculations, it appears that between 30.2 and 34.8 percent of all eligible parents surveyed responded to the 2017 parent survey, which is an increase from the 2016 estimates using the same two methodologies.

Table 2
Determining the Response Rate

	Sample Size	Surveys Returned	Response Rate
Method 1: Surveys Distributed	185,075	55,844	30.2%
Method 2: ADM ³ of 5, 8 and 11 th grades	160,303		34.8%

³ <https://ed.sc.gov/finance/financial-services/student-data/membership-counts/>

Parents completing the survey were asked seven questions about their child:

1. What grade is your child in? (3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th or 11th)
2. What is your child's gender?
3. What is your child's race/ethnicity?
4. What grades did your child receive on his/her last report card?
5. Has your child been bullied at school this year?
6. If yes, was your child bullied:
 - In Classroom
 - Other location at school
 - At sporting events
 - On-line/texting during school
 - On the bus
 - After school
7. If yes, was you child bullied
 - Physically
 - Verbally
 - Both

The following definition of bullying was provided on the 2017 survey:

Bullying means a gesture, electronic communication, or written, verbal, physical, or sexual act that is reasonably perceived to have the effect of harming a student physically or emotionally or damaging a student's property or placing a student in reasonable fear of personal harm or property damage or insulting or demeaning a student.

This is a change from the definition provided with the 2015 and 2016 surveys, which was:

Bullying is when 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again physically. It is not bullying when 2 students of about the same strength or power argue or fight or tease each other in a friendly way.

Parents were also asked four questions about themselves and their family:

1. What is your gender?
2. What is your race/ethnic group?
3. What is the highest level of education you have completed?
 - Attended elementary/high school
 - Completed high school/GED
 - Earned associate degree
 - Attended college/training program
 - Earned college degree
 - Postgraduate study/and/or degree
4. What is your family's total yearly household income?
 - Less than \$15,000
 - \$15,000 - \$24,999
 - \$25,000 - \$34,999
 - \$35,000 - \$54,999
 - \$55,000 - \$75,000
 - More than \$75,000

Responses to these questions revealed the following about the parents who completed the 2017 parent survey (Table 3).

Table 3 Respondents to the 2017 Parent Survey (n=55,844)	
Gender	
Male	15.3%
Female	84.7%
Race	
African-American	27.9%
Caucasian/white	59.7%
Hispanic	7.7%
All Other	4.7%
Education	
Attended elementary/high school	9.5%
Completed high school/GED	20.4%
Earned Associate Degree	11.0%
Attended college/training program	19.1%
Earned college degree	24.4%
Postgraduate study/and/or degree	15.7%
Household Income	
Less than \$15,000	11.0%
\$15,000 - \$24,999	12.6%
\$25,000 - \$34,999	12.6%
\$35,000 - \$54,999	15.3%
\$55,000 - \$75,000	14.1%
More than \$75,000	34.4%
Their Child Enrolled in:	
Grades 3-5	45.5%
Grades 6-8	37.8%
Grades 9-11	16.7%
Their Child's Gender:	
Male	45.3%
Female	54.7%
Their Child's Ethnicity:	
African-American	28.6%
Caucasian/White	57.5%
Hispanic	7.8%
All Other	6.1%
Their Child's Grades:	
All or mostly A's and B's	71.0%
All or mostly B's and C's	21.1%
All or mostly C's and D's	6.8%
All or mostly D's and F's	1.1%

Note: Percentages may not add up to 100% due to rounding.

As in prior years, the “typical” parent responding to the survey was a white female having attended or graduated from college. Over 63 percent of the respondents who answered the question about income reported earning over \$35,000. There were noticeable differences between two categories of respondents’ education from 2015 to 2016; there was a 9.6 percent increase the percent of respondents who indicated that they had completed high school or obtained a GED, and an 11.2 percent decrease in the percent of respondents who indicated that they had earned an associate’s degree. From 2016 to 2017 the percentages of parents reporting each level of education differed by less than half of 1 percent (0.5). There also did not appear to be any difference in the income levels of respondents from 2016 to 2017.

To determine if the survey responses were representative of elementary, middle and high school parents, the following analysis was done. First, 44,112 parents who returned the 2017 survey indicated that their child was in 5th, 8th, or 11th grade. Defining grade 5 as elementary schools, grade 8 as middle school and grade 11, high school, approximately 48 percent of parents who completed the survey were elementary school parents, 35 percent middle school, and 18 percent high school (Table 4). As compared to the prior year, the percentage of surveys reflecting the perceptions of elementary school parents increased by 4 percent, middle school parents increased by 1 percent, and the percentage of parents of high school students decreased by 2 percent.

The representativeness of the 2017 parent surveys returned of the population of students was investigated by comparing the grade level and ethnicity of students enrolled in the 2016-17 academic year to the grade level and ethnicity of students as reported by parents in the 2017 parent survey. Considering only students in grades 5, 8, and 11, 45 percent of the parent surveys indicated their child was enrolled in grade 5, yet according to the 135-day Average Daily Membership (ADM) enrollment, only 35 percent of students are in grade 5. The percentage of parents who reported their child was enrolled in grade 8 is 3 percent higher than the percentage of student enrolled in grade 8 according to the ADM. The percentage of parents who reported their child was enrolled in grade 11 (18 percent) is 13 percent less than the percentage of students enrolled in grade 11 from the ADM (31 percent). Elementary school students are, then, over-represented in the parent surveys returned and high school students are under-represented in these data.

Table 4
Parental Respondents by Child’s Grade

Grade of Child	Surveys Returned	% of Surveys from Grades 5, 8, & 11		2016-17 135-day ADM	% of ADMs for Grades 5, 8 & 11
Grade 5	21,517	45%		57,009	35%
Grade 8	17,366	37%		54,319	34%
Grade 11	8,636	18%		48,975	31%
TOTAL	47,519			160,303	

When asked about their child’s race or ethnicity, 59.7 percent of the parents responded that their child’s ethnicity was white, 27.9 percent African American and 7.7 percent Hispanic. With respect to the ethnicity of children in the public schools of South Carolina in 2016-17, parents whose children are African American were underrepresented by 5.4 percent, and parents whose children are Hispanic were underrepresented by 1.4 percent in the respondents, while parents whose children are white were overrepresented by 6.5 percent (Table 5).

Table 5
Ethnicity of Children

	2017 Parent Survey	Student Enrollment⁴ All Public Schools 2016-17	Difference
White	57.5%	51.0%	6.5%
African American	28.6%	34.0%	(5.4%)
Hispanic	7.8%	9.2%	(1.4%)
Other	6.1%	5.8%	0.3%

Note: "Other" includes American Indian/Alaskan, Asian, Hawaiian Native/Pacific Islander and Two or more races.

With respect to educational attainment, 40.1 percent of parents who responded to the survey in 2017 had earned a bachelor or postgraduate degree. For comparison purposes, the United States Census Bureau reported that from 2012-2016, 30.3 percent of persons 25 years old and over in South Carolina had earned a bachelor's degree or higher⁵.

Regarding the annual household income of the respondents, in 2017 63.8 percent of the parents who completed the survey reported having an annual household income of \$35,000 or more. For comparison purposes, according to the U.S. Census Bureau, the median household income in South Carolina from 2012-2016 was \$55,322⁶.

Conclusions

- A total of 55,844 parent surveys were completed and returned in 2017, which was 623 (1.0 percent) more than the number returned in the prior year. This increase was inconsistent with the pattern of declining response from 2011 to 2016.
- Using two methods of calculating a response rate, one method that underestimated and one that overestimated the total number of parents eligible to take the survey, the response rate to the 2017 parent survey was between 30 and 35 percent, which is slightly higher than the response rate of 29 to 34 percent in 2016.
- An analysis of the respondents to the 2017 parent survey found that the survey responses typically overrepresented the perceptions of parents in elementary schools and underrepresented the perceptions of parents who have children in high school.
- Respondents typically obtained higher educational achievements and had greater median household incomes than the general population of South Carolina.
- The percentages of respondents by racial/ethnic group were within 7 percent of the make-up of the South Carolina population.
- African-American parents were more unrepresented in the 2017 survey (5.4 percent) than in the 2016 survey (5.2 percent).

⁴ South Carolina Department of Education, "Active Student Headcounts" <<http://ed.sc.gov/data/other/student-counts/active-student-headcounts/>>, accessed April 4, 2018.

⁵ U.S. Census Bureau, "State and County Quick Facts" <<https://www.census.gov/quickfacts/fact/table/US/RHI125216#viewtop>>, accessed April 4, 2018.

⁶ Ibid.

PART THREE

Results for Items of the 2017 Parent Survey

The parent survey was designed to determine: (1) parent perceptions or satisfaction with their child's public school and (2) parental involvement efforts in public schools. The following is an analysis that documents the actual parent responses to questions focusing on parental satisfaction and parental involvement.

Parent Perceptions of Their Child's School

The information below summarizes the results of the 2017 parent survey. At the school level, responses to these questions can reveal the strengths and weaknesses of parental involvement initiatives at the individual school site. Statewide, the data provide policymakers information on the overall effectiveness of policies and programs in promoting parental involvement. The following analysis focuses on parent perceptions or satisfaction with the learning environment, home and school relations, and the social and physical environment of their children's schools. In analyzing responses, "significant change" is defined as a change of three percent or more in satisfaction.

A. Learning Environment

Five questions in the parent survey ask parents to reflect upon the learning environment of their child's school. Questions 1 through 4 are designed to elicit parental agreement with specific aspects of the learning environment at their child's school, focusing on homework, expectations, and academic assistance. Question 5 offers parents the opportunity to report on their overall satisfaction with the learning environment at their child's school. For each school with a sufficient number of parent survey responses, the aggregate parental responses to question 5 are included on the annual school report card.

Table 6 summarizes the total responses to these five questions for all parents who completed the 2017 parent survey. Overall, 87.1 percent of parents responded that they were satisfied with the learning environment of their child's school. The percentage of parents who disagreed or strongly disagreed was highest for questions 1 and 5. Approximately 17 percent of parents either did not believe or did not know if their child received extra help when needed.

Table 6
Parent Responses to the 2017 Learning Environment Questions
(Percentage of Parents with each Response)

Question	Agree or Strongly Agree	Disagree or Strongly Disagree	Don't Know
1. My child's teachers give homework that helps my child learn.	88.3	9.5	2.2
2. My child's school has high expectations for student learning.	92.0	6.1	1.9
3. My child's teachers encourage my child to learn.	91.9	5.1	3.0
4. My child's teachers provide extra help when my child needs it.	83.1	10.9	6.0
5. I am satisfied with the learning environment at my child's school	87.1	11.3	1.6

Table 7 compares the percentage of parents who responded that they agreed or strongly agreed to these questions each year from 2013 through 2017. The pattern over time is high parental satisfaction with the learning environment, with the highest levels of parental satisfaction for the first three items in 2016. The overall satisfaction of parents with the learning environment is not substantively different in 2017 than in any year from 2013 to 2016.

Table 7
Percentage of Parents Who Agree or Strongly Agree they are
Satisfied with each Learning Environment Question: 2013 through 2017

Learning Environment Questions	2017	2016	2015	2014	2013
1. My child's teachers give homework that helps my child learn.	88.3	89.2	89.2	88.9	89.6
2. My child's school has high expectations for student learning.	92.0	92.3	92.2	91.6	91.7
3. My child's teachers encourage my child to learn.	91.9	92.0	91.8	91.2	91.5
4. My child's teachers provide extra help when my child needs it.	83.1	83.4	82.8	81.9	81.7
5. I am satisfied with the learning environment at my child's school	87.1	87.5	87.6	86.7	87.0

Parents of elementary school students view the learning environment of the school more favorably (89.5 percent) than do parents of either middle (85.4 percent) or high school (84.5 percent) students (Table 8). The difference between the parent responses for parents of middle and high school students are not large enough to suggest these groups differ in their perceptions of their child's school. Parents of elementary school students do appear to view the learning environment of their child's school most favorably.

Table 8
I am Satisfied With the Learning Environment at My Child's School.
(Percentage of Parents by School Type: Elementary, Middle or High School)

School Type	Number of Responses	Agree or Strongly Agree	Disagree or Strongly Disagree
Elementary	27,609	89.5	9.2
Middle	19,722	85.4	12.8
High	9,822	84.3	13.5
All Parents	53,693	87.1	11.3

B. Home and School Relations

The next eleven questions on the parent survey determine parent perception of home and school relations by focusing on the relationship between the parent and their child's teacher and between the parent and the school. Question 11 offers parents the opportunity to report on their overall satisfaction with home and school relations at their child's school. For each school with a sufficient number of parent responses, the aggregate parental responses to question 11 are included on the annual school report card.

Table 9 summarizes the total responses to these eleven questions for all parents who completed the 2017 parent survey.

Table 9
Parent Responses to the 2017 Home and School Relations Questions
(Percentage of Parents with each Response)

Home and School Relations Questions	Agree or Strongly Agree	Disagree or Strongly Disagree	Don't Know
1. My child's teachers contact me to say good things about my child	59.2	38.5	2.3
2. My child's teachers tell me how I can help my child learn.	64.0	33.4	2.6
3. My child's teachers invite me to visit my child's classrooms during the school day.	50.2	44.3	5.5
4. My child's school returns my phone calls or e-mails promptly.	81.9	13.1	5.0
5. My child's school includes me in decision-making.	72.1	22.6	5.3
6. My child's school gives me information about what my child should be learning in school.	72.9	21.8	5.3
7. My child's school considers changes based on what parents say.	56.6	22.3	21.1
8. My child's school schedules activities at times that I can attend.	80.4	15.6	4.0
9. My child's school treats all students fairly.	72.6	15.7	11.7
10. My principal at my child's school is available and welcoming.	83.4	8.9	7.7
11. I am satisfied with home and school relations at my child's school	73.8	13.7	12.5

Overall, 73.8 percent of parents were satisfied with home and school relations at their child's school, which is 0.2 percent lower than in 2016. An examination of questions 1 through 10, which ask parents more specific questions about their personal experiences at their child's school, reveals the following, which is consistent with results of the 2016 survey:

- Approximately three-fourths of parents indicated that they are satisfied with the home and school relations at their child's school.
- More than 80 percent of parents agreed that the principal at their child's school was available and welcoming.
- Slightly more than 80 percent of the parents agreed that their child's school returned phone calls or e-mails promptly and scheduled activities at times that parents could attend.
- Approximately four out of ten parents disagreed or strongly disagreed that their child's teachers contacted them to say good things about their child or invited the parents to visit the classroom during the school day.
- Approximately one-third of the parents disagreed that their child's teachers told them how to help their child learn.

- Slightly less than one-fourth of parents disagreed or strongly disagreed that their child's school included parents in decision-making or considered changes based on parental input.
- Approximately one in four parents did not believe or did not know if students were treated fairly at their child's school.

As documented in Table 10, the percentage of parents who indicated they were satisfied with home and school relations in 2017 was only 0.2 percent lower than in 2016, which was the highest value observed from 2015 through 2017. The percentage of parents who indicated dissatisfaction with home and school relations decreased from 2014 through 2017.

Table 10
Percentage of Parents Who Agree or Strongly Agree they are Satisfied with Home and School Relations: 2013 through 2017

	2017	2016	2015	2014	2013
Agree or Strongly Agree	73.8	74.0	73.1	71.7	83.3
Disagree or Strongly Disagree	13.7	13.9	14.4	14.6	13.3
Don't Know	12.5	12.1	12.5	13.7	3.4

The pattern of parental satisfaction with home and school relations by school type is similar to the pattern of parental satisfaction with the learning environment (Table 11). The percentages of parents of students in middle school and high school who view the home and school relations favorably (70.5 and 70.0 percent, respectively), are nearly the same. Both, however, are lower than the percentage of parents of students in elementary school who view home and school relations favorably (78.2 percent).

Table 11
I am Satisfied with Home and School Relations at My Child's School.
(Percentage of Parents by School Type: Elementary, Middle or High School)

School Type	Number of Responses	Agree or Strongly Agree	Disagree or Strongly Disagree
Elementary	27,341	78.2	10.6
Middle	19,554	70.5	16.1
High	9,776	70.0	17.1
All Students	53,203	73.8	13.7

C. Social and Physical Environment

Seven questions on the parent survey focus on the social and physical environment of schools. These questions are designed to elicit parent perceptions of the cleanliness, safety, and student behavior at their child's school. Questions 5 and 6, which address teacher and school response to bullying are new for 2017. Question 7 asks parents to report on their overall satisfaction with the social and physical environment of their child's schools. For each school with a sufficient number of parent responses, the aggregate parental responses to question 7 are included on the annual school report card.

Table 12 summarizes the total responses to these seven questions for all parents who completed the 2017 parent survey. Approximately nine in ten parents agreed or strongly agreed that their child's school was kept neat and clean and that their child felt safe at school. Approximately 85 percent of parents indicated that their child's teachers care about their child as an individual. Parents most strongly disagree that students at their child's school are well-behaved (22.4 percent). Fewer than three-fourths of parents thought that teachers and school staff prevent or stop bullying, and that the school has an anti-bullying program.

Table 12
Parent Responses to the 2017 Social and Physical Environment Questions
(Percentage of Parents with each Response)

Social and Physical Environment Questions	Agree or Strongly Agree	Disagree or Strongly Disagree	Don't Know
1. My child's school is kept neat and clean.	89.9	7.0	3.1
2. My child's teachers care about my child as an individual.	84.9	8.3	6.8
3. Students at my child's school are well behaved.	64.6	22.4	13.0
4. My child feels safe at school.	89.0	8.7	2.3
5. My child's teachers and school staff prevent or stop bullying at school.	71.3	14.1	14.6
6. My child's school has an anti-bullying program to prevent or deal with bullying.	63.1	11.3	25.6
7. I am satisfied with the social and physical environment at my child's school.	85.1	11.3	3.6

Table 13 presents the 2017 results of the South Carolina parent survey with the results of parent surveys administered since 2013. In 2016 there was a substantial decline (12.7 percent) in the parents' perceptions of whether their child's teachers care about their child as an individual. This did not continue for 2017, where the percentage of parents who thought their child's teacher care about them returned to 84.9 percent, which is consistent with results from 2013 through 2015. Apparently, the 2016 results for this question were an anomaly. For the remaining items, there are minor differences between the results of 2016 and the results of 2017.

Table 13
Percentage of Parents Who Agree or Strongly Agree they are
Satisfied with each Social and Physical Environment Question: 2013 through 2017

Social and Physical Environment Questions	2017	2016	2015	2014	2013
1. My child's school is kept neat and clean.	89.9	90.3	90.5	90.6	91.5
2. My child's teachers care about my child as an individual.	84.9	71.9	84.6	83.8	83.7
3. Students at my child's school are well behaved.	64.6	63.7	64.9	64.8	64.0
4. My child feels safe at school.	89.0	89.4	89.1	91.2	91.0
5. My child's teachers and school staff prevent or stop bullying at school.	71.3				
6. My child's school has an anti-bullying program to prevent or deal with bullying.	63.1				
7. I am satisfied with the social and physical environment at my child's school.	85.1	85.2	85.3	84.4	84.3

Regarding bullying, 71.3 percent of parents believe that teachers and school staff prevent or stop bullying at school; however, one out of every three parents do not believe that their child's school has an anti-bullying program to prevent or deal with bullying.

Data presented in Table 14 demonstrate that the differences in parental satisfaction in the social and physical environment of their child's school by school type are consistent with results for both the learning environment and home and school relations. The percentage of parents of elementary school students express more satisfaction (89.1 percent) than either the parents of middle school students (82.1 percent) or high school students (79.9 percent). In this instance, the difference between the percentages for parents of middle school and high school parents are large enough to infer that these parents view the school slightly differently.

Table 14
I am Satisfied with the Social and Physical Environment at My Child's School.
(Percentage of Parents by School Type: Elementary, Middle or High School)

Type	Number of Responses	Agree or Strongly Agree	Disagree or Strongly Disagree
Elementary	27,552	89.1	8.2
Middle	19,700	82.1	13.7
High	9,821	79.9	15.1
All Students	53,632	85.1	11.3

D. Parental Involvement

According to the National Network of Partnership Schools, founded and directed by Dr. Joyce Epstein at Johns Hopkins University, there are six types of successful partnerships between the school, family and community:⁷

- Type 1. Parenting – Assist families with parenting skills and setting home conditions to support children as students. Also, assist schools to better understand families.
- Type 2. Communicating – Conduct effective communications from school-to-home and home-to-school about school programs and student progress.
- Type 3. Volunteering – Organize volunteers and audiences to support the school and students. Provide volunteer opportunities in various locations and at various times.
- Type 4. Learning at Home – Involve families with their children on homework and other curriculum-related activities and decisions.
- Type 5. Decision Making – Include families as participants in school decisions, and develop parent leaders and representatives.
- Type 6. Collaborating with the family – Coordinate resources and services from the community for families, students, and the school, and provide services to the community.

In addition to determining parent satisfaction with their child's school, the annual survey of parents in South Carolina includes questions designed to elicit information on the level of parental involvement in schools. The questions focus on the first five types of parental involvement. It should be reiterated that parents self-report their involvement.

First, parents were asked to specifically respond to eight questions relating to their involvement in their child's school. These questions focus on the following types of parental involvement: parenting, volunteering and decision making. Parents were asked specifically to respond to these eight questions in one of four ways:

- I do this.
- I don't do this but would like to.
- I don't do this and I don't care to.
- The school does not offer this activity/event.

The responses are reflected in Table 15 with the middle column highlighting the percentage of parents who expressed an interest in becoming involved in these school activities. These parents want to be involved but either have personal barriers preventing their involvement or face obstacles at the school level. At the school level, parents responding "I don't do this but would like to" are the parents for whom school initiatives to improve parental involvement should be focused.

⁷ Epstein, et. al. 2002. *School, Family, and Community Partnerships: Your Handbook for Action, Second Edition*. Thousand Oaks, CA: Corwin Press, Inc.
<http://www.csos.jhu.edu/P2000/nmps_model/school/sixtypes.htm>.

Table 15
Percent of Parents Providing Each Response to
Parental Involvement Questions Regarding Activities at the School

<u>Parental Involvement Question</u>	I do this	I don't but would like to	I don't and don't care to	Activity/event not offered
Attend Open Houses or parent-teacher conferences	80.7	14.0	4.3	1.0
Attend student programs or performances	82.1	13.4	3.5	1.0
Volunteer for the school	36.4	34.7	25.6	3.3
Go on trip with my child's school	37.1	40.3	18.0	4.5
Participate in School Improvement Council Meetings	14.0	41.8	39.3	4.9
Participate in Parent-teacher Student Organizations	28.0	33.8	35.3	2.9
Participate in school committees	17.1	36.1	39.9	6.8
Attend parent workshops	26.0	38.0	22.0	14.0

Based on the responses in Table 15 and the six types of involvement, there are significant opportunities for improving parental involvement in South Carolina's public schools.

- Decision-Making – Substantially fewer parents report being involved in the School Improvement Council and school committees than in any other activity. Slightly less than one-third of parents' report participating in Parent-Teacher-Student Organizations.
- Decision making, including parents and families in school decisions, and developing parent leaders and representatives are areas for growth where parents want to be involved in these decision-making organizations.
- Volunteering – Approximately 36 percent of the parents responded that they volunteered while 34 percent wanted to volunteer. Similarly, 37 percent of parents indicated they go on trips with their child's school, and an additional 40 percent would like to be able to go on trips.
- Parenting – More than four in five parents attended open houses, parent-teacher conferences or student programs, all activities that support their children. Approximately one-fourth reported attending parent workshops while 14 percent contend that such workshops were not provided at their child's school.

Parents were asked five questions about their involvement with their child's learning, both at the school site and at home. Parents could respond in one of three ways:

- I do this
- I don't do this but would like to
- I don't do this and I don't care to

Table 16 summarizes parental responses to these five questions.

Table 16
Percent of Parents Providing Each Response to
Parental Involvement Questions Regarding Their Child's Learning

	I do this	I don't but would like to	I don't and don't care to
Visit my child's classroom during the school day	27.9	50.8	21.3
Contact my child's teachers about my child's school work.	76.9	17.0	6.1
Limit the amount of time my child watches TV, plays video games, surfs the Internet	83.9	9.1	7.0
Make sure my child does his/her homework	95.0	3.4	1.6
Help my child with homework when he/she needs it.	93.6	4.9	1.5

Clearly, parents overwhelmingly report being involved in activities and decisions to support their child's learning. Over 93 percent of parents reported helping their child with his or her homework while 84 percent report limiting television and other distractions at home. Over one-fourth of parents responded that they visited their child's classroom during the day while many more parents (51 percent) would like to become involved in this way. These responses are similar to parent responses in prior years.

There are obstacles that impede parental involvement in schools. The annual parent survey asks parents to respond "true" or "false" to seven questions on factors that impact their involvement. The results from 2013 through 2017 are included in Table 17. Parental responses to these questions have been remarkably consistent over time, the difference between the highest and lowest percentages from 2013 to 2017 for any specific indicator are less than 3 percent. Work schedule (57 percent) is the greatest impediment, followed by lack of information from the school (24 percent). All other impediments are reported by 16 percent of parents or less.

Table 17
Percentage of Parents Experiencing Each Impediment to Involvement in Schools

	2017	2016	2015	2014	2013
Lack of transportation reduces my involvement	10.3	10.2	10.8	12.2	11.6
Family health problems reduce my involvement.	14.7	14.7	14.9	15.5	14.6
Lack of available care for my children or other family members reduces my involvement.	14.6	14.1	14.5	14.8	14.1
My work schedule makes it hard for me to be involved.	57.4	57.2	56.2	57.1	54.6
The school does not encourage my involvement.	15.8	15.8	16.2	17.5	16.1
Information about how to be involved either comes too late or not at all.	23.8	23.9	24.3	25.5	23.7
I don't feel like it is appreciated when I try to be involved.	10.6	10.7	10.8	11.9	11.3

Parents were also asked several questions about their child's school and its efforts at increasing parental involvement. Across these questions and across time, two-thirds or more of parents consistently rated the efforts of their child's school at parental involvement efforts as good or very good (Table 18). Parents view the overall friendliness of the school most favorably. Parents view their child's school's efforts at providing information to them more favorably than they view the school's efforts at getting information from parents. This is demonstrated most clearly as only 65 percent of parents view their child's school's interest in parents' ideas and opinions favorably, while 76 percent of parents view the school's efforts at giving important information to parents favorably. Again, these results are very consistent over time.

Table 18
Percent of Parents Providing Each Response to
Parental Involvement Questions Regarding School Effort: 2015-2017

	Very Good or Good			Bad or Very Bad			Okay		
Question:	2017	2016	2015	2017	2016	2015	2017	2016	2015
School's overall friendliness.	81.7	81.9	80.9	2.2	2.2	2.2	16.1	15.9	16.9
School's interest in parents' ideas and opinions.	64.5	64.1	62.6	7.1	7.4	7.4	28.4	28.5	30.0
School's effort to get important information from parents.	72.0	71.7	70.8	6.2	6.2	6.3	21.8	22.0	22.9
The school's efforts to give important information to parents.	76.3	76.2	75.5	5.5	5.6	5.3	18.3	18.1	19.3

E. Bullying

Three questions on bullying were added to the parent survey in 2015, and continue to be included in the annual survey. The first asked question the parent if their child had been bullied at school. If a parent responded yes to the first question, then they were asked to respond to two additional questions. The second question asked parents where their child was bullied, with the following options provided:

- In classroom
- Other location at school
- At sporting events
- On-line/texting during school
- On the bus
- After school

The final question asked whether their child was bullied physically, verbally, or both.

Seventy-three percent of parents indicated that their child was not bullied at school, while 19.9 percent of parents indicated that their child was bullied at school, and 7.3 percent of parents were not sure whether their child was bullied at school. Approximately 12 percent of parents indicated their child was bullied verbally, and 1 percent of parents indicated that their child was bullied physically. Seven percent of parents indicated their child was bullied both physically and verbally.

The percentage of parents who indicated their child was bullied has been consistent over the three years this data has been collected, ranging from 19.4 percent to 19.9 percent with no apparent pattern of an increase or decrease in bullying.

Table 19
Percentage of Parents Reporting Their Child was Bullied over Time

	2017	2016	2015
Percentage of parents who indicated their child was bullied	19.9	19.4	19.8

Table 20 presents a summary of the locations in which parents believe that their children were bullied, ordered by frequency of occurrence. Classrooms were the location parents reported their child was bullied in most frequently (12.3 percent), followed by the school bus (9.3 percent). Although only 9.3 percent of parents indicated that their child was bullied on the bus, this should not be interpreted as the percentage of bus riding children who were bullied, because we do not know whether all children of responding parents rode the bus. The percentage of parents who reported their child was bullied online was the smallest (0.9 percent). Only 2.8 percent of parents reported their child was bullied at sporting events.

Table 20
Percent of Parents Indicating Their Child was Bullied by Location

Location of Bullying	Number	Percent
In classroom	6,868	12.3
On the bus	5,207	9.3
After school	2,832	5.1
At sporting events	1,564	2.8
Other location at school	1,204	2.2
On-line/texting during school	487	0.9

Individual students may have been bullied in more than one of these locations. Table 21 presents a summary of the number of different locations where parents reported that their child had been bullied. Most parents who indicated their child was bullied also indicated that bullying occurred in only one location.

Table 21
Number of Locations in Which Parents Reported Their Child Being Bullied

<u>Number of Locations</u>	<u>Number of Parents</u>	<u>Percentage of Percent</u>
0	44,771	80.17
1	6,246	11.18
2	3,201	5.73
3	1,157	2.07
4	345	0.62
5	81	0.15
6	43	0.08

Referring back to parental responses in Table 13 regarding bullying:

- 71.3% of parents believe that their child’s teachers and schools staff prevent or stop bullying at school; and
- 63.1% of parents believe that their child’s school has an anti-bullying program to prevent or deal with bullying.

E. Individualized Graduation Plans (IGPs)

Three questions were added to the parent survey for 2017 which asked about the individualized graduation plan (IGP) process. The first asked the parent if they thought the IGP process was beneficial to their child. The second asked if during the IGP conference, the counselor discussed their child’s academic progress and career goals. The third asked if parents recommended other parents/guardians participate in the IGP conference with their children.

The survey described the IGP process as a component of the Education and Economic Development Act of 2005 (EEDA), and specifically asked parents of children in grades 8 and higher to respond the questions. However, 20,311 of the 27,146 parents of students in grades 3 through 7 responded to these questions. Recall that parents received surveys based on the grade level of their child. Responses of parents with children in grades 3 through 7 were not summarized because their child was not old enough to have participated in the IGP process, though it is possible that many of these parents have experienced the IGP process with older siblings.

Table 22 presents the results of the IGP questions. Results are fairly consistent across all three questions, with 82 to 86 percent of parents responding favorably to the IGP process. Approximately 10 percent of parents indicated that they were unfamiliar with the IGP process, and less than 10 percent of parents indicated dissatisfaction with the IGP process.

Table 22
Parent Responses to the 2017 IGP Conference Questions
(Percentage of Parents with each Response)

Social and Physical Environment Questions	Agree or Strongly Agree	Disagree or Strongly Disagree	Don't Know
1. The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.	81.7	7.4	10.9
2. During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	82.3	6.2	11.5
3. I recommend that all parents/guardians attend IGP conferences with their children.	85.9	4.5	9.6

The first IGP question was analyzed by school type, as it seems to best address parents' overall satisfaction with the IGP process. A slightly higher percentage of parents of students in high school report that the IGP process was beneficial to their child, though the difference does not seem large enough to suggest any change in the IGP process by school level.

Table 23
Parents' Overall Satisfaction with the IGP Process by School Type

<u>School Type</u>	Number of Parents	Agree/ Strongly Agree	Disagree/ Strongly Disagree
Middle (Grade 8)	17,151	79.8	7.3
High	9,215	84.7	7.7
All	25,495	81.7	7.4

Conclusions

- In 2017 parental satisfaction in all areas assessed by the survey: Learning Environment (87.1 percent), Home and School Relations (73.8 percent), and the Social and Physical Environment (85.1 percent) is similar to the levels reported in 2016.
- From 2014 to 2016 parental satisfaction with Home and School Relations increased. This followed a dramatic change in 2013 where the percentage of parents with responses of don't know increased dramatically, with a corresponding decrease in the percentage of parents who view Home and School Relations favorably.
- Parents of elementary school students are more satisfied than parents of either middle or high school students, which do not differ from one another in their levels of satisfaction.
- The decline in parents' perceptions of whether their child's teachers cared about their child as an individual that occurred from 2015 to 2016 (from 84.6 percent to 71.9 percent) appears to have been an anomaly, as the percentage increased to 84.9 percent in 2017.
- Parental work schedule continues to be the largest impediment to parental involvement in school activities, followed by lack of information from the school.
- The percentage of parents who reported that their child was bullied at school has ranged from 19.4 to 19.8 over the past three years.
- Less than three-fourths of parents believe that the teachers in their school intervene to prevent bullying or that the school has an anti-bullying plan.

APPENDIX

The 2017 Parent Survey

South Carolina Parent Survey

School ID					
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

School Name: [SCHOOL NAME]

Parents in South Carolina who have children in selected grades are being asked to complete this survey. This survey asks you how you feel about your child's school. Since this survey will be used to help make your child's school a better place, it is very important to tell us exactly what you think. Your answers will be kept private. The school will get a summary of the survey results.

Directions: Read each statement. Decide if you agree, mostly agree, mostly disagree or disagree with the statement. Then darken the bubble beside each statement. Do not write your name or address on this survey.

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ball point, or felt tip pens.
- Make solid marks that fill the circle completely.



Learning Environment

- My child's teachers give homework that helps my child learn.
- My child's school has high expectations for student learning.
- My child's teachers encourage my child to learn.
- My child's teachers provide extra help when my child needs it.
- I am satisfied with the learning environment at my child's school.

Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Home-School Relations

- My child's teachers contact me to say good things about my child.
- My child's teachers tell me how I can help my child learn.
- My child's teachers invite me to visit my child's classrooms during the school day.
- My child's school returns my phone calls or e-mails promptly.
- My child's school includes me in decision-making.
- My child's school gives me information about what my child should be learning in school.
- My child's school considers changes based on what parents say.
- My child's school schedules activities at times that I can attend.
- My child's school treats all students fairly.
- The principal at my child's school is available and welcoming.
- I am satisfied with home-school relations at my child's school.

Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Social and Physical Environment

- My child's school is kept neat and clean.
- My child's teachers care about my child as an individual.
- Students at my child's school are well-behaved.
- My child feels safe at school.
- My child's teachers and school staff prevent or stop bullying at school.
- My child's school has an anti-bullying program to prevent or deal with bullying.
- I am satisfied with the social and physical environment at my child's school.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In accordance with the Education and Economic Development Act of 2005, school counseling personnel are required to invite parents/guardians of students in grades eight through twelve to participate in an annual conference with their sons or daughters to develop and/or review their individual graduation plans (IGP). During the IGP conferences, counselors should discuss a series of topics, including students' grades and academic progress, career assessments and goals, and upcoming courses. If your child is in eighth grade or high school, please respond to the following questions:

- The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.
- During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.
- I recommend that all parents/guardians attend IGP conferences with their children.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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APPENDIX

The 2017 Parent Survey

Please tell us if you do the following:

1. Attend Open Houses, or parent-teacher conferences.
2. Attend student programs or performances.
3. Volunteer (bake cookies, help in office, help with school fundraising, etc.).
4. Go on trips with my child's school (out-of-town band contest, field trips, etc.).
5. Participate in School Improvement Council meetings.
6. Participate in Parent-Teacher-Student Organizations (PTA, PTO, etc.).
7. Participate in school committees (textbook committee, spring carnival committee, etc.).
8. Attend parent workshops (how to help my child with school work, how to talk to my child about drugs, effective discipline, etc.).

I do this
I don't do this, but I would like to
I don't do this, and I don't care to
The school does not offer this activity/event

Please tell us if you do the following:

1. Visit my child's classrooms during the school day.
2. Contact my child's teachers about my child's school work.
3. Limit the amount of time my child watches TV, plays video games, surfs the Internet, etc.
4. Make sure my child does his/her homework.
5. Help my child with homework when he/she needs it.

I do this
I don't do this, but I would like to
I don't do this, and I don't care to

Please mark if each of the following is TRUE or FALSE.

1. Lack of transportation reduces my involvement.
2. Family health problems reduce my involvement.
3. Lack of available care for my children or other family members reduces my involvement.
4. My work schedule makes it hard for me to be involved.
5. The school does not encourage my involvement.
6. Information about how to be involved either comes too late or not at all.
7. I don't feel like it is appreciated when I try to be involved.

True
False

Please rate your school on:

1. The school's overall friendliness.
2. The school's interest in parents' ideas and opinions.
3. The school's efforts to get important information from parents.
4. The school's efforts to give important information to parents.

Very Good
Good
Okay
Bad
Very Bad

Please answer the following questions about your child:

1. What grade is your child in? ☐ 3rd ☐ 4th ☐ 5th ☐ 6th ☐ 7th ☐ 8th ☐ 9th ☐ 10th ☐ 11th
2. What is your child's gender? ☐ Male ☐ Female
3. What is your child's race/ethnicity? ☐ African-American/Black ☐ Hispanic ☐ Asian American/Pacific Islander ☐ Caucasian/White ☐ Native American ☐ Other
4. What grades did your child receive on his/her last report card? ☐ All or mostly A's and B's ☐ All or mostly C's and D's ☐ All or mostly D's and F's

Nothing means a positive, electronic communication or written, verbal, physical, or sexual act that is reasonably foreseeable to be the result of harassing a student physically or emotionally and/or sexually.

5. Has your child been bullied at school this year? ☐ Yes ☐ No ☐ Don't know
6. If yes, was your child bullied? (Mark all that apply) ☐ In classroom ☐ Other location at school ☐ At sporting events ☐ On-line/texting during school ☐ On the bus ☐ After school
7. If yes, was your child bullied? (Mark all that apply) ☐ Physically ☐ Verbally ☐ Both

Please answer the following questions about yourself. We are asking these questions because we want to be sure that schools are including all parents. For each question, please mark only one answer. Your answers will be kept private.

1. What is your gender? ☐ Male ☐ Female
2. What is your race/ethnic group? ☐ African-American/Black ☐ Hispanic ☐ Asian American/Pacific Islander ☐ Caucasian/White ☐ Native American ☐ Other
3. What is the highest level of education you have completed? ☐ Attended elementary/high school ☐ Earned Associate Degree ☐ Earned college degree ☐ Completed high school/GED ☐ Attended college/training program ☐ Postgraduate study and/or degree
4. What is your family's total yearly household income? ☐ Less than \$15,000 ☐ \$15,000-\$24,999 ☐ \$25,000-\$34,999 ☐ \$35,000-\$44,999 ☐ \$45,000-\$54,999 ☐ \$55,000-\$75,000 ☐ More than \$75,000

Thank you very much for completing this survey!

The SC Education Oversight Committee is an independent, non-partisan group made up of 18 educators, business persons, and elected leaders. Created in 1998, the committee is dedicated to reporting facts, measuring change, and promoting progress within South Carolina's education system.

ADDITIONAL INFORMATION
If you have questions, please contact the Education Oversight Committee (EOC) staff for additional information. The phone number is 803.734.6148. Also, please visit the EOC website at www.eoc.sc.gov for additional resources.

The Education Oversight Committee does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in its practices relating to employment or establishment and administration of its programs and initiatives. Inquiries regarding employment, programs and initiatives of the Committee should be directed to the Executive Director 803.734.6148.
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Education Improvement Act							
		2017-18	2018-19 EOC	2018-19 Governor	2018-19 HOUSE	2018-19 SENATE	Explanation
A. STANDARDS, TEACHING, LEARNING, ACCOUNTABILITY							
1. Student Learning							
Personal Service Classified Positions		58,629		\$188,475			<u>Governor</u> : Additional staff per SCDE request
Other Operating Expenses		136,739					
Adult Education		15,073,736					
Aid to Districts		14,386,600	\$10,015,179	\$10,015,179	\$22,015,179	\$10,015,179	<u>EOC</u> , <u>Governor</u> and <u>SENATE</u> : Per SCDE request, funds allocated to districts for Professional Development and Reading are consolidated into this line item. <u>HOUSE</u> : Also consolidated funds for Technology into this line item
Aid to Districts Technology		12,000,000	\$2,969,037		(\$12,000,000)		<u>EOC</u> : Due to the technology infrastructure needs increasing. <u>Governor</u> : Recommended \$1,459,900 in non-recurring funds for technology. <u>HOUSE</u> : Consolidated funding in Aid to Districts
Students at Risk of School Failure		79,551,723					
<i>New: Industry Certifications/Credentials</i>				\$3,000,000	\$1	\$550,000	<u>EOC</u> : For the past two fiscal years, the General Assembly appropriated \$3.0 million in non-recurring funds for national industry certifications. The EOC recommended that this funding be annualized and consolidated into CTE line item. <u>Governor</u> : Same funding level as recommended by EOC, just in new line item <u>HOUSE</u> : Funded \$3.0 million in non-recurring EIA funds <u>SENATE</u> : \$2,450,000 in non-recurring EIA funds also
Arts Curricula		1,487,571					

Education Improvement Act							
		2017-18	2018-19 EOC	2018-19 Governor	2018-19 HOUSE	2018-19 SENATE	Explanation
Career & Technology Education *		18,966,830	\$3,000,000	\$46,166	\$1,645,998		<u>Governor</u> : Recommended funding but new line item. <u>HOUSE</u> : Increased funding for Career & Technology Education
Summer Reading Camps		7,500,000					
Reading Coaches		9,922,556		\$22,654,809			<u>Governor</u> : Moves \$20.0 million from General Fund to EIA for reading coaches and adds \$2,654,809 per request from SCDE
EEDA		8,413,832					
School Health & Fitness Act -- Nurses (shifted to General Fund)							
Tech Prep *							
Modernize Vocational Equipment *							
High Schools That Work *							
Subtotal		167,498,216					
2. Student Testing							
Personal Service Classified Positions		548,518					
Other Operating Expenses		678,748	\$750,000	\$750,000			<u>EOC & Governor</u> : Per SCDE request, this is the projected cost of procuring a student engagement survey, the results of which will be used in school accountability to measure school quality.
Assessment / Testing		27,261,400					
Subtotal		28,488,666					
3. Curriculum & Standards							
Personal Service Classified Positions		126,232					
Other Personal Service		4,736					
Other Operating Expenses		41,987					
Reading		6,542,052	(\$3,271,026)	(\$3,271,026)	(\$3,271,026)	(\$3,271,026)	<u>EOC, Governor, HOUSE and SENATE</u> : Per SCDE request, funds allocated to districts for Reading are consolidated into Aid to District line item.
Instructional Materials		20,922,839					
Subtotal		27,637,846					

Education Improvement Act						
	2017-18	2018-19 EOC	2018-19 Governor	2018-19 HOUSE	2018-19 SENATE	Explanation
4. Assistance, Intervention, & Reward						
Personal Service Classified Positions	1,236,436		\$100,000			Governor: Per SCDE request
Other Operating Expenses	1,374,752	\$1,400,000				EOC: Per SCDE request, increased funds will procure a student learning system to ensure students receive services needed.
EAA Technical Assistance	12,801,301	\$11,000,000	\$11,000,000	\$11,000,000	\$11,000,000	EOC, Governor, HOUSE & SENATE: Based on implementation over at least an 18-month period: identification of Unsatisfactory Schools (10%) in mid-November; diagnostic reviews of schools; development of school renewal plans; hiring and training of transformation coaches; and provision of professional development. Agency also has carry forward authority.
Power School/Data Collection	7,500,000	\$1,600,000			\$1,105,305	EOC and SENATE: Per SCDE request, an increase for PowerSchool to improve security of student data.
School Value-Added Instrument	1,400,000					
Subtotal	24,312,489					
B. Early Childhood						
Personal Service Classified Positions	831,246					
Other Operating Expenses	556,592					
Alloy EIA - 4 YR Early Child	15,513,846					
SCDE-CDEPP	34,324,437					
Subtotal	51,226,121					
C. TEACHER QUALITY						
1. Certification						
Personal Service Classified Positions	1,068,102					
Other Personal Service	1,579					
Other Operating Expenses	638,999					
Subtotal	1,708,680					

Education Improvement Act						
	2017-18	2018-19 EOC	2018-19 Governor	2018-19 HOUSE	2018-19 SENATE	Explanation
2. Retention & Reward						
Special Items						
Teacher of the Year Award	155,000					
Teacher Quality Commission	372,724					
Teacher Salary Supplement	150,823,453	\$8,700,000	\$4,255,165	\$32,500,000	\$30,407,313	EOC & Governor: To increase the minimum starting salary from \$30,113 to \$32,000 as the minimum starting pay for a teacher with 0, 1 and 2 years of experience and adjust all educational levels accordingly. SCDE estimates the cost at \$8.7 million. The average SC teacher salary in FY17 was \$50,050. HOUSE: Also increased starting pay to \$32,000 and funded a 2% pay raise for teachers using general fund and EIA monies SENATE: Also increased starting pay to \$32,000 and funded 1% pay raise using EIA monies
Teacher Salary Supplement - Fringe	22,521,917			\$11,875,415	\$12,747,852	
National Board Certification	51,000,000	(\$5,000,000)	(\$7,000,000)	(\$7,000,000)	(\$6,500,000)	In FY17, National Board payments totaled \$49.3 million. To date, in FY18, National Board payments total \$45.2 million with only 180 candidates eligible to earn National Board certifications later this year.
Rural Teacher Recruiting Initiative	9,748,392					
Teacher Supplies	14,721,500					
Incentive for Computer Coding Teachers	100,000		(\$100,000)			
Computer Science Education Initiative Coordinator			\$100,000			
Computer Science and Coding Education			\$200,000			
Subtotal	249,442,986					

Education Improvement Act							
		2017-18	2018-19 EOC	2018-19 Governor	2018-19 HOUSE	2018-19 SENATE	Explanation
3. Professional Development							
Special Items							
Professional Development		9,515,911	(\$6,259,153)	(\$6,744,153)	(\$6,744,153)	(\$6,744,153)	EOC: Includes: Reduction of \$6,744,153 and transfer of these funds to Aid to Districts; and increase of \$485,000 for Clemson Youth Learning Institute pilot in four middle schools. Governor, HOUSE and SENATE: Includes reduction only and transfer of funds to Aid to Districts
ADEPT		873,909					
Subtotal		10,389,820					
4. ADEPT							
Position		65,000					
Subtotal		65,000					
D. LEADERSHIP							
1. Schools							
2. State							
Personal Service Classified Positions		82,049					
Other Personal Service		83,121					
Other Operating Expenses		279,032					
Technology		12,271,826					
Employer Contributions							
Subtotal		12,716,028					
E. EIA Employer Contributions		1,249,821					
F. PARTNERSHIPS							
1. Business and Community							
2. Other Agencies & Entities							
TV - K-12 Public Education		3,576,409					
TV - Infrastructure		2,000,000				\$150,000	
Literacy & Distance Learning		415,000					

Education Improvement Act							
		2017-18	2018-19 EOC	2018-19 Governor	2018-19 HOUSE	2018-19 SENATE	Explanation
Reach Out and Read (A85) **		1,000,000					
SC Youth Challenge Academy		1,000,000					
Arts Curricula (H910)		1,070,000	\$500,000			\$100,000	EOC: Recommendation includes: \$170,000 for the Arts in Basic Curriculum (ABC) Grants to support new ABC sites and serve more students; \$95,000 to expand Arts Education Projects (AEP) grants that allow arts and non-arts organizations to work with schools and districts to provide year-round arts education experiences; and \$235,000 for a Technology and Arts grants to increase access to technology in arts classrooms across the state focused on new standards for Visual and Performing Arts Proficiency.
Education Oversight Committee (A85)		1,793,242					
Science PLUS		563,406					
State Agency Teacher Pay (F30)							
STEM Centers SC		1,750,000	\$250,000				EOC: The increase would support rural STEM initiatives in the Upcountry and Coastal Pee Dee Regions as well as an outreach initiative in Barnwell, Allendale and Aiken Counties in partnership with the Dream Imagination Gift, a community educational program.
Teach For America SC		3,000,000					
Gov. School Arts & Humanities (H63)		1,355,672	\$128,147	\$59,802	\$128,147	\$93,975	EOC and HOUSE: Increase for local salary increases and 2% base pay increase SENATE: Increase for local salary increases and 1% base pay increase Governor: Only for local salary increases

Education Improvement Act							
		2017-18	2018-19 EOC	2018-19 Governor	2018-19 HOUSE	2018-19 SENATE	Explanation
Will Lou Gray Opportunity School (H71)		651,383	\$43,952	\$17,279	\$43,952	\$30,615	
School for Deaf & Blind (H75)		7,557,223	\$122,118	\$0	\$122,118	\$61,059	EOC and HOUSE: Increase for local salary increases and 2% base pay increase SENATE: Increase for local salary increases and 1% base pay increase Governor: Only for local salary increases
Disabilities & Special Needs (J16)		548,653	(\$80,000)	(\$80,000)	(\$80,000)	(\$80,000)	EOC, Governor, HOUSE and SENATE: Requested decrease by DDSN
SC Council on Economic Education		300,000					
John De La Howe School (L12)		417,734					
Clemson Ag Ed Teachers		989,758	\$30,570	\$30,570	\$30,570	\$18,495	EOC and HOUSE: Increase for local salary increases and 2% base pay increase SENATE: Increase for local salary increases and 1% base pay increase Governor: Only for local salary increases
Center for Educational Partnerships (H27)		715,933					
Quaver Music		100,000					
Centers of Excellence-CHE (H03)		1,137,526					
Teacher Recruitment Program-CHE (H03)		4,243,527					
SC Program for the Recruitment and Retention of Minority Teachers, SC State University (Base: \$339,482)							
Teacher Loan Program-State Treasurer (E16)		5,089,881					
Baby Net Autism Therapy (J020)		3,926,408					
Regional Education Centers (P32)		1,952,000					
Family Connection SC		300,000					

Education Improvement Act							
		2017-18	2018-19 EOC	2018-19 Governor	2018-19 HOUSE	2018-19 SENATE	Explanation
Center for Ed, Recruitment, Ret, and Adv		531,680	\$610,000				<u>EOC</u> : Recommendation includes the following: \$360,000 to increase the number of Teaching Fellows from 200 to 215 as one strategy to increase the number of individuals pursuing teaching; and \$250,000 to conduct a Teacher Working Conditions survey, designed to identify adverse working conditions that contribute to the increased numbers of individuals leaving teaching and use the results to design strategies to improve working conditions for teachers.
Gov. School Science & Math (H63)		860,442	\$205,877	\$137,252	\$205,877	\$171,564	<u>EOC and HOUSE</u> : Increase for local salary increases and 2% base pay increase <u>SENATE</u> : Increase for local salary increases and 1% base pay increase <u>Governor</u> : Only for local salary increases
<i>New: Call Me Mister (H120)</i>				\$500,000	\$1	\$500,000	
<i>New: Workforce Partnerships (H590)</i>				\$5,000,000			
<i>New: School Safety Program (H630)</i>				\$5,000,000			
Subtotal		46,845,877					
G. TRANSPORTATION/BUSES							
Other Operating		41,198,813		(\$20,000,000)	(\$19,282,519)	(\$19,166,618)	<u>Governor, HOUSE & SENATE</u> : Funded in General Fund rather than EIA
Subtotal		41,198,813					

Education Improvement Act							
		2017-18	2018-19 EOC	2018-19 Governor	2018-19 HOUSE	2018-19 SENATE	Explanation
H. Charter School District		100,556,551	\$13,124,299	(\$100,556,551)	\$13,124,299	\$13,124,299	EOC, HOUSE & SENATE: SC Public Charter School District has approved six new charter schools to open in school year 2018-19 with an enrollment of 1,400 students. In existing schools, SCPCSD estimates enrollment to increase by another 4,000 students. In sum, SCPCSD estimates total enrollment of 30,000 students which equates to a net increase of \$13.1 million. No recommendation is made on increasing by 5% the per pupil amount for brick and mortar and virtual schools. EOC also recommended that the line item be disaggregated to reflect the authorizing entity.
Charter Schools Chartered by Institutions of Higher Education							
New: South Carolina Public Charter Schools				\$119,364,892			
Subtotal		100,556,551					
I. First Steps to School Readiness							
Classified Positions		2,179,885					
Unclassified Positions		121,540					
Other Personal Services		150,000					
Other Operating Expenses		1,906,225					
County Partnerships		14,435,228					
CDEPP		9,767,864					
Fringe Benefits		775,485					
BabyNet Autism Therapy							
Subtotal		29,336,227	\$39,839,000	\$44,667,859	\$44,313,859	\$44,313,859	

Education Improvement Act						
	2017-18	2018-19 EOC	2018-19 Governor	2018-19 HOUSE	2018-19 SENATE	Explanation
EIA RECURRING TOTAL	\$792,673,141	\$837,341,000	\$837,341,000	\$836,987,000	\$836,987,000	
Abbeville Districts Capital Improvements (Non-Recurring)	\$4,828,859					
Total Requested Increases Made Before EOC:		\$79,678,000				
Nonrecurring Recommendations						
Computer Science Task Force (Proviso 1.84)	400,000					
EOC/Partnerships (Proviso 1A.50)	6,821,500			\$4,559,000	\$5,109,000	
Industry Certifications (Proviso 1A.67)	3,000,000					
Abbeville Districts Capital Improvements (Proviso 1A.82)	55,828,859					
SCDE- Technical Assistance	1,308,500					
SDE-K-12 Funding Gap	<u>450,000</u>					
Computer Science and Coding Education	-		\$3,100,000			
Aid to Districts - Technology	-		\$1,459,000			
Career & Technology Education	-		<u>\$3,000,000</u>	<u>\$3,000,000</u>	<u>\$2,450,000</u>	
Total	67,808,859		\$7,559,000	\$7,559,000	\$7,559,000	
Projected EIA Revenue Surplus FY2018-19		\$7,559,000				

Below is a summary of the proviso changes to existing provisos and new provisos as passed by the Senate on April 12, 2018 and final amendments made by House on May 3, 2018 to H.4950, 2018-19 General Appropriation Bill

The following reflects only changes to existing provisos and therefore, not all portions of the proviso may be noted below.

SECTION 1 - DEPARTMENT OF EDUCATION-EIA

HOUSE:

1.3. (SDE: EFA Formula/Base Student Cost Inflation Factor).

To the extent possible within available funds, it is the intent of the General Assembly to provide for one hundred percent of full implementation of the Education Finance Act to include an inflation factor projected by the Revenue and Fiscal Affairs Office to match inflation wages of public school employees in the Southeast. The base student cost for the current fiscal year has been determined to be \$2,425. For the current fiscal year, the total pupil count is projected to be 721,401. The average per pupil funding is projected to be \$6,120 state, of which \$2,339 comes from the EFA, \$1,294 federal, and \$5,726 local. This is an average total funding level of \$13,140 excluding revenues of local bond issues. For the current fiscal year the South Carolina Public Charter School District and any institution of higher education sponsoring a public charter school shall receive and distribute state EFA funds to the charter school as determined by one hundred percent of the current year's base student cost, as funded by the General Assembly multiplied by the weighted students pupils enrolled in the charter school, which must be subject to adjustment for student attendance.

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

For the current school year, the Department of Education will continue to use counts from the prior school year to determine poverty funding for the add-on weighting. The Department of Education will ~~continue to~~ work with school districts to determine students eligible for the poverty add-on using the following data elements: ~~used to determine USDA community eligibility to be used in future years~~ students in poverty are students who qualify for Medicaid, SNAP, TANF, or are homeless, transient, or in foster care.

House: Rather than adopting a new poverty index (students who qualify for Medicaid, SNAP, TANF, or are homeless, transient, or in foster care), the House reverted back to the old poverty index (free/reduce price lunch meals and Medicaid) to use for the poverty index in the EFA. The House directed the Department to continue in the 2018-19 school year to work with districts on implementing the new poverty index.

Funds received for dual credit weighting must be used to defray all possible costs of dual credit courses for students. Districts must utilize funds to offset course costs with the local technical college. Districts must

report number of dual credit students and specify the cost borne by each entity to SCDE. Base student cost is \$2,425 with average per pupil funding projected to be \$6,120 at the state level and total funding level including EFA, federal and local, at \$13,140. There was no increase in the EFA base student cost. Additional general funds were instead appropriated to districts for a 2% pay increase for teachers.

SENATE:

1.3. (SDE: EFA Formula/Base Student Cost Inflation Factor) To the extent possible within available funds, it is the intent of the General Assembly to provide for one hundred percent of full implementation of the Education Finance Act to include an inflation factor projected by the Revenue and Fiscal Affairs Office to match inflation wages of public school employees in the Southeast. The base student cost for the current fiscal year has been determined to be ~~\$2,425~~ \$2,485. For the current fiscal year, the total pupil count is projected to be ~~721,401~~ 727,513. The average per pupil funding is projected to be ~~\$6,120~~ \$6,198 state, of which ~~\$2,339~~ \$2,372 comes from the EFA, ~~\$1,294~~ \$1,281 federal, and ~~\$5,726~~ \$5,982 local. This is an average total funding level of ~~\$13,140~~ \$13,461 excluding revenues of local bond issues. For the current fiscal year the South Carolina Public Charter School District and any institution of higher education sponsoring a public charter school shall receive and distribute state EFA funds to the charter school as determined by one hundred percent of the current year's base student cost, as funded by the General Assembly multiplied by the weighted students pupils enrolled in the charter school, which must be subject to adjustment for student attendance... Students in poverty are students who qualify for Medicaid, SNAP, TANF, or are homeless, transient, or in foster care.

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

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

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

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

~~For the current school year, the Department of Education will continue to use counts from the prior school year to determine poverty funding for the add-on weighting. The Department of Education will continue to work with school districts to determine students eligible for the poverty add-on using the data elements used to determine USDA community eligibility to be used in future years.~~

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,~~

~~2017-~~ The department must provide districts with technical assistance with regard to student count changes in PowerSchool.

Senate: Updated total pupil count to 727,513 and increased base student cost to \$2,485, adjusting the average per pupil funding to \$6,198 (with \$2,374 from EFA, \$1,281 from federal and \$5,982 from local. Average total funding of \$13,461). The Senate also adopted new poverty index definition.

HOUSE and SENATE:

1.8. (SDE: Educational Responsibility/Foster Care) The responsibility for providing a free and appropriate public education program for all children including disabled students is vested in the public school district wherein a child of lawful school age resides in a foster home, group home, orphanage, or a state operated health care facility including a facility for treatment of mental illness or chemical dependence and habilitation centers for persons with intellectual disabilities or persons with related conditions located within the jurisdiction of the school district or alternative residences... Upon discharge or release from the treatment facility, the agency placing the child in the receiving school must work with the school district where the student will reside after treatment to assure continuity of the student's education.

Adds requirement that upon discharge or release from treatment facility, agency responsible for placement in the receiving school must work with the district to assure continuity of student's education.

HOUSE AND SENATE:

~~1.12. (SDE: School Lunch Program Aid) The amount appropriated herein for School Lunch Program Aid shall be divided among the District and/or County Boards of Education of the State upon the basis of the number of schools participating in the School Lunch Program in each district during the prior school year. The travel expenses of the District and/or County School Lunch Supervisor shall be paid from this appropriation at the prevailing rate of mileage allowed by the State. These funds may be used as an aid in improving the School Lunch Program. These funds may not be used to supplement the salaries of school lunch supervisors. In the absence of a County Board of Education in multi-district counties, the funds will be divided among the school districts of the county on the basis of the number of schools participating in the School Lunch Program in each district during the prior school year.~~

Deleted proviso regarding School Lunch Program because the line item was consolidated into the Education Finance Act (EFA).

HOUSE AND SENATE:

1.26. (SDE: School Districts and Special Schools Flexibility) All school districts and special schools of this State may transfer and expend funds among appropriated state general fund revenues, Education Improvement Act funds, and Education Lottery Act funds, and funds received from the Children's Education Endowment Fund for school facilities and fixed equipment assistance, to ensure the delivery of academic and arts instruction to students. However, a school district may not transfer funds allocated specifically for state level maintenance of effort requirements under IDEA, funds allocated specifically for state level maintenance of effort requirement for federal program, funds provided for the Education and Economic Development Act, funds provided for Career and Technology Education, funds provided for technology, nor funds required for debt service or bonded indebtedness. All school districts and special schools of this State may suspend professional staffing ratios and expenditure regulations and guidelines at the sub-function and service area level, except for four-year old programs and programs serving students with disabilities who have Individualized Education Programs... ~~School districts that do not maintain an internet website must transmit all information required by this provision to the Comptroller General in a manner and at a time determined by the Comptroller General to be included on the internet website.~~

Details districts' ability to transfer funds to and from distinct state funding sources. Restricts districts' ability to transfer funds provided for technology, debt service or bonded indebtedness. Removes requirement that districts must transmit information to the Comptroller General if the district does not maintain an internet website because all districts now maintain an internet website.

HOUSE AND SENATE:

1.38. (SDE: Education Finance Act Reserve Fund) There is created in the State Treasury a fund separate and distinct from the General Fund of the State and all other funds entitled the Education Finance Act Reserve Fund. All unexpended general funds appropriated to the Department of Education for the Education Finance Act in the current fiscal year shall be transferred to the Education Finance Act Reserve Fund. In the event that the amount appropriated for the Education Finance Act is insufficient to fully fund the base student cost as established by this act, revenues from the Education Finance Act Reserve Fund may be used to supplement the funds appropriated. By June 30th of the current fiscal year, if the department determines that the funds are not needed to supplement the Education Finance Act, the department may utilize the funds for bus purchase.

Allows SCDE to utilize funds placed in the Education Finance Act Reserve Fund for school bus purchase if, by June 30, SCDE determines the funds are not needed to supplement the EFA.

HOUSE:

1.47. (SDE: Student Health and Fitness) Funds appropriated for Student Health and Fitness shall be allocated to school districts to increase the number of physical education teachers to the extent possible and to provide licensed nurses for elementary public schools. ~~Twenty-seven~~ Twenty-one percent of the funds shall be allocated to the districts based on average daily membership of grades K-5 from the preceding year for physical education teachers. The remaining funds will be made available for school nurses and shall be distributed to the school districts on a per school basis. Schools that provide instruction in grades K-5 are eligible to apply for the school nurse funds.

Last fiscal year funds for physical education teachers and nurses were consolidated. Decreasing the percentage of funds that are allocated to districts for physical education teachers from 27 percent to 21 percent reflects the consolidation of funds.

SENATE:

1.47. (SDE: Student Health and Fitness) Funds appropriated for Student Health and Fitness shall be allocated to school districts to increase the number of physical education teachers to the extent possible and to provide licensed nurses for elementary public schools. ~~Twenty-seven~~ Twenty-one percent of the funds shall be allocated to the districts based on average daily membership of grades K-5 from the preceding year for physical education teachers. A public school is authorized to offer instruction in marching band based on the South Carolina Academic Standards for the Visual and Performing Arts that also incorporates the South Carolina Academic Standards for Physical Education provided such instruction is equivalent to that of physical education instruction and may be accepted in lieu of physical education instruction for all purposes. The remaining funds will be made available for school nurses and shall be distributed to the school districts on a per school basis. Schools that provide instruction in grades K-5 are eligible to apply for the school nurse funds.

Added participation in marching band be considered to meet physical education requirements.

HOUSE AND SENATE:

1.58. (SDE: Full-Day 4K) Eligible students residing in a school district that met the poverty level for participation in the prior school year are eligible to participate in the South Carolina Early Reading

Development and Education Program in the current school year. Public and private providers shall be funded for instructional costs at a rate of \$4,422 ~~\$4,510~~ per student enrolled. Eligible students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall also be eligible for a reimbursement of \$563 ~~\$574~~ per eligible child transported. All providers who are reimbursed are required to retain records as required by their fiscal agent. New providers participating for the first time in the current fiscal year and enrolling between one and six eligible children shall be eligible to receive up to \$1,000 per child in materials and equipment funding, with providers enrolling seven or more such children eligible for funding not to exceed \$10,000. Providers receiving equipment funding are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps. The Department of Education shall only provide funding for public school students whose complete records have been entered into PowerSchool ~~and end of year adjustments shall be based on the one hundred and thirty-five day student average daily membership.~~

Increased the per pupil cost by almost 2 percent, from \$4,422 to \$4,510 and increased transportation reimbursement by \$101 to \$574 per eligible child transported.

HOUSE AND SENATE:

1.62. (SDE: Reading/Literacy Coaches) (A) Funds appropriated for Reading/Literacy Coaches must be allocated to school districts by the Department of Education as follows: ~~(4) for each primary and elementary school in which twenty percent or more of the students scored below “meets expectations” on the reading sub score of the English language arts test in the most recent year for which such data are available, the school district shall be eligible to receive the lesser of up to \$62,730, or the actual cost of salary and benefits for a full time reading/literacy coach; and~~

~~(2) for each elementary school in which fewer than twenty percent of the students scored as referenced in (A)(1), the school district shall be eligible to receive the lesser of up to \$31,365 or fifty percent of the actual cost of salary and benefits for a full time reading/literacy coach. A school district must provide local support for state funds provided under this paragraph. School districts may use existing local funds currently used for reading assistance as the local support.~~

(B) By accepting these funds, a school district warrants that they will not be used to supplant existing school district expenditures, except for districts that either are currently, or in the prior fiscal year, were paying for reading/literacy coaches with local funds. A district may, ~~however, assign a reading/literacy coach to a primary school rather than to the elementary school to improve the early literacy skills of young children~~ only utilize these funds to employ reading/literacy coaches that may serve in a primary, elementary, or middle school or a combination of these schools depending on the area of highest need in the district. The school district must align the placement of coaches to the district reading plan that is approved by the department.

(C) Funds appropriated for reading/literacy Coaches are intended to be used to provide primary, elementary, and/or middle schools with reading/literacy coaches who shall serve according to the provisions in Chapter 155 of Title 59. ...

(K) ~~For Fiscal Year 2017-18, if increased funding for reading/literacy coaches is not sufficient to provide additional reading/literacy coaches at each elementary school then the funding must be targeted to the areas of greatest need based on the number of students substantially failing to demonstrate reading proficiency as indicated on the prior year's state assessment~~

Provides districts discretion in the placement of reading coaches in primary, elementary, and/or middle schools.

HOUSE AND SENATE:

~~1.66. (SDE: Board of Education Funds) For the current fiscal year, the Department of Education is authorized to carry forward funds appropriated in Part IA, Section 1, II. Board of Education. The State Board of Education is permitted to utilize these funds for innovative educational opportunities and projects. The Board of Education shall develop guidelines and publish them on the board's website.~~

Removes Board of Education's ability to utilize carry forward funds for innovative educational opportunities and projects.

SENATE:

1.68. (SDE: First Steps 4K Technology) During the current fiscal year, South Carolina Office of First Steps to School Readiness is authorized to expend up to \$75,000 from the four-year-old kindergarten carry forward funds to purchase electronic devices for the administration of required school readiness assessments to children enrolled in the full-day 4K program in private centers in the current fiscal year. The State Office of First Steps may purchase one device, which would be the property of the Office of First Steps, for every ten centers serving children in the program. The regional coordinators who provide support to the centers shall coordinate the usage of the devices among the centers. First Steps shall provide a report documenting its technology and materials expenditures to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee no later than January 15, ~~2018~~ 2019.

Updates reference to deadline for report document to January 15, 2019

HOUSE AND SENATE:

~~1.69. (SDE: Teacher Salary Schedule Structure) The Department of Education shall convene stakeholders to include: Palmetto State Teachers Association, South Carolina School Business Officials, South Carolina Association of School Administrators, South Carolina School Boards Association, South Carolina Education Association, the Education Oversight Committee and CERRA to examine and make recommendations regarding changes to the statewide minimum state teacher salary schedule to include extending the steps on the state teacher salary schedule; an examination of the beginning teacher salary; and an examination of each district's salary schedule structure. The department shall also include information from each of the districts who are, or were, the original trial and plaintiff school districts in the Abbeville law suit regarding salary needs in those districts. Recommendations shall be provided on the modification of the teacher salary schedule structure and the potential fiscal impact on implementing the modification recommendations to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee by October 1, 2017.~~

Removes the SCDE requirement that a teacher salary schedule study be conducted since recommendations were submitted to General Assembly October 1, 2017.

SENATE:

1.70. (SDE: Teacher Certification Exemption) For the current fiscal year, a teacher certified at the secondary level may teach such courses in grades seven through twelve without having the add on certification for middle-level education. A teacher certified in elementary education may teach first grade without having the add on certification in early childhood education. Districts must report to the Department of Education and the Center for Educator Recruitment Retention and Advancement on the teachers and courses that utilize this exemption.

Provides flexibility for teachers to instruct first graders without having the add on certification in early childhood education.

HOUSE:

1.71. (SDE: Digital Instructional Materials) The Department of Education shall continue to create an instructional materials list composed of those items (print and/or digital) that have received State Board of Education approval through the normal adoption process. The department shall continue to work with the publishers of instructional materials to ensure that districts ~~who wish to receive both the digital version and have options for print/digital student materials to include~~ class sets of textbooks ~~may be awarded that option print student editions, if needed.~~ Funds appropriated for the purchase of ~~textbooks and other~~ instructional materials (print/digital) may be used for reimbursing school districts to offset the costs of refurbishing science kits on the state-adopted ~~textbook~~ instructional materials inventory, purchasing new kits or those adopted as supplemental from the central textbook depository, or a combination of refurbishment and purchase. The refurbishing cost of kits may not exceed the cost of the state-adopted refurbishing kits plus a reasonable amount for shipping and handling. Costs for staff development, personnel costs, equipment, or other costs associated with refurbishing kits on state inventory are not allowable costs. Funds provided for Instructional Materials may be carried forward from the prior fiscal year into the current fiscal year to be expended for the same purposes by the department, school districts, and special schools. These funds are not subject to flexibility. ~~Digital Instructional Materials shall include the digital equivalent of materials and devices.~~

Utilizing the designated funds, the department shall determine a per pupil amount using the prior year's 135-Day Average Daily Membership for unfunded state-adopted digital instructional materials and unvetted digital student materials. These funds shall be made available to all schools to allow one-year access to unfunded digital state-adopted student materials or one-year access to unvetted digital student materials from publishers/vendors and are subject to the procedures outlined below. The use of the unvetted digital student materials shall be the responsibility of the school district.

Unfunded State Adopted Digital Student Materials: The department shall create a digital instructional materials list composed of those items which have received board approval through the normal adoption process but are unfunded. Districts shall use the form available on the department's Instructional Materials website, to request an allocation for one-year digital access by denoting the number of students, grade level, and subject for which the digital materials will be used.

Unvetted Materials: Publishers/vendors shall use the form available on the department's Instructional Materials website to request to have digital student materials added to an unvetted list of instructional materials that have not been evaluated through the instructional materials adoption process or approved by the board. Publishers/vendors are required to register and submit to the department the one-year cost with product information, a completed brief, and correlations of the digital student materials to the appropriate academic standards, career and technology education course standards, or other program areas which are not addressed within the standards. Information in the brief shall include the intended course or subject area with the assigned Instructional Activity Code, the readability level, documentation of compliance to ensure the digital instructional materials are accessible to students with disabilities, and other specific descriptive information as required by the State Superintendent of Education. Failure to provide completed brief and correlation will automatically exclude the digital materials from the unvetted list. Previously reviewed instructional materials will be excluded from the list of unvetted digital materials. Should the publisher/vendor submit the unvetted materials for review as part of a call for bids for instructional materials, the bid materials will be removed from the unvetted listing.

A district shall use the form available on the department's Instructional Materials website to request an allocation for which the unvetted digital materials will be used by denoting the number of students, grade level, and subject with the assigned Instructional Activity Code. The department shall not be responsible for the use by schools of the unvetted digital materials including the content, alignment to standards, lack of accessibility for students with disabilities, quality, or any other aspect of the digital materials. The unvetted digital materials shall not be placed on state contract; therefore, the availability and cost of these materials will not be assured.

Any funds appropriated for digital instructional materials which have not been encumbered by January 15, shall be used by the department to purchase unfunded state adopted instructional materials.

Allows districts to utilize unfunded state-adopted digital student materials. SCDE will determine a per pupil amount using prior year's 135-Day Average Daily Membership. An unvetted list of instructional materials will be available to districts, and districts can request an allocation for which unvetted digital materials may be used, but SCDE is not responsible for use of unvetted materials.

SENATE:

1.71. (SDE: Digital Instructional Materials) The Department of Education shall continue to create an instructional materials list composed of those items (print and/or digital) that have received State Board of Education approval through the normal adoption process. The department shall continue to work with the publishers of instructional materials to ensure that districts ~~who wish to receive both the digital version and have options for print/digital student materials to include~~ class sets of ~~textbooks may be awarded that option~~ print student editions, if needed. Funds appropriated for the purchase of ~~textbooks and other~~ instructional materials (print/digital) may be used for reimbursing school districts to offset the costs of refurbishing science kits on the state-adopted ~~textbook~~ instructional materials inventory, purchasing new kits or those adopted as supplemental from the central textbook depository, or a combination of refurbishment and purchase. The refurbishing cost of kits may not exceed the cost of the state-adopted refurbishing kits plus a reasonable amount for shipping and handling. Costs for staff development, personnel costs, equipment, or other costs associated with refurbishing kits on state inventory are not allowable costs. Funds provided for Instructional Materials may be carried forward from the prior fiscal year into the current fiscal year to be expended for the same purposes by the department, school districts, and special schools. These funds are not subject to flexibility. ~~Digital Instructional Materials shall include the digital equivalent of materials and devices.~~

Removes House's addition regarding the use of unvetted and unfunded materials.

HOUSE AND SENATE:

1.72. (SDE: CDEPP Unexpended Funds) For Fiscal Year ~~2017-18~~ 2018-19, the Office of First Steps to School Readiness is permitted to retain the first \$1,000,000 of any unexpended CDEPP funds of the prior fiscal year and expend these funds to enhance the quality of the full-day 4K program in private centers and provide professional development opportunities.

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

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

If by August first, the Department of Education or the Office of First Steps determines there will be funds available, funds shall be allocated on a per pupil basis for districts eligible for participation first, who have a documented waiting list, and funded an extended program per this proviso in the prior school year, then to districts to increase the length of the program to a maximum of eight and a half hours per day or two hundred and twenty days per year or to fund summer programs. By August 1, the Department of Education and the Office of First Steps must collect the documented waiting lists and determine a process to notify parents of eligible students of available slots in all approved providers.

By August 1, requires SCDE and First Steps to document waiting lists and determine a process for notifying parents of available slots in all approved providers.

HOUSE:

1.73. (SDE: Technology Technical Assistance) ~~Of the funds appropriated for the K-12 Technology Initiative, the department is authorized to withhold up to \$350,000 in order to provide technology technical assistance to school districts.~~

Deleted proviso authorizing SCDE to withhold up to \$350,000 to provide technology technical assistance. The House consolidated the line item for K-12 Technology into the Aid to District line item.

SENATE:

1.73. (SDE: Technology Technical Assistance) Of the funds appropriated for the K-12 Technology Initiative, the department is authorized to withhold up to \$350,000 in order to provide technology technical assistance to school districts.

Added proviso back in that was deleted by the house, allowing SCDE to withhold \$350,000 to provide technology technical assistance to districts.

HOUSE AND SENATE:

1.75. (SDE: Teacher Employment) ~~Of the funds appropriated in the current fiscal year, a local school district superintendent or his designee shall provide a teacher with notice of dismissal and an opportunity for a hearing before the local board or its designee. Further, a local board may authorize a South Carolina licensed, practicing attorney to serve as hearing officer to conduct a hearing on the matter and make a report of its recommendations to the board within forty five days after receipt of notice of appeal. A hearing officer may not be a member of the board or an employee of the district. If the board designates a hearing officer, the report and recommendations of the hearing officer must be presented to the board in the form of a written order. In considering the report and recommendations, the board must have available to it the exhibits presented at the hearing and shall permit limited oral argument on behalf of the district and the teacher, allowing each party thirty minutes to present its respective argument. The board shall uphold the decision of the hearing officer if the evidence shows good and just cause for dismissal. The board shall issue a decision affirming or withdrawing the notice of suspension or dismissal within thirty days. The decision of the board may be appealed to the circuit court.~~

Deleted proviso regarding process for suspension or dismissal of teachers and the authorization of an attorney to serve as a hearing officer because the proviso has been codified in permanent law.

HOUSE AND SENATE:

1.77. (SDE-Highly Qualified Teachers) ~~For the current fiscal year teacher certification requirements for highly qualified educators aligned to No Child Left Behind shall be suspended. The department shall report to the General Assembly by February first on the updated Federal requirements under the Every Student Succeeds Act.~~

Lifts suspension of teacher certification requirements for highly qualified educators aligned to No Child Left Behind (NCLB). ESSA replaced NCLB and the Department of Education is now responsible for determining in-experienced, out-of-field and ineffective teachers.

HOUSE AND SENATE:

1.80. (SDE: Abbeville Equity Districts Comprehensive Report) ~~Of the appropriations and provision of services that are provided in the current fiscal year's budget for the Abbeville equity districts, the Department of Education must submit a comprehensive report to the General Assembly by January 1, 2018 on the current allocation of funds to the Abbeville equity districts and the provision of services to these districts.~~

Removes requirement SCDE provide report to the General Assembly on current fund allocation and service provision to Abbeville districts. There are no longer any funds allocated for the Abbeville equity districts.

HOUSE AND SENATE:

1.83. (SDE: First Steps 4K Underserved Communities) Using funds appropriated for the Child Early Reading and Development Education Program, South Carolina First Steps shall develop a pilot program to expand four-year-old kindergarten enrollment within underserved communities eligible for participation during the most recent fiscal year. Newly created and/or newly approved private providers proposing to expand service to ten or more CERDEP eligible children in communities enrolling less than 80% of eligible students in a public, private, or Head Start setting during the prior fiscal year, may apply for up to \$30,000 in one-time supplemental, needs-based incentives designed to address building renovations, documented as necessary to bring proposed classrooms into compliance with licensing regulations, materials and staffing costs, and/or other obstacles currently preventing their participation in the First Steps 4K program. The First Steps Board of Trustees shall develop and approve an application process that incorporates formal review and fiscal safeguards designed to ensure grant funds are used solely to address documented barriers to program participation. Providers receiving this one-time supplement are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the supplemental allocation at a level determined by the Office of First Steps to School Readiness. First Steps shall submit a report detailing its process, expenditures and expanded enrollment to the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee by March 15, 2018 2019.

Maintains proviso for private center development and expansion in underserved communities. Updates report deadline to March 15, 2019.

HOUSE:

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

Allocates \$400,000 to CEEL to provide professional development in specific areas, including multiple assessments, executive coaching, and leadership development that provides the skills necessary for a progressive career path in school leadership.

SENATE:

1.84. (SDE: School Leadership) Of the funds appropriated to and retained by the department for Professional Development, \$400,000 shall be used to contract with a non-profit leadership development provider. The provider must specialize in multiple assessments, executive coaching, and leadership development that provides the skills necessary for a progressive career path in school leadership. Of the funds appropriated to and retained by the department for Professional Development, \$400,000 shall be used to contract with a non-profit leadership development provider. The provider must specialize in multiple assessments, executive coaching, and leadership development that provides the skills necessary for a progressive career path in school leadership.

Removes specific reference to allocation of funds to CEEL.

HOUSE AND SENATE:

1.85. (SDE: Carry Forward) ~~For Fiscal Year 2017-18, the Department of Education is directed to allocate \$30,000,000 from carry forward or unencumbered or unobligated cash balances for the School Districts Capital Improvement Plan as set forth in this Act.~~

Removes requirement that SCDE allocate \$30 million from carry forward to the School Districts Capital Improvement Plan. The funds were expended in the current fiscal year.

HOUSE:

1.86. (SDE: Poverty) Students eligible in the prior fiscal year to receive funding according to the Poverty weighting in the Education Finance Act pursuant to proviso 1.3 in this Act, are eligible to receive those funds for Fiscal Year 2017-18 2018-19.

Updates fiscal year reference to 2018-19.

SENATE:

1.86. (SDE: Poverty) ~~Students eligible in the prior fiscal year to receive funding according to the Poverty weighting in the Education Finance Act pursuant to proviso 1.3 in this Act, are eligible to receive those funds for Fiscal Year 2017-18.~~

Removes proviso.

HOUSE AND SENATE:

1.88. (SDE: Committee on Educator Retention and Recruitment) ~~From the funds appropriated to the department, the Superintendent of Education shall initiate convening a study committee to address the issue of educator recruitment and retention to include identification of the causes of teacher shortages and the state's educational system's future demand for teachers. The study committee shall develop recommendations for the General Assembly to consider which include, but are not limited to, building teacher recruitment; alternative certification; financial incentives; induction and mentorship; evaluation and feedback; and teacher leadership.~~

~~The study committee shall be comprised of the following members:~~

- ~~(1) Chairman of the Senate Education Committee, or his designee;~~
- ~~(2) Chairman of the House Education and Public Works Committee, or his designee;~~
- ~~(3) Chairman of the Senate Labor, Commerce, and Industry Committee, or his designee;~~
- ~~(4) Chairman of the House Labor, Commerce, and Industry Committee, or his designee;~~
- ~~(5) Senate Majority Leader, or his designee;~~
- ~~(6) Senate Minority Leader, or his designee;~~
- ~~(7) House Majority Leader, or his designee;~~
- ~~(8) House Minority Leader, or his designee;~~
- ~~(9) Chairman of the State Board of Education, or his designee;~~
- ~~(10) Chairman of the Palmetto State Teacher's Association, or his designee;~~
- ~~(11) Chairman of the South Carolina Education Association, or his designee;~~
- ~~(12) Superintendent from a small School District appointed by the Governor;~~
- ~~(13) Superintendent from a medium School District appointed by the Governor;~~
- ~~(14) Superintendent from a large School District appointed by the Governor;~~

~~Of the three Superintendents appointed by the Governor, at least one Superintendent must come from a plaintiff or trial district in the Abbeville lawsuit;~~

- ~~(15) Executive Director of CERRA;~~
- ~~(16) Chairman of the Education Oversight Committee;~~
- ~~(17) Two Deans of Colleges of Education appointed by the Governor; and~~

~~(18) State Superintendent of Education who shall serve as Chairman of the Committee.~~

~~Staff support shall be provided by the Department of Education, with assistance from the staffs of the Senate Education Committee and the House Education and Public Works Committee, upon request. Findings and recommendations shall be submitted to the General Assembly by December 31, 2017.~~

Dismantles the study committee to address the causes of teacher shortages and future demand for teachers. SCDE's deadline to provide findings and recommendation to the General Assembly was December 31, 2017 and report was submitted.

HOUSE AND SENATE:

~~1.89. (SDE: Big Brothers Big Sisters) Of the funds retained and carried forward by the Department of Education pursuant to proviso 117.23, the Department of Education is directed to transfer up to \$50,000 to Big Brothers Big Sisters of the Upstate and up to \$50,000 to Big Brothers Big Sisters — Carolina Youth Development Center to support educational activities.~~

Removes \$50,000 in funding to Big Brothers Big Sisters Carolina Youth Development Center.

HOUSE AND SENATE:

~~1.90. (SDE: Hold Harmless) The Department of Education shall distribute the \$5,000,000 appropriated from Proviso 8.2 for the Education Foundation Supplement distributed to public school districts which would in the current fiscal year recognize a loss in State financial requirement of the foundation program by utilizing an Index of Taxpaying Ability which imputes the assessed value of owner occupied property compared to the State financial requirement of the same Index of Taxpaying Ability without an imputed value of owner occupied homes. Funds in the Education Foundation Supplement must be distributed to the school districts receiving a loss, in an amount equal to the amount of the loss. If funds are not sufficient to cover the full loss, funds will be reduced on a pro rata basis. This supplement shall not require a local financial requirement.~~

Removes requirement that SCDE distribute \$5 million from Proviso 8.2 to public school districts receiving a loss based on Index of Taxpaying Ability.

HOUSE AND SENATE:

~~1.91. (SDE: Save the Children) Of the funds retained and carried forward by the Department of Education pursuant to proviso 117.23, the Department of Education is directed to transfer up to \$200,000 to Save the Children.~~

Removes requirement that SCDE transfer up to \$200,000 to Save the Children.

New Provisos for FY 2018-19

SENATE:

~~1.91. (SDE: Save the Children) Of the funds retained and carried forward by the Department of Education pursuant to proviso 117.23, the Department of Education is directed to transfer up to \$200,000 to Save the Children.~~

Deletes proviso that was in House version.

HOUSE:

1.92. (SDE: Special Education Minutes Requirement) For the current fiscal year the required two-hundred fifty minutes of specialized instruction a student is required to receive in order to qualify for the special education weighting in the EFA is waived. A special education weighting may be applied for any public school child with an Individualized Education Program in effect, regardless of the number of minutes of instruction.

Waives requirement that a student receive 250 minutes of specialized instruction in order for that student to qualify for the special ed weighting. Instead, special education weighting may be applied for any public-school child with an Individualized Education Program (IEP).

SENATE:

1.92. (SDE: Special Education Minutes Requirement) DELETED

Deletes requirement.

HOUSE AND SENATE:

1.93. (SDE: Retired Educators Employment) For the current fiscal year school districts may notify retired educators of employment in writing on or before May 1. School districts employing retired educators pursuant to Section 9-1-1795 of the 1976 Code shall provide documentation of compliance with the earnings limitation exemptions to the department. The department shall verify the compliance and send the verification to the Public Employee Benefit Authority.

Allows school district to notify retired educators of employment in writing on or before May 1. Proviso requires school districts employing retired educators to provide documentation for compliance with the earnings limitation exemption to the Department of Education, who in turn, must verify compliance and send verification to the Public Employee Benefit Authority (PEBA).

HOUSE AND SENATE:

1.94. (SDE: Education Rate Program) For purposes of the federal Educational Rate Program, a child attending a state-funded four-year-old kindergarten program must be considered an elementary school student.

For federal Educational Rate Program, a student in state-funded 4K must be considered an elementary school student.

HOUSE:

1.95. (SDE: Teacher Salaries Increase) For Fiscal Year 2018-19, the Department of Education is directed to increase the statewide salary schedule by two percent. A local school district board of trustees must provide all certified teachers paid on the teacher salary schedule a two percent salary increase. Districts are to provide this increase using the district salary schedule utilized the prior fiscal year as its base. School districts shall utilize the additional funds made available from the Education Finance Act appropriation to provide one percent of the required two percent increase.

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

For FY 18-19 SCDE is directed to increase the statewide salary schedule by 2 percent. Districts must use additional funds made available from the EFA appropriation to provide 1 percent of the 2 percent increase. The remaining 1 percent was funded through EIA appropriations.

SENATE:

1.95. (SDE: Teacher Salaries Increase) **DELETED**

Deletes proviso included in House version.

HOUSE:

1.96. (SDE: School District Residence Boundaries) For Fiscal Year 2018-19, and with funds appropriated to local school districts, upon the reestablishment of a portion or entirety of a county boundary that impacts the school district boundary, persons residing on the impacted property may continue to enroll their children who previously attended a school in the district until such time as the child graduates from high school, as long as the child continuously resides at the same property until graduation. For the purposes of this section, "children" includes those children who are residing with their legal guardians whose property is impacted by a county boundary reestablishment in conflict with the immediate prior school district boundary. This proviso only applies to those persons residing on the impacted property and their children who reside with them. Once those persons move from the property or no longer have children living in the residence who are attending or will attend schools in the South Carolina K-12 public education system, this proviso no longer applies to that property. A district may draw down State and Federal funding for students enrolled under this section. A local board of trustees of the district where a student is being allowed to attend pursuant to this proviso shall determine the charge a student must pay for any bonded indebtedness that student would normally pay if they resided in the district. This proviso does not require the former resident of a county to continue enrollment of their children in school in the county in which their property was located before the reestablishment.

Provides that children living in residences impacted by redrawing of country boundaries may continue to attend or may attend in the future the South Carolina K-12 public education school district boundary until the child graduates or persons move from the impacted residence. Once those persons move from the residence or no longer have children living in the residence, this proviso no longer applies to the property.

SENATE:

1.96. (SDE: School District Residence Boundaries) **DELETED**

Deletes proviso included in House version.

HOUSE:

1.97. (SDE: Charter School Sponsors) For Fiscal Year 2018-19, and with funds provided to charter school authorizers, institutions of higher education and the South Carolina Public Charter School District may not sponsor more than a combined total of sixty schools.

Institutions of higher education and the SCPCSD may not sponsor more than a combined total of 60 schools in Fiscal Year 2018-19.

SENATE FINANCE:

1.97. (SDE: Charter School Sponsors) **DELETED**

Deletes proviso included in House version.

HOUSE AND SENATE:

1.98. (SDE: Crisis Intervention Team) For the current fiscal year, the Department of Education and the State Law Enforcement Division must develop, within existing staff, a Crisis Intervention Team to coordinate, collect and compile Crisis Intervention & School Safety Plans from each school district with their input. The report shall include recommendations for the General Assembly to consider which may include, but are not limited to, physical building security, bullet proof and access controlled doors, RFID chip in student identification cards, mental health services, school resource officers, and other school safety measures. Total costs associated with each recommendation shall be included in the report. If additional funding is required to implement the recommendations, the Department of Education and the State Law Enforcement Division are directed to include the recommended funds in their Fiscal Year 2019-20 agency budget plan. The report shall be submitted to the Chairman of the Senate Finance Committee, the Chairman of the House Ways and Means Committee and the Governor by December 31, 2018.

SCDE and SLED are directed to develop a Crisis Intervention Team to coordinate, collect and compile Crisis Intervention & School Safety Plan from each school district with their input. The report shall include recommendations for the General Assembly to consider but not limited to: bullet proof and access-controlled doors, physical building security, RFID chips in student ID cards, mental health services, SROs and other safety measures. Total costs for each recommendation must be include in report and if additional funding is required for rec implementation SCDE and SLED directed to include funds in their FY 2019-20 agency budget plan. The report is due by December 31, 2018.

HOUSE on May 3, 2018 allocated \$10 million in lottery funds and up to an additional \$5.0 million in lottery surplus revenues for School Safety – Facility and Infrastructure Safety Upgrades. The House added new paragraph to Proviso 1.98 to direct that these funds be expended on such items as door locks, security cameras, metal detectors, etc. SCDE is required to allocate the funds based on a grants process.

HOUSE:

1.99. (SDE: School Holidays) For Fiscal Year 2018-19 local school districts must observe Martin Luther King, Jr. Day and Memorial Day as legal holidays and schools and offices of the school districts must be closed on those dates. Districts may not schedule make-up days on either day. Schools and school districts may utilize the funds realized from observing those holidays to provide educational training related to the Martin Luther King Jr. Day and Memorial Day observance.

For FY 2018-19, school districts must observe Martin Luther King Day and Memorial Day as legal holidays and may use funds from observing these holidays to provide educational training related to their observance.

SENATE:

1.99. (SDE: School Holidays) **DELETED**

Deletes proviso included in House version.

SENATE:

1.100. (SDE: Alternative Certification Programs) For the current fiscal year, the department, through the State Board of Education, is authorized to award a conditional teaching certificate to a person who is enrolled in an approved alternative certification program provided the person has earned a bachelor's degree from a regionally accredited college or university with a major, or major equivalence, as defined by the State Board of Education in guidelines developed by the department in a certification area for which

the board has determined there exists a critical shortage of teachers, and the person has passed the appropriate teaching examination.

SCDE authorized to award conditional teaching certificates, the person has passed the teaching exam and is enrolled in an approved alternative certification program provide the person has earned a major in a certification area for which there is a critical shortage of teachers.

SENATE:

1.101. (SDE: Student Meals) For the current fiscal year, all school districts shall identify students in poverty according to the provisions in Proviso 1.3 of this Act and increase access to free school meals for these students. School districts shall use the criteria to directly certify pupils eligible for free and reduced-price school meals to the extent permitted under federal law. The local board of trustees of a district in which all schools are eligible to receive the free federal reimbursement rate for all reimbursable school breakfasts and lunches served, pursuant to the Community Eligibility Provision in Section 1759(a) of Title 42 of the United States Code, shall adopt a resolution indicating participation. If a district is unable to participate, the local board of trustees shall adopt a resolution stating that it is unable to participate in CEP and demonstrate the reasons why. The resolution shall be published on a public meeting agenda concurrently with the proposed district budget as an action item and shall be approved by a majority of the board. School districts shall ensure that the parents or guardians of students eligible for free and reduced lunch receive the necessary applications and instructions and upon request are provided with assistance in completing the paperwork. Schools shall not publically identify a student who is unable to pay for a meal for any reason. Communications from the district regarding any meal debt owed must only be directed to the parent or guardian and may be sent home through the student.

Districts directed to increase access to free school meals for qualifying students and shall participate in Community Eligibility Provision or demonstrate reasons why they cannot participate. Provide assistance to parents in completing paperwork for free/reduced lunch and schools shall not publicly identify a student who is unable to pay for any reason.

SENATE:

1.102. (SDE: Consolidate Administrative Functions) For the current fiscal, any school district that has an average daily membership of less than 1,500 students, has been designated in Fiscal Watch, Caution or Emergency status, has a risk assessment of medium or high, has a school or is a district with an accreditation status of probation or denied, or has a school or schools that have been in improvement status for three years may be directed by the State Superintendent of Education to consolidate administrative and professional services with one or more school districts. Administrative and professional services may include, but are not limited to: finance, human resources, procurement, administrative functions, transportation and collaboration on increasing instructional offerings. The Superintendent shall notify a district in writing that they meet one or more of the criteria. The district then has thirty business days from receipt of the notification to deliver a plan to the Superintendent for her approval. The Superintendent must either approve or amend the plan within fifteen days. Plans must be implemented within sixty days of approval. If a district fails to submit a plan, the Superintendent shall direct the consolidation of services with another school district and if the district fails to comply, the department shall withhold one percent of the district's EFA allocation until the district does comply. At that time, the EFA payments shall resume and any EFA funds withheld shall be allocated to the district.

Allows Superintendent to consolidate administrative and professional services with one or more school districts if specific criteria are met. Gives Superintendent authority to withhold 1% of EFA funding if the district fails to comply.

SENATE:

1.103. (SDE: Extracurricular Activities Participation) In the current fiscal year and with the funds appropriated to the Department of Education, any school receiving state funds shall allow private school students to participate in interscholastic activities offered by the school if it is located in the attendance zone in which the student resides, if the private school he attends does not offer a similar activity, and if he satisfies the requirements that charter school students must satisfy to participate in such interscholastic activities as provided in Section 59-63-100. For purposes of this proviso, 'private school', means a school established by an entity other than the State or a subdivision of the State, supported primarily by private or nonpublic funds, and operated by private individuals operating in their private capacity and not by people who are publicly elected or appointed to operate the school.

Allows a private school student to participate in a public school sport if the sport is not offered at the private school the student attends.

HOUSE on May 3, 2018 added a new proviso:

(SDE: School Safety Program) Funds appropriated for the School Safety Program shall be utilized by the department for the purpose of hiring certified law enforcement officers to serve as a school resource officer for school districts that otherwise would lack the adequate resources to hire their own school resource officers. In making determinations of eligibility the department shall use the most recent index of taxpaying ability as the district's indicator of ability to pay, with districts of the lowest index of taxpaying ability receiving priority consideration. Districts must apply for funding through the department and no districts shall receive an award of more than four certified school resource officer positions. In making awards the department shall provide funding directly to the local law enforcement agency to pay for the cost of the law enforcement officer that will serve as a full-time school resource officer.

Directs funds appropriated for School Safety Program to be used to hire school resource officers in districts that lack resources. SCDE is required to use the EFA index of taxpaying ability in making the allocation decisions.

SECTION 1A - DEPARTMENT OF EDUCATION-EIA

HOUSE AND SENATE:

1A.2. (SDE-EIA: African-American History) Funds provided for the development of the African-American History curricula may be carried forward into the current fiscal year. Funds that are currently a salary line item will be reallocated for the development of instructional materials and programs and the implementation of professional learning opportunities that promote African American history and culture. For ~~Fiscal Year 2017-18~~ *the current fiscal year*, not less than seventy percent of the funds carried forwarded must be expended for the development of additional instructional materials by nonprofit organizations, *school districts, or institutions of higher education* selected through a grant process by the Department of Education.

Expands eligibility for the development of African-American History curricula to school districts or higher education institutions, as well as nonprofit organizations.

HOUSE AND SENATE:

1A.9. (SDE-EIA: Teacher Supplies) All certified and non-certified public school teachers identified in PCS, certified special school classroom teachers, certified media specialists, certified guidance counselors, and career specialists who are employed by a school district, a charter school, or lead teachers employed in a publically funded full day 4K classroom approved by the South Carolina First Steps to School Readiness, as of November thirtieth of the current fiscal year, based on the public decision of the school board may receive reimbursement of two hundred seventy-five dollars each school year to offset expenses incurred by them for teaching supplies and materials... 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 ~~2017~~ *2018* tax return, provided that the return or any amended return claiming the credit is filed prior to the end of the fiscal year. The credit is equal to two hundred seventy-five dollars, or the amount the teacher expends on teacher supplies and materials, whichever is less. If any expenditures eligible for a credit are made after December thirty-first, the teacher may include the expenditures on his initial return or may file an amended ~~2017~~ *2018* 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.

Updated tax return year to 2018 and provides \$275 to classroom teachers, including lead teachers in participating CERDEP nonpublic classrooms authorized by First Steps.

HOUSE AND SENATE:

1A.14 (companion to 1.26) (SDE: School Districts and Special Schools Flexibility) All school districts and special schools of this State may transfer and expend funds among appropriated state general fund revenues, Education Improvement Act funds, *and* Education Lottery Act funds, and funds received from the Children's Education Endowment Fund for school facilities and fixed equipment assistance, to ensure the delivery of academic and arts instruction to students. However, a school district may not transfer funds allocated specifically for state level maintenance of effort requirements under IDEA, funds allocated specifically for state level maintenance of effort requirement for federal program, funds provided for the Education and Economic Development Act, funds provided for Career and Technology Education, *funds provided for technology*, nor *funds* required for debt service or bonded indebtedness. All school districts and special schools of this State may suspend professional staffing ratios and expenditure regulations and guidelines at the sub-function and service area level, except for four-year old programs and programs

~~serving students with disabilities who have Individualized Education Programs... School districts that do not maintain an internet website must transmit all information required by this provision to the Comptroller General in a manner and at a time determined by the Comptroller General to be included on the internet website.~~

Details districts' ability to transfer funds to and from distinct state funding sources. Restricts districts' ability to transfer funds provided for technology, debt service or bonded indebtedness. Removes requirement that districts must transmit information to the Comptroller General if the district does not maintain an internet website because all districts now maintain an internet website.

HOUSE AND SENATE:

~~1A.23. (SDE-EIA: Reading) Of the funds appropriated for reading/literacy, the Department of Education, schools, and districts shall ensure that resources are utilized to improve student achievement in reading/literacy. To focus on the importance of early reading and writing skills and to ensure that all students acquire reading/literacy skills by the end of grade three, fifty percent of the appropriation shall be directed toward acquisition of reading proficiency to include, but not be limited to, strategies in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Forty percent of the appropriation shall be directed toward classroom instruction and intervention to focus on struggling readers and writers in grades four through eight. Ten percent of the appropriation should be directed toward acceleration to provide additional opportunities for deepening and refinement of literacy skills.~~

~~Fifty percent of the funds shall be allocated to school districts based on the number of weighted pupil units in each school district in proportion to the statewide weighted pupil units using the one hundred thirty five day count of the prior school year. Fifty percent of the funds shall be *The funds* allocated to the Department of Education *for reading shall be used* to provide districts with research-based strategies and professional development and to work directly with schools and districts to assist with implementation of research-based strategies. When providing professional development the department and school districts must use the most cost effective method and when able utilize ETV to provide such services throughout the state. The department shall provide for an evaluation to review first year implementation activities and to establish measurements for monitoring impact on student achievement.~~

Removes requirement that SCDE evaluate implementation of reading activities. Removes specific requirements regarding how SCDE must utilize the funds. The portion of funds allocated to school districts for reading are consolidated into the EIA line item appropriation Aid to Districts.

HOUSE:

~~1A.25. (SDE-EIA: Professional Development) Of the funds appropriated for professional development, up to \$500,000 may be expended for gifted and talented teacher endorsement and certification activities. *Additionally, \$485,000 shall be allocated to the Youth Learning Institute at Clemson University to implement two professional development programs in four middle schools in school year 2018-19 to assist educators in teaching students how to become self-regulated and self-directed learners. The institute must provide to the department evidence of the impact of the program and information on how the model may be scaled statewide.* The balance of EIA funds appropriated for professional development must be allocated to districts based on the number of weighted pupil units in each school district in proportion to the statewide weighted pupil units using the one hundred thirty five day count of the prior school year. The funds must be expended on professional development for certificated instructional and instructional leadership personnel in grades kindergarten through twelve across all content areas, including teaching in and through the arts and using technology in classroom instruction. No more than twenty five percent of the funds appropriated for professional development may be retained by the Department of Education for the administration and provision of other professional development services which must be targeted to districts who are or were the original trial and plaintiff school districts in the Abbeville law suit to increase the~~

~~capacity of educators and leaders in those districts.~~ The Department of Education must provide professional development on assessing student mastery of the content standards through classroom, formative and end-of-year assessments. The Department of Education also must post on the agency's website the South Carolina Professional Development Standards and provide training through telecommunication methods to school leadership on the professional development standards. The department is authorized to carry forward and expend professional development funds for the same purpose.

Of the funds appropriated to the Department of Education for professional development, \$485,000 must be allocated to Clemson University's Youth Leadership Institute (YLI) to implement two professional development programs in four middle schools during 2018-19 to assist educators in teaching students self-regulation and self-direction. This was a recommendation of the EOC. YLI must provide evidence of program impact and how model may be scaled statewide to SCDE. Funds allocated to districts for professional development were consolidated into the EIA line item Aid to Districts.

SENATE:

~~1A.25. (SDE-EIA: Professional Development) Of the funds appropriated for professional development, up to \$500,000 may be expended for gifted and talented teacher endorsement and certification activities. The balance of EIA funds appropriated for professional development must be allocated to districts based on the number of weighted pupil units in each school district in proportion to the statewide weighted pupil units using the one hundred thirty-five day count of the prior school year. The funds must be expended on professional development for certificated instructional and instructional leadership personnel in grades kindergarten through twelve across all content areas, including teaching in and through the arts and using technology in classroom instruction. No more than twenty-five percent of the funds appropriated for professional development may be retained by the Department of Education for the administration and provision of other professional development services which must be targeted to districts who are or were the original trial and plaintiff school districts in the Abbeville law suit to increase the capacity of educators and leaders in those districts.~~ The Department of Education must provide professional development on assessing student mastery of the content standards through classroom, formative and end-of-year assessments. The Department of Education also must post on the agency's website the South Carolina Professional Development Standards and provide training through telecommunication methods to school leadership on the professional development standards. The department is authorized to carry forward and expend professional development funds for the same purpose.

Of the funds appropriated for professional development, SCDE must provide support on assessing student mastery of content standards through assessments. SCDE must post professional development standards on its website and provide training through telecommunication methods. Removes allocation of \$485,000 to Clemson University.

HOUSE AND SENATE:

1A.27. (SDE-EIA: Adult Education) A minimum of thirty percent of the funds appropriated for adult education must be allocated to school districts to serve adult education students between the ages of seventeen and twenty-one who are enrolled in programs leading to a state high school diploma, state high school equivalency diploma (GED), or career readiness certificate (WorkKeys). The remaining funds will be allocated to districts based on a formula which includes factors such as target populations without a high school credential, program enrollment the previous school year, number of students making an educational gain the previous school year, and performance factors such as number of high school credentials and career readiness certificates awarded the previous school year. Overall levels of state funding must meet the federal requirement of state maintenance of effort. Each school district must collect information from both the student and the school including why the student has enrolled in Adult Education and whether or not the student is pursuing a GED or Diploma. The school district must then provide a quarterly report to the

Department of Education and must include the unique student identifier. The department, in turn, will provide summary information to the House Ways and Means Committee, the House Education and Public Works Committee, the Senate Finance Committee and the Senate Education Committee on the information. Up to a maximum of \$300,000, of funds may be used to establish an initiative by which qualifying adult education students may qualify for a free high school equivalency test. The Department of Education shall establish guidelines for the free high school equivalency testing initiative.

Removes reference to WorkKeys as the statewide test for obtaining a career readiness certificate through adult education programs.

HOUSE AND SENATE:

1A.29. Companion to 1.58 (SDE-EIA: Full-Day 4K) Eligible students residing in a school district that met the poverty level for participation in the prior school year are eligible to participate in the South Carolina Early Reading Development and Education Program in the current school year. Public and private providers shall be funded for instructional costs at a rate of ~~\$4,422~~ \$4,510 per student enrolled. Eligible students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall also be eligible for a reimbursement of ~~\$563~~ \$574 per eligible child transported. All providers who are reimbursed are required to retain records as required by their fiscal agent. New providers participating for the first time in the current fiscal year and enrolling between one and six eligible children shall be eligible to receive up to \$1,000 per child in materials and equipment funding, with providers enrolling seven or more such children eligible for funding not to exceed \$10,000. Providers receiving equipment funding are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps. The Department of Education shall only provide funding for public school students whose complete records have been entered into PowerSchool ~~and end-of-year adjustments shall be based on the one hundred and thirty-five day student average daily membership.~~

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

Of the funds appropriated, \$300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by January fifteenth of each year. To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day four-year-old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades.

Increased the per pupil cost by almost 2 percent, from \$4,422 to \$4,510 and increased transportation reimbursement by \$101 to \$574 per eligible child transported.

HOUSE:

1A.30. (SDE-EIA: Aid to Districts) Funds appropriated in Part IA, Section 1, VIII.A.1. Aid to Districts shall be dispersed at least quarterly to school districts ~~based on the number of weighted pupil units~~. Of the funds appropriated for Aid to Districts, the department is authorized to withhold up to \$350,000 in order to provide technology technical assistance to school districts. For the current fiscal year, the remaining funds shall be allocated to districts based on the number of weighted pupil units with no district receiving less funds than the district received in the prior fiscal year as a result of consolidating the following EIA line items into the Aid to Districts line item: Aid to Districts-Technology; Reading; and Professional Development.

SCDE is authorized to withhold up to \$350,000 to provide technology technical assistance to school districts. Remaining funds shall be allocated to districts based on weighted pupil units with no district receiving less than the district received in the prior fiscal year, due consolidating EIA line items into the Aid to Districts line item.

SENATE:

1A.30. (SDE-EIA: Aid to Districts) Funds appropriated in Part IA, Section 1, VIII.A.1. Aid to Districts shall be dispersed monthly to school districts ~~based on the number of weighted pupil units~~. For the current fiscal year, the remaining funds shall be allocated to districts based on the number of weighted pupil units

Senate version differs from House version. Senate requires Aid to Districts to be dispersed monthly instead of quarterly. Also does not specify minimum amount of funds to be received.

HOUSE AND SENATE:

1A.34. (SDE-EIA: Partnerships/Other Agencies & Entities) For the current fiscal year, agencies and other entities receiving funds appropriated in Part IA, Section 1, VIII.E F, will continue to report annually to the Education Oversight Committee (EOC). Any entity receiving funds that must flow through a state agency will receive those funds through the EOC, unless requested in writing by the entity to match federal or other funds. The EOC will make funding recommendations to the Governor and General Assembly as part of the agency's annual budget request.

A state agency may request in writing for funds flowing through the EOC to be used to match federal or other funds. This was a recommendation of the EOC.

HOUSE:

1A.36. (SDE-EIA: Teacher Salaries/SE Average) The projected Southeastern average teacher salary shall be the average of the average teachers' salaries of the southeastern states as projected by the Revenue and Fiscal Affairs Office. For the current school year the Southeastern average teacher salary is projected to be \$51,966 \$51,152. 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.

Southeastern average teacher salary is projected to decrease from \$51,966 to \$51,152. The actual average teacher salary in South Carolina in 2016-17 was \$50,050.

SENATE FINANCE:

1A.36. (SDE-EIA: Teacher Salaries/SE Average) The projected Southeastern average teacher salary shall be the average of the average teachers' salaries of the southeastern states as projected by the Revenue and Fiscal Affairs Office. For the current school year the Southeastern average teacher salary is projected to be ~~\$51,966~~ \$52,152. The General Assembly remains desirous of raising the average teacher salary in South Carolina through incremental increases over the next few years so as to make such equivalent to the national average teacher salary.

The statewide minimum teacher salary schedule used in Fiscal Year ~~2016-17~~ 2017-18 will continue to be used in Fiscal Year ~~2017-18~~ 2018-19 and the starting salary shall be increased to \$32,000 with the remaining salary schedule increased by one percent.

Additionally, for the current fiscal year, a local school district board of trustees must increase the salary compensation for all eligible certified teachers employed by the district by no less than one year of experience credit using the district salary schedule utilized the prior fiscal year as the basis for providing the step. Application of this provision must be applied uniformly for all eligible certified teachers. For Fiscal Year 2018-19, the requirement that school districts maintain local salary supplements per teacher no less than their prior fiscal year level is suspended if additional State funds fill the gap.

Differs from House version by requiring starting teacher salary be increased to \$32,000 with the remaining salary scheduled increased by one percent. For FY 2018-19, the requirement that districts maintain local salary supplements per teacher no less than prior fiscal year level is suspended if additional state funds fill the gap.

HOUSE:

1A.41. (SDE-EIA: EOC Partnerships for Innovation) Of the funds appropriated or carried forward from the prior fiscal year, the Education Oversight Committee is directed to participate in public-private partnerships to promote innovative ways to transform the assessment of public education in South Carolina that support increased student achievement in reading and college and career readiness. ... The Education Oversight Committee and the Department of Education shall recommend to the Senate Finance Committee and to the House Ways and Means Committee a plan to develop and implement a strategic grants process for reviewing, awarding, and monitoring innovative education strategies in schools and districts. The plan would identify the process and priority areas for funding that address the educational needs of the state. The plan must be submitted by January 15, ~~2018~~ 2019.

Plan to identify process and priority areas for funding innovative education strategies changed to January 15, 2019.

SENATE:

1A.41. (SDE-EIA: EOC Partnerships for Innovation) Of the funds appropriated or carried forward from the prior fiscal year, the Education Oversight Committee is directed to participate in public-private partnerships to promote innovative ways to transform the assessment of public education in South Carolina that support increased student achievement in reading and college and career readiness. The Education Oversight Committee may provide financial support to districts and to public-private partnerships for planning and support to implement, sustain and evaluate the innovation and to develop a matrix and measurements of student academic success based on evidence-based models. These funds may also be used to support the innovative delivery of science, technology, and genetic education and exposure to career opportunities in science, including mobile science laboratory programs, to students enrolled in the Abbeville equity school districts and students in high poverty schools. These funds may also focus on creating public-private literacy partnerships utilizing a 2:1 matching funds provision when the initiative employs research-based methods, has demonstrated success in increasing reading proficiency of struggling readers, and works directly with high poverty schools and districts. The committee will work to expand the engagement of stakeholders including state agencies and boards like the Educational Television

Commission, businesses, and higher education institutions. The committee shall annually report to the General Assembly on the measurement results.

~~The Education Oversight Committee and the Department of Education shall recommend to the Senate Finance Committee and to the House Ways and Means Committee a plan to develop and implement a strategic grants process for reviewing, awarding, and monitoring innovative education strategies in schools and districts. The plan would identify the process and priority areas for funding that address the educational needs of the state. The plan must be submitted by January 15, 2018.~~

Differs from House by removing requirement that EOC and SCDE develop a plan to implement a strategic grants process for innovative education strategies in schools and districts.

SENATE:

1A.42. (SDE-EIA: Aid to Districts Draw Down) For the current fiscal year, in order to draw down funds appropriated in Part IA, Section 1, VIII.A.1, Aid to Districts, school districts, Palmetto Unified District and the Department of Juvenile Justice must work with local law enforcement agencies, and when necessary, state law enforcement agencies in order to ensure that the district has an updated school safety plan in place. The safety plan must include safety directives in the classroom, a safe student and staff exit strategy and necessary safety staff. Notice of completion of the updated plan must be submitted to the Department of Education no later than September first, of the current fiscal year. *In the current fiscal year, school districts may continue to negotiate with local law enforcement for the provision of School Resource Officers.* The department must report to the Chairman of the House Ways and Means Committee, the Chairman of the House Education and Public Works Committee, the Chairman of the Senate Finance Committee and the Chairman of the Senate Education Committee by September thirtieth, of the current fiscal year, on any districts that failed to submit an updated plan.

Allows districts to negotiate with local law enforcement for the provision of School Resource Officers.

HOUSE:

1A.48. (SDE-EIA: Surplus) For Fiscal Year ~~2017-18~~ *2018-19*, EIA cash funds from the prior fiscal year and EIA funds not otherwise appropriated or authorized must be carried forward and expended on the following items in the order listed:

- ~~1. Computer Science Task Force - \$400,000;~~
- ~~2. 1. EOC-Partnerships - \$6,281,500 \$4,559,000; and~~
- ~~3. 2. Industry Certification - \$3,000,000;~~
- ~~4. SDE School Districts Capital Improvement Plan - \$55,828,859;~~
- ~~5. SDE Technical Assistance - \$1,308,500; and~~
- ~~6. SDE K-12 Funding Gap - \$450,000.~~

~~The Department of Education shall disburse the funds for the K-12 Funding Gap proportionately to school districts that, in the current fiscal year, are cumulatively appropriated and allocated at least eight percent less state funds than the school district was appropriated and allocated in Fiscal Year 2016-17. For purposes of this proviso, state funds includes Education Improvement Act funds. Further, the amounts appropriated and allocated in Part IA and Sections 1 and 1A of this Part IB, shall be considered for purposes of determining whether a school district received less state funds.~~

Unused EIA cash funds must be carried forward and appropriated in the order listed: (1) EOC Partnerships \$4,559,000 and (2) Industry Certification \$3,000,000.

SENATE:

1A.48. (SDE-EIA: Surplus) For Fiscal Year ~~2017-18~~ *2018-19*, EIA cash funds from the prior fiscal year and EIA funds not otherwise appropriated or authorized must be carried forward and expended on the following items in the order listed:

1. Computer Science Task Force - \$400,000;
2. ~~1.~~ EOC-Partnerships - \$6,281,500 *\$5,109,000; and*
3. ~~2.~~ Industry Certification - \$3,000,000; *\$2,450,000.*
4. ~~SDE School Districts Capital Improvement Plan - \$55,828,859;~~
5. ~~SDE Technical Assistance - \$1,308,500; and~~
6. ~~SDE K-12 Funding Gap - \$450,000.~~

~~The Department of Education shall disburse the funds for the K-12 Funding Gap proportionately to school districts that, in the current fiscal year, are cumulatively appropriated and allocated at least eight percent less state funds than the school district was appropriated and allocated in Fiscal Year 2016-17. For purposes of this proviso, state funds includes Education Improvement Act funds. Further, the amounts appropriated and allocated in Part IA and Sections 1 and 1A of this Part IB, shall be considered for purposes of determining whether a school district received less state funds.~~

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

Differs from House version by increasing EOC Partnership line item to \$5.109 million and decreasing Industry Certification to \$2.45 million. Allows carry forward and other unappropriated funds to be used for transportation or buses.

HOUSE AND SENATE:

1A.49. (SDE-EIA: Public Charter Pupil Counts) With funds appropriated to *charter schools sponsored by either the South Carolina Public Charter School District or a registered Institution of Higher Education*, the ~~district sponsor~~ must require each charter school to submit a student attendance report for the 5th, 45th, 90th and 135th days. Reporting requirements shall include both Average Daily Membership and Weighted Pupil Unit membership. The South Carolina Public Charter School District *or a registered Institution of Higher Education* shall then provide the data for each charter school to the Department of Education. Quarterly, the department will submit the information to the House Ways and Means Committee, the House Education and Public Works Committee, the Senate Finance Committee and the Senate Education Committee.

The South Carolina Public Charter School District *or a registered Institution of Higher Education* must also require each virtual charter school to collect the following information: (1) the reason or reasons why each student enrolled in the virtual charter school district from both the parent(s) and the referring school district; and (2) the reason or reasons why a student withdrew from the virtual charter school district. This data must be provided to the Department of Education quarterly and must include the unique student identifier. The department, in turn, will provide summary information to the House Ways and Means Committee, the House Education and Public Works Committee, the Senate Finance Committee and the Senate Education Committee on the enrollment and withdrawal information *on June 30th of the current fiscal year*.

Expands funding for pupil charter counts to include any registered higher education institution that sponsors a charter school, as well as the SCPCSD.

HOUSE AND SENATE:

1A.50. (SDE-EIA: South Carolina Public Charter School ~~District~~ Funding) The funds appropriated in Part IA, Section VIII. ~~GH.~~ - South Carolina Public Charter School ~~District~~ *Statewide Sponsor* must be allocated in the following manner to students at charter schools within the South Carolina Public Charter School District *or within a registered Institution of Higher Education*: Pupils enrolled in virtual charter schools sponsored by the South Carolina Public Charter School District *or a registered Institution of Higher Education* shall receive \$1,900 per weighted pupil and pupils enrolled in brick and mortar charter schools sponsored by the South Carolina Public Charter School District *or a registered Institution of Higher Education* shall receive \$3,600 per weighted pupil. Any unexpended funds, not to exceed ten percent of

the prior year appropriation, must be carried forward from the prior fiscal year and expended for the same purpose. Any unexpended funds exceeding ten percent of the prior year appropriation must be transferred to the Charter School Facility Revolving Loan Program established in Section 59-40-175. For Fiscal Year ~~2017-18~~ 2018-19, the timelines set forth for ruling on charter school applications are extended for sixty calendar days for all applications submitted to the South Carolina Public Charter School District if the district determines that an applicant should be permitted to amend its application to meet the requirements of Section 59-40-60 and Section 59-40-70, of the 1976 Code, based on an applicant's proposal to address an existing achievement gap utilizing an evidence-based educational program in an underserved geographical area of the state including, but not limited to, charter schools proposed to be located in any school district that is a plaintiff in the Abbeville law suit. The South Carolina Public Charter School District shall report to the Senate Finance Committee and the House Ways and Means Committee on the outcomes of this extended time for a hearing at the end of the application cycle.

Expands funding for pupil charter counts to include any registered higher education institution that sponsors a charter school, as well as the SCPCSD.

HOUSE:

~~1A.51. (SDE-EIA: Low Achieving Schools) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, \$500,000 must be allocated to support up to three low-achieving schools in designing and planning for implementation innovative, research-based strategies focused on recruiting and retaining highly effective teachers and on increasing time-on-task through the amount of time, the quality of instruction and the engagement of students. The committee will assist the schools in determining the evidence that will be collected to measure the effectiveness of the initiative and in identifying resources to support the initiative and in collaborating with TransformSC.~~

Removes requirement that EOC allocate \$500,000 to support up to three low achieving schools in implementing strategies to recruit and retain highly effective teachers and on increasing time on task.

SENATE:

1A.51. (SDE-EIA: Low Achieving Schools) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, ~~\$500,000~~ \$375,000 must be allocated to support up to three low-achieving schools in designing and planning for implementation innovative, research-based strategies focused on recruiting and retaining highly effective teachers and on increasing time-on-task through the amount of time, the quality of instruction and the engagement of students. The committee will assist the schools in determining the evidence that will be collected to measure the effectiveness of the initiative and in identifying resources to support the initiative and in collaborating with TransformSC.

Differs from House deletion of proviso. Directs EOC to provide \$375,000 of Partnerships for Innovation funds to be allocated to support up to three low-achieving schools and to collaborate with TransformSC.

HOUSE:

~~1A.52. (SDE-EIA: TransformSC) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, at least \$400,000 shall be allocated to the TransformSC public-private project.~~

Removes \$400,000 in funding for TransformSC.

SENATE:

1A.52. (SDE-EIA: TransformSC) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, at least ~~\$400,000~~ \$300,000 shall be allocated to the TransformSC public-private project.

Differs from House deletion of proviso and allocates \$300,000 to TransformSC.

HOUSE AND SENATE:

1A.54. (SDE-EIA: Charter School Funding-Chartered by Institution of Higher Education) Pupils enrolled in a brick and mortar charter school authorized by an approved institution of higher education located in this state shall receive \$3,600 per weighted pupil and pupils enrolled in a virtual charter school authorized by an approved institution of higher education located in this state shall receive \$1,900 per weighted pupil from the funds appropriated in Part IA, Section VIII.G.—South Carolina Public Charter School—Institution of Higher Education. Any unexpended funds, not to exceed ten percent of the prior year appropriation, must be carried forward from the prior fiscal year and expended for the same purpose. Any unexpended funds exceeding ten percent of the prior year appropriation must be transferred to the Charter School Facility Revolving Loan Program established in Section 59-40-175, of the 1976 Code.

Deletes proviso regarding per pupil funding for pupils enrolled in a virtual charter school or brick and mortar charter school authorized by an approved higher ed institution. The language is contained in proviso 1A.50.

HOUSE:

1A.55. (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~~ ten percent average annual teacher turnover, as reported on the districts' five most recent district report cards issued by the South Carolina Department of Education, 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) of this section, pursuant to the obligations and restrictions stated for each.

(3) Institutions of higher education eligible 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 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) South Carolina Teachers Loan forgiveness at a rate of one year for every two years of service as a teacher in an eligible district, unless otherwise eligible for a greater forgiveness rate under the guidelines of the South Carolina Teachers Loan Program....~~

Removes requirement that teacher incentives provide loan forgiveness at a rate of one year for every two years of service in eligible districts because program guidelines are being amended. Proviso also amends

district eligibility to receive these EIA funds. Eligible districts having a ten percent average annual teacher turnover rate, rather than an eleven percent average annual teacher turnover rate would be eligible for funding.

SENATE:

1A.55. (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, may make application to participate in the program...

At a minimum, the incentives shall include:

~~(1) South Carolina Teachers Loan forgiveness at a rate of one year for every two years of service as a teacher in an eligible district, unless otherwise eligible for a greater forgiveness rate under the guidelines of the South Carolina Teachers Loan Program.~~

Like House, removes requirement that teacher incentives provide loan forgiveness at a rate of one year for every two years of service in eligible districts because program guidelines are being amended. Differs from House version by maintaining requirement of eleven percent average teacher turnover as eligibility requirement for CERRA's program to recruit and retain teachers in rural and underserved districts.

HOUSE AND SENATE:

1A.57. – Companion to 1.62 (SDE-EIA: Reading/Literacy Coaches) (A) Funds appropriated for Reading/Literacy Coaches must be allocated to school districts by the Department of Education as follows: ~~(1) for each primary and elementary school in which twenty percent or more of the students scored below “meets expectations” on the reading sub score of the English language arts test in the most recent year for which such data are available, the school district shall be eligible to receive the lesser of up to \$62,730, or the actual cost of salary and benefits for a full-time reading/literacy coach; and~~

~~(2) for each elementary school in which fewer than twenty percent of the students scored as referenced in (A)(1), the school district shall be eligible to receive the lesser of up to \$31,365 or fifty percent of the actual cost of salary and benefits for a full-time reading/literacy coach. A school district must provide local support for state funds provided under this paragraph. School districts may use existing local funds currently used for reading assistance as the local support.~~

(B) By accepting these funds, a school district warrants that they will not be used to supplant existing school district expenditures, except for districts that either are currently, or in the prior fiscal year, were paying for reading/literacy coaches with local funds. A district may, ~~however, assign a reading/literacy coach to a primary school rather than to the elementary school to improve the early literacy skills of young children~~ only utilize these funds to employ reading/literacy coaches that may serve in a primary, elementary, or middle school or a combination of these schools depending on the area of highest need in the district. The school district must align the placement of coaches to the district reading plan that is approved by the department.

(C) Funds appropriated for reading/literacy Coaches are intended to be used to provide primary, elementary, and/or middle schools with reading/literacy coaches who shall serve according to the provisions in Chapter 155 of Title 59...

(K) ~~For Fiscal Year 2017-18, if increased funding for reading/literacy coaches is not sufficient to provide additional reading/literacy coaches at each elementary school then the funding must be targeted to the areas~~

of greatest need based on the number of students substantially failing to demonstrate reading proficiency as indicated on the prior year's state assessment

Provides district discretion in the placement of reading coaches in primary, elementary, and/or middle schools.

HOUSE:

1A.58.- Companion to 1.71 (SDE-EIA: Digital Instructional Materials) The Department of Education shall *continue to* create an instructional materials list composed of those items (print and/or digital) that have received State Board of Education approval through the normal adoption process. The department shall continue to work with the publishers of instructional materials to ensure that districts ~~who wish to receive both the digital version and~~ *have options for print/digital student materials to include* class sets of textbooks ~~may be awarded that option~~ *print student editions, if needed*. Funds appropriated for the purchase of ~~textbooks and other~~ instructional materials (*print/digital*) may be used for reimbursing school districts to offset the costs of refurbishing science kits on the state-adopted ~~textbook~~ *instructional materials* inventory, purchasing new kits *or those adopted as supplemental* from the central textbook depository, or a combination of refurbishment and purchase. The refurbishing cost of kits may not exceed the cost of the state-adopted refurbishing kits plus a reasonable amount for shipping and handling. Costs for staff development, personnel costs, equipment, or other costs associated with refurbishing kits on state inventory are not allowable costs. Funds provided for Instructional Materials may be carried forward from the prior fiscal year into the current fiscal year to be expended for the same purposes by the department, school districts, and special schools. These funds are not subject to flexibility. ~~Digital Instructional Materials shall include the digital equivalent of materials and devices.~~

Utilizing the designated funds, the department shall determine a per pupil amount using the prior year's 135-Day Average Daily Membership for unfunded state-adopted digital instructional materials and unvetted digital student materials. These funds shall be made available to all schools to allow one-year access to unfunded digital state-adopted student materials or one-year access to unvetted digital student materials from publishers/vendors and are subject to the procedures outlined below. The use of the unvetted digital student materials shall be the responsibility of the school district.

Unfunded State Adopted Digital Student Materials: The department shall create a digital instructional materials list composed of those items which have received board approval through the normal adoption process but are unfunded. Districts shall use the form available on the department's Instructional Materials website, to request an allocation for one-year digital access by denoting the number of students, grade level, and subject for which the digital materials will be used.

Unvetted Materials: Publishers/vendors shall use the form available on the department's Instructional Materials website to request to have digital student materials added to an unvetted list of instructional materials that have not been evaluated through the instructional materials adoption process or approved by the board. Publishers/vendors are required to register and submit to the department the one-year cost with product information, a completed brief, and correlations of the digital student materials to the appropriate academic standards, career and technology education course standards, or other program areas which are not addressed within the standards. Information in the brief shall include the intended course or subject area with the assigned Instructional Activity Code, the readability level, documentation of compliance to ensure the digital instructional materials are accessible to students with disabilities, and other specific descriptive information as required by the State Superintendent of Education. Failure to provide completed brief and correlation will automatically exclude the digital materials from the unvetted list. Previously reviewed instructional materials will be excluded from the list of unvetted digital materials. Should the publisher/vendor submit the unvetted materials for review as part of a call for bids for instructional materials, the bid materials will be removed from the unvetted listing.

A district shall use the form available on the department's Instructional Materials website to request an allocation for which the unvetted digital materials will be used by denoting the number of students, grade level, and subject with the assigned Instructional Activity Code. The department shall not be responsible

for the use by schools of the unvetted digital materials including the content, alignment to standards, lack of accessibility for students with disabilities, quality, or any other aspect of the digital materials. The unvetted digital materials shall not be placed on state contract; therefore, the availability and cost of these materials will not be assured.

Any funds appropriated for digital instructional materials which have not been encumbered by January 15, shall be used by the department to purchase unfunded state adopted instructional materials.

Allows districts to utilize unfunded state-adopted digital student materials. SCDE will determine a per pupil amount using prior year's 135-Day Average Daily Membership. An unvetted list of instructional materials will be available to districts, and districts can request an allocation for which unvetted digital materials may be used, but SCDE is not responsible for use of unvetted materials.

SENATE:

1A.58. (SDE-EIA: Digital Instructional Materials) The Department of Education shall continue to create an instructional materials list composed of those items (print and/or digital) that have received State Board of Education approval through the normal adoption process. The department shall continue to work with the publishers of instructional materials to ensure that districts ~~who wish to receive both the digital version and have options for print/digital student materials to include~~ class sets of textbooks ~~may be awarded that option print student editions, if needed.~~ Funds appropriated for the purchase of ~~textbooks and other~~ instructional materials (*print/digital*) may be used for reimbursing school districts to offset the costs of refurbishing science kits on the state-adopted ~~textbook~~ *instructional materials* inventory, purchasing new kits *or those adopted as supplemental* from the central textbook depository, or a combination of refurbishment and purchase. The refurbishing cost of kits may not exceed the cost of the state-adopted refurbishing kits plus a reasonable amount for shipping and handling. Costs for staff development, personnel costs, equipment, or other costs associated with refurbishing kits on state inventory are not allowable costs. Funds provided for Instructional Materials may be carried forward from the prior fiscal year into the current fiscal year to be expended for the same purposes by the department, school districts, and special schools. These funds are not subject to flexibility. ~~Digital Instructional Materials shall include the digital equivalent of materials and devices.~~

Removes requirements regarding unvetted and unfunded state-adopted instructional materials.

HOUSE AND SENATE:

1A.59. (SDE-EIA: 4K Early Literacy Competencies Assessments) Of the funds carried forward from the full-day 4K program from the previous fiscal year, the Department of Education is authorized to expend up to \$800,000 on assessments and professional development to analyze the early literacy competencies of children in publicly funded prekindergarten. If these funds are not available, funds appropriated and/or authorized for assessment shall be used to administer the prekindergarten assessments. The department shall manage the administration of assessments that analyze the early literacy and language development of children in publicly funded prekindergarten as done in the prior fiscal year. Each school district and private provider participating in a publicly funded prekindergarten program will administer one of the formative assessments selected by the department to each child eligible for and enrolled in a publicly funded prekindergarten program during the first forty-five days of the school year and during the last forty-five days of the school year. Accommodations that do not invalidate the results of these assessments must be provided in the manner set forth by the student's Individualized Education Program or 504 Accommodations Plan and for students who are Limited English Proficient according to their LEP Plan. The department will provide the assessment data to the Education Oversight Committee. The results of the assessment and the developmental intervention strategies recommended or services needed to address the child's identified needs must also be provided, in writing, to the parent or guardian. The assessment may not be used to deny a student to admission to prekindergarten.

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

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

SCDE directed to use CERDEP carry forward funds for assessment. If these funds are not available, funds appropriated and/or authorized for assessment shall be used to administer the prekindergarten assessments. Accommodations that do not invalidate the results of these assessments must be provided in the manner set forth by the student's Individualized Education Program or 504 Accommodations Plan and for students who are Limited English Proficient according to their LEP Plan.

HOUSE AND SENATE:

1A.61. – Companion to 1.72 (SDE-EIA: CDEPP Unexpended Funds) For Fiscal Year ~~2017-18~~ *2018-19*, the Office of First Steps to School Readiness is permitted to retain the first \$1,000,000 of any unexpended CDEPP funds of the prior fiscal year and expend these funds to enhance the quality of the full-day 4K program in private centers and provide professional development opportunities.

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

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

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

membership or later student average daily membership for districts choosing to extend the program past one hundred and eighty days. Funds may also be used to provide professional development and quality evaluations of programs.

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

Updates fiscal year reference to FY 2018-19. Authorizes SCDE and First Steps to expend carry forward funds to districts with documented waiting lists and were funded an extended program proviso in the prior school year. Requires SCDE and First Steps to collect waiting lists and determine a process to notify parents of eligible students of available slots in all approved providers.

HOUSE AND SENATE:

~~1A.62. (SDE-EIA: College and Career Readiness) Funds appropriated to the Department of Education for District College and Career Readiness Assistance must first be used to increase the capacity of districts that are or were the original trial and plaintiff school districts in the Abbeville law suit. Funds shall be used by the department to provide assistance to districts using appropriately experienced educators with demonstrated effectiveness in instructional leadership. Support shall include professional development, standards and learning support, instructional support, data analysis and leadership development resources to ensure that educators are equipped with the tools to provide students with high quality, personalized learning that supports the Profile of the South Carolina Graduate. The department shall report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee on how these funds were expended.~~

Removes requirement that funds for District College and Career Readiness Assistance must first be used to serve Abbeville law suit districts. Funds have been expended.

HOUSE:

1A.65. (SDE-EIA: Digital Learning) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, \$1,300,000 \$1,900,000 must be authorized for schools or school districts that have poverty indices of eighty percent or greater based on the poverty index utilized the prior fiscal year that was student eligibility for the free or reduced price lunch program and Medicaid, or are a trial or plaintiff district in the Abbeville equity lawsuit. In these districts, the EOC will pilot a program that provides school districts with digital learning tools, digital resources, the curriculum foundry, technical support, and professional development.

Increase in funding for digital learning tools, resources, technical support and professional development from \$1.3 million to \$1.9 million. Focus on schools with poverty indices of 80 percent or greater.

SENATE:

1A.65. (SDE-EIA: Digital Learning) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, \$1,300,000 \$1,425,000 must be authorized for schools or school districts that have poverty indices of eighty percent or greater based on the poverty index utilized the prior fiscal year that was student eligibility for the free or reduced price lunch program and Medicaid, or are a trial or plaintiff district in the Abbeville equity lawsuit. In these districts, the EOC will pilot a program that

provides school districts with digital learning tools, digital resources, the curriculum foundry, technical support, and professional development.

Differs from House version by decreasing the amount available for digital learning from \$1.9 million to \$1.425 million.

HOUSE AND SENATE:

~~1A.66. (SDE-EIA: South Carolina IT Academy) Of the funds appropriated for the South Carolina IT Academy, the Department of Education shall procure an IT Academy for public schools statewide in the coming school year. The IT Academy must offer certification opportunities for educators to receive Teacher Certification Exams and for students to receive certifications in an office suite of products in the middle grades and programming credentials in high school. The procurement shall include official curriculum, e learning, E books, exams, software and lesson plans.~~

No longer requires SCDE to procure an IT Academy for public schools statewide. Funds not appropriated.

HOUSE:

1A.68. (SDE-EIA: Low Achieving Schools) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, \$500,000 ~~\$409,000~~ shall be allocated to parent support initiatives and afterschool programs in historically underachieving communities.

Decreases funding for EOC for parent support initiatives and afterschool programs in underachieving programs from \$500,000 to \$409,000.

SENATE:

1A.68. (SDE-EIA: Low Achieving Schools) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, \$500,000 ~~\$306,750~~ shall be allocated to parent support initiatives and afterschool programs in historically underachieving communities.

Differs from House by decreasing amount for parent support and afterschool initiatives from \$409,000 to \$306,750.

HOUSE:

~~1A.69. (SDE-EIA: EOC Military-Connected Children) Of the funds allocated for Partnerships for Innovation, the Education Oversight Committee is directed to expend \$300,000 to initiate in at least two school districts with high military density, a pilot program that will provide training, services, resources and research to teachers, counselors, mental health professionals, school nurses, service providers and military parents. The objective of the pilot is to increase the level of educational quality and support for military-connected children. The training and services must be provided by a non-profit entity that is an NBCC Approved Continuing Education Provider and is an authorized provider by the international Association for Continuing Education and Training (IACET). Pursuant to its responsibilities under Act 289 of 2014, the Education Oversight Committee will report on the expenditure of these funds and post-training evaluations in its annual report on the educational performance of military-connected children.~~

Deletes funding for EOC to expend \$300,000 for educator and school staff training and military parents regarding strategies to support military connected students. Instead, House on May 3, 2018 allocated \$350,000 in lottery fund revenues to military-connected students.

SENATE:

1A.69. (SDE-EIA: EOC Military-Connected Children) Of the funds allocated for Partnerships for Innovation, the Education Oversight Committee is directed to expend ~~\$300,000~~ \$225,000 to initiate in at least two school districts with high military density, a pilot program that will provide training, services, resources and research to teachers, counselors, mental health professionals, school nurses, service providers and military parents. The objective of the pilot is to increase the level of educational quality and support for military-connected children. The training and services must be provided by a non-profit entity that is an NBCC-Approved Continuing Education Provider and is an authorized provider by the international Association for Continuing Education and Training (IACET). Pursuant to its responsibilities under Act 289 of 2014, the Education Oversight Committee will report on the expenditure of these funds and post-training evaluations in its annual report on the educational performance of military-connected children.

Differs from House version by retaining proviso to fund support for military-connected children and allocates \$225,000 in funding for initiative.

HOUSE:

~~**1A.70.** (SDE-EIA: STEM Labs) Of the funds allocated for Partnerships for Innovation, the Education Oversight Committee is directed to expend \$300,000 for customized STEM labs. The Education Oversight Committee shall work with the Department of Education, Office of Standards and Learning to solicit interested middle schools from the Abbeville trial and plaintiff districts to participate in implementing a STEM based curriculum. The pilot sites will receive a customized 6th-8th grade STEM curriculum designed to address the needs of local industry. The curriculum provided will be aligned to state standards and certified by ACT WorkKeys and will include hands on, problem based student labs. The curriculum will also be certified by ACT WorkKeys. Teachers in the pilot sites will receive ongoing, year long professional development on cross curricular STEM implementation that will be aligned to state standards as well and the district strategic plan.~~

Deletes EOC funding of \$300,000 for customized STEM labs in Abbeville trail and plaintiff district middle schools.

SENATE:

1A.70. (SDE-EIA: STEM Labs) Of the funds allocated for Partnerships for Innovation, the Education Oversight Committee is directed to expend ~~\$300,000~~ \$225,000 for customized STEM labs. The Education Oversight Committee shall work with the Department of Education, Office of Standards and Learning to solicit interested middle schools from the Abbeville trial and plaintiff districts to participate in implementing a STEM based curriculum. The pilot sites will receive a customized 6th - 8th grade STEM curriculum designed to address the needs of local industry. The curriculum provided will be aligned to state standards and certified by ACT WorkKeys and will include hands-on, problem based student labs. The curriculum will also be certified by ACT WorkKeys. Teachers in the pilot sites will receive ongoing, year-long professional development on cross curricular STEM implementation that will be aligned to state standards as well and the district strategic plan.

Retains STEM lab funding for \$225,000, which was removed from House version of budget.

HOUSE through May 3, 2018:

1A.72. (SDE-EIA: National Board Certification Incentive) Public school classroom teachers, to include teachers employed at the special schools or classroom teachers who work with classroom teachers, to include teachers employed at the special schools who are certified by the State Board of Education and who have been certified by the National Board for Professional Teaching Standards or completed the application process prior to July 1, 2010 shall be paid a \$7,500 salary supplement beginning July first in the year following the year of achieving certification, beginning with 2009 applicants. The special schools include

the Governors School for Science and Math, Governors School for the Arts and Humanities, Wil Lou Gray Opportunity School, John de la Howe School, School for the Deaf and the Blind, Department of Juvenile Justice and Palmetto Unified School District 1. The \$7,500 salary supplement shall be added to the annual pay of the teacher for the length of the national certificate. However, the \$7,500 supplement shall be adjusted on a pro rata basis for the teachers FTE and paid to the teacher in accordance with the districts payroll procedure. In addition, teachers who have applied prior to July 1, 2010 and are certified by the National Board for Professional Teaching Standards shall enter a recertification cycle for their South Carolina certificate consistent with the recertification cycle for national board certification. ...

~~Fiscal Year 2017-18 shall be the final year for eligible teachers to submit the initial application and fee for NBPTS and be eligible to receive the state supplement upon achieving certification. Teachers eligible to receive the state supplement upon achieving certification must have submitted the initial application and fee for NBPTS in Fiscal Year 2017-18. The department is authorized to carry forward funds and only expend them for the same purpose.~~ Appropriations in excess of applicable expenditures shall be distributed to school districts based on the EFA formula.

Sets deadline for teachers eligible to receive the state supplement to have submitted initial application and fee for National Board certification in Fiscal Year 2017-18. Allows Department to carry forward funds and expend them for the same purpose.

SENATE:

1A.72. (SDE-EIA: National Board Certification Incentive) Public school classroom teachers, to include teachers employed at the special schools or classroom teachers who work with classroom teachers, to include teachers employed at the special schools who are certified by the State Board of Education and who have been certified by the National Board for Professional Teaching Standards or completed the application process prior to July 1, 2010 shall be paid a \$7,500 salary supplement beginning July first in the year following the year of achieving certification, beginning with 2009 applicants. The special schools include the Governors School for Science and Math, Governors School for the Arts and Humanities, Wil Lou Gray Opportunity School, John de la Howe School, School for the Deaf and the Blind, Department of Juvenile Justice and Palmetto Unified School District 1. The \$7,500 salary supplement shall be added to the annual pay of the teacher for the length of the national certificate. However, the \$7,500 supplement shall be adjusted on a pro rata basis for the teachers FTE and paid to the teacher in accordance with the districts payroll procedure. In addition, teachers who have applied prior to July 1, 2010 and are certified by the National Board for Professional Teaching Standards shall enter a recertification cycle for their South Carolina certificate consistent with the recertification cycle for national board certification. National board certified teachers who have been certified by the National Board for Professional Teaching Standards or completed the application process prior to July 1, 2010 moving to this State who hold a valid standard certificate from their sending state are exempted from initial certification requirements and are eligible for a professional teaching certificate and continuing contract status. Their recertification cycle will be consistent with national board certification.

For the current fiscal year the salary supplement will be \$5,000 for public school classroom teachers, to include teachers employed at the special schools or classroom teachers who work with classroom teachers, to include teachers employed at the special schools who are certified by the State Board of Education and who complete the application process on or after July 1, 2010, beginning in the year of achieving certification and applies uniformly to all teachers covered under Section 59-26-85(A)(2) of the 1976 Code. The special schools include the Governors School for Science and Math, Governors School for the Arts and Humanities, Wil Lou Gray Opportunity School, John de la Howe School, School for the Deaf and the Blind, Department of Juvenile Justice and Palmetto Unified School District 1. The \$5,000 salary supplement shall be added to the annual pay of the teacher, not to exceed the lesser of, the length of one national certificate cycle. However, the \$5,000 supplement shall be adjusted on a pro rata basis for the teachers FTE and paid to the teacher in accordance with the districts payroll procedure.

Fiscal Year ~~2017-18~~ 2018-19 shall be the final year for eligible teachers to submit the initial application and fee for NBPTS and be eligible to receive the state supplement upon achieving certification. Appropriations in excess of applicable expenditures shall be distributed to school districts based on the EFA formula.

Changes final year for eligible teachers to submit initial application to Fiscal Year 2018-19 but removes requirement that fee also be submitted by this deadline.

SENATE:

~~1A.73. (SDE-EIA: Revolving Student Loan Program Transfer) The State Treasurer shall transfer \$16,000,000 from the EIA Revolving Student Loan Program, Fund 4111, to the Department of Education. The department shall utilize these funds for the School Districts Capital Improvement Plan as set forth in this act.~~

Removes requirement of State Treasurer to transfer \$16 million to SCDE for the School Districts Capital Improvement Plan.

SENATE:

~~1A.74. (SDE-EIA: Abbeville Equity School Districts Capital Improvement Plan) The funds appropriated for the Abbeville Equity School Districts Capital Improvement Plan in Part IA, Section 1, VIII, I, Abbeville Equity School Districts Capital Improvements and by provisos 1.85, 1A.48, 1A.73, and 1A.77 shall be allocated by the Department of Education to eligible school districts for the purpose of funding school facility upgrades. Eligible school districts include any school district that is a plaintiff in the Abbeville law suit or districts with a poverty index of eighty percent or higher. For the purpose of this provision, "school facility" means only facilities necessary for instructional and related supporting purposes including, but not limited to, classrooms, libraries, media centers, laboratories, cafeterias, physical education spaces, related interior and exterior facilities, and the conduit, wiring, and powering of hardware installations for classroom computers or for area network systems. Eligible school facility projects shall include: (a) health and safety upgrades; (b) technology upgrades inside school facilities; (c) upgrades associated with career and technology education programs; and (d) deferred maintenance needs as described in the district's capital improvement plan. For purposes of this provision, school facilities shall not include unimproved real property, centralized district administration facilities, or other facilities, including those normally identified with interscholastic sports activities.~~

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

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

~~Following the close of the fiscal year, the department shall submit an annual report of its Abbeville Equity School Districts Capital Improvement Plan activities for the preceding year to the Governor, the Chairman of the Senate Finance Committee, the Chairman of the House Ways and Means Committee, the Chairman of the Senate Education Committee, and the Chairman of the House Education and Public Works Committee.~~

Removes Abbeville Equity School Districts Capital Improvement Plan because funds were allocated in the current fiscal year.

HOUSE:

~~1A.76. (SDE-EIA: Aid to Districts-Technology) Funds appropriated to the Department of Education for Aid to Districts - Technology shall be distributed to the public school districts of the state, the special schools of the state and the South Carolina Public Charter School District, per pupil, based on the previous year's one hundred thirty-five day average daily membership, according to the below calculations: (1) For a school district with a poverty index of less than 75: \$35 per ADM; (2) For a school district with a poverty index of at least 75 but no more than 85: \$50 per ADM; or (3) For a school district with a poverty index of greater than 85 or a special school with no defined poverty index: \$70 per ADM. Poverty will be defined as determined for the poverty add on weight in Proviso 1.3 of this Act.~~

~~The Department of Education may adjust the per-ADM rates for each of the three classes defined above in order to conform to actual levels of student attendance and available appropriations, provided that the per-ADM rate for each class is adjusted by the same percentage.~~

~~Funds distributed to a school district may only be used for the following purposes: (1) To improve external connections to schools, with a goal of reaching at least 100 kilobits per second, per student in each school by 2017; (2) To improve internal connections within schools, with a goal of reaching at least 1 megabit per second, per student in each school by 2017; or (3) To develop or expand one-to-one computing initiatives.~~

~~A school district that has achieved each of the above goals may submit a plan to the K-12 Technology Committee for permission to expend its allocation on other technology-related uses; such permission shall not be unreasonably withheld and the K-12 Technology Committee must permit districts to appeal any process should a district not receive approval and must provide technical assistance to districts in developing plans should the district request such.~~

~~Funds appropriated may not be used to supplant existing school district expenditures on technology. By June 30, 2018, each school district that receives funding during Fiscal Year 2017-18 must provide the K-12 Technology Committee with an itemized report on the amounts and uses of these funds, using a form developed by the Education Oversight Committee. In this report, a school district must provide information on its efforts to obtain reimbursements through the "E-Rate" Schools and Libraries Program administered by the Universal Service Administrative Company. Within its available resources, the K-12 Technology Committee shall support school districts' efforts to obtain these reimbursements.~~

~~Deletes requirement that SCDE to distribute "Aid to Districts – Technology" line item, including distribution directions and deadlines. Funds were consolidated into EIA line item Aid to Districts.~~

SENATE:

1A.76. (SDE-EIA: Aid to Districts-Technology) Funds appropriated to the Department of Education for Aid to Districts - Technology shall be distributed to the public school districts of the state, the special schools of the state and the South Carolina Public Charter School District, per pupil, based on the previous year's one hundred thirty-five day average daily membership, according to the below calculations: (1) For a school district with a poverty index of less than 75: \$35 per ADM; (2) For a school district with a poverty index of at least 75 but no more than 85: \$50 per ADM; or (3) For a school district with a poverty index of greater than 85 or a special school with no defined poverty index: \$70 per ADM. Poverty will be defined as determined for the poverty add on weight in Proviso 1.3 of this Act.

The Department of Education may adjust the per-ADM rates for each of the three classes defined above in order to conform to actual levels of student attendance and available appropriations, provided that the per-ADM rate for each class is adjusted by the same percentage.

Funds distributed to a school district may only be used for the following purposes: (1) To improve external connections to schools, with a goal of reaching at least 100 kilobits per second, per student in each school by 2017-2019; (2) To improve internal connections within schools, with a goal of reaching at least

1 megabit per second, per student in each school by ~~2017~~ 2019; or (3) To develop or expand one-to-one computing initiatives.

A school district that has achieved each of the above goals may submit a plan to the K-12 Technology Committee for permission to expend its allocation on other technology-related uses; such permission shall not be unreasonably withheld and the K-12 Technology Committee must permit districts to appeal any process should a district not receive approval and must provide technical assistance to districts in developing plans should the district request such.

Funds appropriated may not be used to supplant existing school district expenditures on technology. By June 30, ~~2018~~ 2019, each school district that receives funding during Fiscal Year ~~2017-18~~ 2018-19 must provide the K-12 Technology Committee with an itemized report on the amounts and uses of these funds, using a form developed by the Education Oversight Committee. In this report, a school district must provide information on its efforts to obtain reimbursements through the "E-Rate" Schools and Libraries Program administered by the Universal Service Administrative Company. Within its available resources, the K-12 Technology Committee shall support school districts' efforts to obtain these reimbursements.

Unlike House version, retains proviso and updates fiscal year references.

HOUSE AND SENATE:

1A.77. - Companion to 1.85 (SDE-EIA: Carry Forward) ~~For Fiscal Year 2017-18, the Department of Education is directed to allocate \$30,000,000 from carry forward or unencumbered or unobligated cash balances for the School Districts Capital Improvement Plan as set forth in this Act.~~

Removes requirement that SCDE allocated \$30 million from carry forward for the School Districts Capital Improvement Plan. Funds were allocated this fiscal year.

HOUSE AND SENATE:

1A.78. - See also 1.71 (SDE-EIA: Instructional Materials Adoption) ~~The Department of Education and the State Board of Education are directed to review the current process for the adoption and appropriation of instructional materials and establish an updated process that will include both print and digital instructional materials no later than December 1, 2017, and make corresponding funding recommendations to the Governor and the General Assembly according to the new process.~~

No longer requires SCDE to review the current process for adoption of instructional materials. Updated process required to be completed by December 1, 2017 with funding recommendations to the Governor and General Assembly. Report was completed.

HOUSE:

1A.80. (SDE-EIA: Teacher Academy Pilot) ~~Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, \$100,000 shall be utilized to pilot a Teacher Academy project to improve teacher recruitment and retention. The academy shall provide intensive professional development to beginning, novice, and struggling teachers during the summer prior to the current school year. The Education Oversight Committee shall evaluate the impact of the academy using the state observation tool "Effective Learning Environments Observation Tool" (ELEOT).~~

No longer requires EOC to fund a Teacher Academy pilot project for \$100,000 to improve teacher recruitment and retention.

SENATE:

1A.80. (SDE-EIA: Teacher Academy Pilot) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, ~~\$100,000~~ \$75,000 shall be utilized to pilot a Teacher Academy project to improve teacher recruitment and retention. The academy shall provide intensive professional development to beginning, novice, and struggling teachers during the summer prior to the current school year. The Education Oversight Committee shall evaluate the impact of the academy using the state observation tool "Effective Learning Environments Observation Tool" (ELEOT).

Unlike House version, retains proviso and allocates \$75,000 for Teacher Academy project.

HOUSE:

1A.81. (SDE-EIA: Kinesthetic Learning Platform) ~~Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, \$250,000 must be used to pilot a kinesthetic learning platform using physical activity to teach South Carolina's Math, English/Language Arts and Literacy standards for the Pre K through 3rd grade learner to improve academic performance.~~

No longer requires EOC to provide \$250,000 in funding for a kinesthetic learning platform that uses physical activity to teach standards to prekindergarten through third grade students.

SENATE:

1A.81. (SDE-EIA: Kinesthetic Learning Platform) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, ~~\$250,000~~ \$187,500 must be used to pilot a kinesthetic learning platform using physical activity to teach South Carolina's Math, English/Language Arts and Literacy standards for the Pre K through 3rd grade learner to improve academic performance.

Unlike House version, retains proviso and provides \$187,500 for kinesthetic learning platform.

SENATE:

1A.82. (SDE-EIA: Algebra) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, ~~\$1,500,000~~ \$1,125,000 must be used to pilot and evaluate a program that provides students with statewide access to: (a) algebra videos, online practice tools, and tutoring; (b) algebra videos taught by at least 5 different instructors. The instructors must be from diverse backgrounds and have different teaching styles so students may differentiate their learning; (c) algebra videos, specifically aligned with South Carolina state standards; (d) algebra study guides/notes that follow along explicitly with the algebra videos. Each student must have access to a workbook version of these study guides; (e) algebra practice tool that provides instant feedback to students, as well as solution videos and guidance to review; and (f) online, collaborative discussion wall where students can ask questions and receive assistance from both peers and instructors. The discussion wall must be accessible after school and on weekends.

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

Decreases allocation for algebra program to \$1.125 million.

HOUSE:

1A.83. (SDE-EIA: Kindergarten Readiness Program) ~~Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, \$300,000 must be allocated to support a home-based, technology-delivered kindergarten readiness program with software aligned with NAEYC's 12 Principles of Child Development and Learning that Inform Practice and with Head Start's Early Learning Outcomes framework and with demonstrated RCT results.~~

No longer requires EOC to provide \$300,000 in funding to support a home-based, technology-oriented kindergarten readiness program.

SENATE:

1A.83. (SDE-EIA: Kindergarten Readiness Program) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, ~~\$300,000~~ \$225,000 must be allocated to support a home based, technology delivered kindergarten readiness program with software aligned with NAEYC's 12 Principles of Child Development and Learning that Inform Practice and with Head Start's Early Learning Outcomes framework and with demonstrated RCT results.

Maintains proviso but decreases amount for online kindergarten readiness programs to \$225,000.

New Provisos for FY 2018-19

HOUSE AND SENATE:

1A.84. (SDE-EIA: Alternative Commitment to Truancy) *As part of its plan for an alternative school, a school district receiving funds from the Department of Education for an alternative school shall identify available alternatives to commitment for children whose truancy is approaching the level of being referred to family court. When proceeding under Section 59-65-50 of the 1976 Code to bring an individual case before the family court, the school district must present this plan as well as the district's efforts with respect to the individual child to the court. Each school district's plan under this proviso shall include possible assignment to alternative school for a non-attending child before petitioning the court.*

Requires districts to identify alternatives to commitment for children whose truancy is approaching the level of referral to family court. When proceeding to court, the district must present this plan as well as the districts efforts with the individual child to the court.

HOUSE AND SENATE:

1A.85. (SDE-EIA: Save the Children) *Of the funds appropriated to the Education Oversight Committee for Partnerships of Innovation, \$500,000 must be used to provide early learning and literacy support to schools and districts.*

Directs EOC to provide \$500,000 in funding to Save the Children for early learning and literacy support to schools and districts.

HOUSE:

1A.86. (SDE-EIA: Digital Learning Plan) *From funds administered by the K-12 Technology Committee, the following study committee is created to develop a Digital Learning Plan for the state's K-12 public education system. The goal of the Digital Learning Plan is to build upon the existing technology foundation of public schools and develop a coherent long-term strategy that sets directions and priorities, supports innovation, and provides resources to enable educators and students to benefit fully from digital-age teaching and learning. The Digital Learning Plan must provide recommendations for State actions that will guide and support K-12 schools in their transitions to digital-age education. The plan must be submitted to the General Assembly by January 1, 2019 and must address, at a minimum, the following issues for districts and schools: technology, infrastructure, and devices; human capacity; content*

instruction and assessment; security; regional and state support; policy and funding; local digital learning initiatives; and the use of alternative methods of instruction for scheduled make up time. The Digital Learning Plan must include timelines for implementation and cost projections beginning with the subsequent fiscal year. The study committee shall confer with other states and national experts on developing and implementing the Digital Learning Plan. Staff support shall be provided by the K-12 Technology Committee and agencies represented on the committee. The study committee shall be composed of the following members:

1. Executive Director of the Department of Administration, or his designee, who shall chair the study committee;

2. State Superintendent of Education, or his designee;

3. President of Educational Television Commission, or his designee;

4. Director of the State Library, or his designee;

5. Executive Director of the Education Oversight Committee, or his designee;

6. A representative of the private sector in the field of information technology appointed by the Chairman of the Senate Finance Committee;

7. A representative of the private sector in the field of information technology appointed by the Chairman of the House Ways and Means Committee;

8. One representative of an educator preparation program appointed by the State Board of Education;

9. One member of a local board of education who represents a local education agency that has successfully incorporated technology into its schools, who is appointed by the Education Oversight Committee;

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

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

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

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

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

Establishes a study committee to develop a Digital Learning Plan for the state's K-12 public education system to build upon the existing technology foundation of public schools and develop a coherent long-term strategy that sets priorities, supports innovation and provides resources for educators and students. The plan must provide recommendations for State actions that will guide and support schools in their transitions to digital-age education. The plan must be submitted by January 1, 2019 and must address: technology, infrastructure, devices, human capacity; content instruction and assessment; security; regional and state support; policy and funding; local digital learning initiatives; and the use of alternative methods

for implementation and cost projects beginning with the subsequent fiscal year. The study committee will discuss with other states and national experts.

The EOC is responsible for constructing and implementing a pilot program for alternative school make-up days. EOC shall select districts for a pilot program to utilize alternative methods of instruction which may include online or virtual instruction for scheduled make up time. The EOC will provide guidelines to selected school districts by August 1, 2018. School districts will provide a report to the EOC by April 1, 2019 that addresses: methods of implementation, advantages and disadvantages to the implemented methods and any feedback received from parents or guardians.

SENATE:

1A.86 Deletes proviso

HOUSE AND SENATE:

1A.87. (SDE-EIA: McCormick County Schools) The Department of Revenue must directly allocate the funds appropriated under VIII. F. Partnerships for John de la Howe for teacher salaries to McCormick County School District to create a school within a school program to educate at-risk students, including students at John de la Howe who attend McCormick County schools. The program must use an accelerated curriculum which utilizes multimedia/multimodal learning activities to ensure academic success and development of leadership and communication skills.

Department of Revenue directed to allocate teacher salary funds appropriated for John de la Howe to McCormick County School District to create a school program to educate at-risk students, including students at JDLH who attend McCormick schools.

HOUSE:

1A.88. (SDE-EIA: Value-Added Instrument) With the funds appropriated for a School Value-Added Instrument in the current fiscal year the Education Oversight Committee, through the Revenue and Fiscal Affairs Office, will use the education value-added assessment system that was procured and administered in the prior fiscal year through the Department of Education to calculate student progress or growth at the school level for purposes of state and federal accountability.

At the discretion of the local school district, a district may use the education value-added assessment system to evaluate classroom teachers using student progress or growth.

The estimates of specific teacher effects on the educational progress of students will not be a public record and will be made available only to the specific teacher, principal, and superintendent.

In the current fiscal year, the Revenue and Fiscal Affairs Office is directed to procure a value-added assessment system which calculates student growth and includes the measurement of magnitude or certainly growth as a component of its longitudinal student data system to be used in future school years that meets the requirements of the state and federal accountability system and the longitudinal data system as defined in Chapter 18 of Title 59 of the 1976 Code. The Revenue and Fiscal Affairs Office is directed to review how the value-added assessment system can be used to assist colleges of education in achieving accreditation and in improving the quality of teacher education programs.

All relevant data types necessary for the release of the annual school and district report cards will be transferred from the Department of Education to the Revenue and Fiscal Affairs Office two weeks after receipt of data from relevant assessment vendor (for the testing data elements).

Additionally, the Department of Education will provide the following non-assessment data related to the prior school year to the Revenue and Fiscal Affairs Office by August 30 of the current fiscal year: student enrollment with SUNS identifiers and continuous enrollment indicators; list of schools that will receive school report cards; and student enrollment in courses by teacher.

EOC is directed to use the education value-added assessment system that was procured and administered in the prior fiscal year through SCDE to calculate student progress or growth at the school level for state and federal accountability. In the current fiscal year Revenue and Fiscal Affairs is directed to procure a value-added assessment system and to review how the system can be used to assist colleges of education in achieving accreditation and in improving the quality of teacher education programs. Estimates of specific teacher effect on education progress of students will not be a public record and will be made available only to the specific teacher, principal, and superintendent.

All necessary data types for release of annual and school district report cards will be transferred from SCDE to RFA two weeks after receipt of data from relevant assessment vendor. SCDE will provide specific non-assessment data related to the prior school year to RFA by August 30 of the current school year.

SENATE: 1A.88. (SDE-EIA: Value-Added Instrument) **DELETED**

HOUSE AND SENATE:

1A.89. (SDE-EIA: Teacher Salaries Increase) For Fiscal Year 2018-19, the Department of Education is directed to increase the statewide salary schedule by two percent. A local school district board of trustees must provide all certified teachers paid on the teacher salary schedule a two percent salary increase. Districts are to provide this increase using the district salary schedule utilized the prior fiscal year as its base. School districts shall utilize the additional funds made available from the Teacher Salary Supplement appropriation to provide one percent of the required two percent increase.

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

For FY 2018-19 SCDE is directed to increase the statewide salary schedule by two percent. One percent of the required two percent increase is paid for out of EIA appropriations and the remaining one percent from general fund appropriations.

HOUSE:

1A.90. (SDE-EIA: Reading Partners) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, \$250,000 shall be allocated to Reading Partners and must be used to increase the number of reading interventions for students in low-performing schools in grades K-5.

EOC is directed to fund Reading Partners \$250,000 to increase the number of reading interventions for students in low-performing schools in grades K-5.

SENATE:

1A.90. (SDE-EIA: Reading Partners) **DELETED**

SENATE:

1A.91. (SDE:EIA: Institutions of Higher Learning Charter Schools) For the current fiscal year, in addition to all the requirements of charter schools enumerated in Chapter 40 of Title 59, charter schools sponsored by a public institution of higher learning or an independent institution of higher learning and any public institution of higher learning or an independent institution of higher learning receiving State funding shall:

a) have their governing board of the charter schools subject to the Freedom of Information Act for all purposes related to charter school operations, the governing board of the charter schools shall be considered a public body for all purposes related to charter school operations;

b) not grant more than two new charters or replicate more than one existing charter in the current fiscal year. If more than two schools apply, the authorizer shall have sole discretion as to which

schools are approved:

c) maintain a transaction register for each charter school that includes a complete record of all funds expended over one hundred dollars, from whatever source, for whatever purpose. The register must be prominently posted on the charter school's internet website or the authorizer's website and made available for public viewing and downloading. The register must include for each expenditure:

- (i) the transaction amount;
- (ii) the name of the payee; and
- (iii) a statement providing a detailed description of the expenditure indicating whether the expenditure is for administration or instruction.

The register must not include an entry for salary, wages, or other compensation paid to individual employees and instead must aggregate salaries, wages and other compensation. The register must not include any information that can be used to identify an individual employee. The register must be accompanied by a complete explanation of any codes or acronyms used to identify a payee or an expenditure. The register must be searchable and updated at least once a month.

Each charter school must also maintain on its internet website a copy of each monthly statement for all of the credit cards maintained by the entity, including credit cards issued to its officers or employees for official use. The credit card number on each statement must be redacted prior to posting on the internet website. Each credit card statement must be posted not later than the thirtieth day after the first date that any portion of the balance due as shown on the statement is paid.

d) Provide the description of school enrollment composition required in Section 59-40-60 (F) (9) and the financial audits required in Section 59-40-50(B)(3) to the State Board of Education. The State Board shall provide these to the General Assembly should they determine contents of the items provided merit legislative review.

e) Provide an annual report with such student data, including but not limited to, testing results, student attendance, and graduation rates, as the department may determine necessary.

These schools must report to the State Board of Education by June 30th of the current fiscal year on compliance with the components of this proviso.

Provides additional requirements for charter schools sponsored by a public institution of higher learning or an independent institution of higher learning receiving State funding. Requirements include: having governing board subject to FOIA and considered a public body; not grant more than two new charters or replicate more than one existing charter in the current fiscal year; maintain a transaction register for each charter, including aggregate salaries, wages and compensation; provide description of school enrollment composition; and provide an annual report with student data that includes testing results, attendance and graduation rates.

SENATE:

1A.92. (SDE-FIA: Grants Committee) With the funds appropriated to the Department of Education, the department shall establish an independent grants committee to support innovation pilot initiatives in public schools and school districts. The goal of the initiative is to invest in strategies or programs to improve student outcomes as described in the Profile of the South Carolina Graduate and to promote public-private partnerships between business, nonprofit organizations, institutions of higher education, local school systems and public schools.

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

- (1) a demonstrated ability to meet the match throughout the granting period;

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

The match required from a grant recipient shall be based on the poverty of the district or school. No matching amount will exceed more than seventy percent of the grant request or be less than ten percent of the request. The required match may be met by funds or by in-kind donations, such as technology, to be further defined by the grants committee. Public school districts and schools that have high poverty and low achievement will receive priority for grants when their applications are judged to meet the criteria established for the grant program. The committee shall submit its process to the Governor, the Chairman of House Ways and Means and the Chairman of Senate Finance by December 31, 2018.

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

SCDE directed to establish an independent grants committee to support innovation pilot initiatives in public schools and districts. Grantees and services providers are required to participate in an external evaluation that is the financial responsibility of the EOC.

SENATE:

1A.93. (SDE-EIA: Make Up Days) For the current fiscal year, school districts may submit a request for approval in writing to the Department of Education to utilize alternative methods of instruction, which may include, but is not limited to online or virtual instruction, towards up to three days of the scheduled make up time. The waiver must be signed by the District Superintendent and Chair of the local Board of Trustees and must reflect the number of hours of the make-up days the instruction shall cover. All make up time must meet state requirements for elementary and secondary school days. The department shall publish guidelines no later than August 1, 2018. All districts shall continue to report to the department all days missed, reasons for the absences, days made up, days waived, and now the alternative method of instruction used. The department shall work with the Educational Television Commission (ETV) to utilize and coordinate available ETV resources and explore alternate means of delivery to districts that may lack proper access to online instruction.

Districts may submit written request to SCDE to use alternative methods to make up a maximum of three school days. The waiver must be signed by District Superintendent and District Board Chair and include number of instructional hours to be made up. SCDE must publish guidelines no later than August 1, 2018. Districts directed to continue to make up days and report on days as currently required. SCDE directed to coordinate with SCDE.

1A.94. (SDE-EIA: Adult Charter Pilot Program) From the funds appropriated to the South Carolina Public Charter School District, the district shall create parameters and guidelines for a one-year South Carolina Adult High School Diploma and Industry Certification Charter School Pilot Program for the 2018-19 school year, including the funding methodology to the adult charter high school. An adult charter high school granted a pilot program by the South Carolina Public Charter School District shall follow all

requirements of the South Carolina Charter Schools Act of 1996 (Section 59-40-10, et. seq.) except as expressly provided for in this proviso. In order to be accepted into the pilot program, a non-profit entity must have a successful model of providing educational services, including industry certifications and job placement services, to adults age twenty-one and older whose education and training opportunities have been limited by educational disadvantages, disabilities, or poverty. An applicant to this pilot program must be a non-profit entity, offer flexible scheduling, complete a majority of the instruction of the school's curriculum in-person, and offer dual credit or industry certification coursework that aligns with the State's workforce development needs. Applicants for the pilot program must commit no less than five hundred thousand dollars toward development of the adult charter high school. An applicant to this pilot program must maintain a cooperative agreement with a two-year technical college. Any adult charter high school granted a pilot program by the South Carolina Public Charter School District shall be designated an Alternative Education Campus (AEC). The governing board of an adult charter high school must be composed of at least seven members who are residents of the State of South Carolina. Membership of the board may be governed by the non-profit entity's bylaws and is not subject to the governing board election requirements as defined in Section 59-40-50(9). The adult charter high school shall be allowed to issue high school diplomas to students who have met state requirements for a high school diploma in South Carolina. The South Carolina Public Charter School District may enter into a contract with one non-profit entity that is granted a pilot program, and the contract shall specify all roles, powers, responsibilities, and performance expectations for each party to the contract pursuant to this proviso and the South Carolina Charter Schools Act of 1996. The South Carolina Public Charter School District is prohibited from providing per pupil funding.

SCPCSD directed to develop guidelines for a one year adult high school diploma and industry certification charter school pilot program for the 2018-19 school year, including funding methodology. In order for a nonprofit provider to be accepted under this proviso, the provider must have a successful model of providing educational services, including industry certs, job placements to adults 21 and older who are poor, disables or educationally disadvantaged. The pilot must offer flexible scheduling, complete training in person and offer dual credit or industry cert that aligns with the State's workforce needs. Applicant providers must commit at least \$500,000 and maintain a cooperative agreement with a two-year technical college. The governing board for the adult charter must include at least 7 members who are SC residents. Board membership may be governed by the non-profit provider's bylaws and not subject to governing board election requirements. The adult charter may issue high school diplomas if state requirements for diplomas are met. SCPCSD may enter into a contract with a nonprofit provider and the contract shall specify roles, powers, responsibilities, and performance expectations. SCPCSD cannot provide per pupil funding.

HOUSE on May 3, 2018:

New Proviso: (SDE-EIA: State of Emergency) When the State Superintendent of Education declares a state of emergency in a school district that is the sponsor of a charter school, and grounds exist to revoke the charter under Section 59-40-110(C) of the 1976 Code, the State Superintendent shall have the authority to commence proceedings to revoke the charter, notwithstanding the provisions of Section 59-40-110 or a related charter contract, so long as the notice of proposed revocation is provided at least thirty days before the first day of the next school year. The charter school retains its rights to a hearing and appeal pursuant to Section 59-40-110 (H) and (J).

When the Superintendent declares a state of emergency in a district that is the sponsor of a charter school, the Superintendent may revoke the charter of the charter school.