

# H.3759 “South Carolina Career Opportunity and Access for All Act”

By: Reps Lucas, Allison, Felder, Pope, Simrill, Rutherford, Whitmire, G.M. Smith, McCoy, Hiott, Sandifer, Clary, G.R. Smith, Murphy, Taylor, Govan, W. Newton, Funderburk and Elliott

## PART I

### Section 1

- Act is called the “South Carolina Career Opportunity and Access for All Act”

### Section 2: Statewide College and Career Readiness Goal

- SC establishes a goal of 60% of all working-age SC residents having a post-secondary degree or credential by 2030.

## PART II

### Section 3: Student Bill of Rights

- All students have the right to expect that the Governor, General Assembly, State Board of Education, and State Superintendent of Education are responsive to ideas for improvement throughout the system of education and that they engage students in designing policies and programs that improve outcomes and that education is tailored to students’ individual needs.
- Students can expect:
  - Financially stable and academically responsible school districts
  - School boards focused on serving students by acting ethically and hiring dedicated and qualified staff
  - Excellent principles who ensure that school faculty and staff receive high quality professional development and support
  - Well-qualified teachers who always seek to improve their skills
  - Safe and well-maintained schools
  - To feel mentally, physically, and emotionally safe at school
  - To understand school rules and have a method of recourse to address unfair treatment
  - To attend schools outside of their zoned area to meet their individual needs and aspirations
  - Parents who are involved with their education
  - A system that puts their success first

### Section 4: State Board of Education (SBE) Appointments

- Updates language (“shall” to “must”)
- Adds a public school student to the SBE
  - Appointed by the Governor
  - 2-year term
  - Nonvoting
  - Advisory member

## **PART III**

### **Section 5: Zero to Twenty Committee**

- Mission is to monitor the education and workforce pipeline, recommend improvements regarding efficiency and cooperation, report findings and recommendations to the Governor and the General Assembly.
- Housed “within the Office of the Governor”
- Composition
  - 9 members, 5-year terms, 2 consecutive term limit (can be appointed again after a 1-yr lapse), must have background in education, economic development or workforce development, cannot concurrently serve as a legislator, must be appointed by 8/1/2020
    - 3 members appointed by the Governor
    - 1 member appointed by the Speaker of the House
    - 1 member appointed by the Chair of HWM
    - 1 member appointed by the Chair of House EPW
    - 1 member appointed by the President of the Senate
    - 1 member appointed by the Chair of Senate Finance
    - 1 member appointed by the Chair of Senate Education Committee
- The Committee hires an executive director called “Education Csar”.
- The Committee must establish early childhood, K-12, Higher Ed, and Workforce benchmarks by 10/1/2021
  - The Committee must work with the Department of Administration to post benchmarks and progress online
  - The Committee must report by 12/1 each year where the state is failing to meet established benchmarks and recommendations for improvement

## **PART IV – ENHANCEMENT TO WORKFORCE PREPARATION**

### **Section 6: Computer Science and Mathematics Coursework and Incentives**

- Purpose is to expand access to computer science learning experiences to all students.
- State Board must review standards for each grade every 5 years.
- Each high school must offer at least 1 computer science course by the beginning of the 2021-21 school yr.
- Information on computer science course offerings and enrollment must be reported each year as part of the annual high school report cards.
- SDE must
  - Employ 1 full-time employee to coordinate the “South Carolina Computer Science Education Initiative (must have prior work experiences in the IT industry)
  - Design career pathways for high-demand IT careers
  - Offer professional development to new teachers who will teach computer sciences and these teachers must complete a 2- to 4- week, full-day summer institute (30 hrs of instruction over 10 consecutive weekdays)
  - Provide information on emerging career opportunities in IT fields

- Assist districts in creating partnerships with businesses to provide afterschool and extracurricular opportunities for students
- Create criteria for postsecondary computer science teacher preparation programs
- CHE must determine financial incentives needed by institutions of higher education to design programs to prepare and credential computer science teachers.

**Sections 7, 8, and 9: Statewide Assessment Program Revisions**

- Removes social studies from the statewide assessment program.

**Section 10: Early Childhood Literacy Reports**

- By 8/1/2021, SDE and First Steps must report data on early childhood education and provide recommendations for increasing the number of students served. They must then provide and updated report by 8/1/2023.

**Section 11: Palmetto Fellows Scholarship Qualifications**

- Adds a requirement that students must take 1 math/IT and 1 english/language arts DUAL ENROLLMENT course during their senior year to qualify. The course is to be offered at no cost to the student.

**Section 12: LIFE Scholarship Qualifications**

- Adds a requirement that students must take 1 math/IT and 1 english/language arts DUAL ENROLLMENT course during their senior year to qualify. The course is to be offered at no cost to the student.

**Section 13: Read to Succeed Assessments**

- The SBE shall approve no more than 5 early literacy and numeracy screening assessments for use by school districts for K – 3<sup>rd</sup> Grade.
- School districts shall administer one of the assessments in the 1<sup>st</sup> 30 days of school and repeat at mid-year and end of year.
- SDE shall reimburse districts for the cost of the assessment once data is received by the department
- Teachers must be provided support by SDE in administering instruments and understanding the results
- School districts can submit a waiver to the State Board to use an alternative assessment
- SDE shall:
  - Implement an online reporting system to monitor the effectiveness of the assessment instruments
  - Require school districts to annually submit data requested by the department to see if the assessments are identifying students in need

**Section 14: Read to Succeed Technical Correction**

- Technical correction – comprehensive replaces comprehension

**Section 15: Read to Succeed Interventions**

- Interventions must be evidence-based and follow the three tiers of the Response to Intervention (RTI) Framework.

#### **Section 16: Read to Succeed Office Duties**

- Coursework for the literacy teacher add-on endorsement and professional development must be founded on scientifically-based reading practices and evidence-based interventions.

#### **Section 17: Read to Succeed District Reading Proficiency Plan**

- Supplemental instruction must be provided by teachers who have a literacy teacher add-on endorsement. Removes book clubs from options for supplemental instruction.

#### **Section 18: Read to Succeed Readiness Assessment**

- Changes language to match Section 13 of the bill (reflecting the screening and diagnostic assessments).
- Clarifies that the intensity and duration of the intervention must be appropriate to meet specific needs of each student.

#### **Section 19: Read to Succeed Mandatory Retention Standards**

- Removes reference to PASS assessment – generalizes to allow for districts to select one of 5. assessments (Section 13 of bill)
- Substantially revises criteria for promotion to 3<sup>rd</sup> grade.
- Parents can no longer appeal the decision to retain a student.

#### **Section 20: Read to Succeed Pre-Service and In-Service Teach Education Programs**

- Revises criteria and responsibilities for reading coaches.
- Beginning in 2019-20 school year, SDE shall screen and approve the hiring of all reading coaches in a district that has more than 1/3 of its third grad students scoring at the lowest achievement on the English/language arts assessment. These reading coaches must also attend professional development training provided by the department.
- Starting 7/1/2020, early childhood, elementary, and special education licensed teacher candidates must pass a test of scientifically research-based reading instruction and intervention and data-based decision-making principles approved by the SBE.
- Starting 7/1/2020 and every year after, CHE and the Learning Disorders Task Force shall conduct an analysis to review the teacher education programs to determine if they are preparing teachers who are capable of diagnosing and addressing reading problems.
- CHE shall report findings and recommendations to SDE and the General Assembly

#### **Section 21: Dual Enrollment**

- CHE shall convene ACAP by 9/1/2020 to develop a statewide articulation agreement between all school districts and public institutions of higher education.
- ACAP must include 4-yr comprehensive institutions, 2-yr regional campuses, technical colleges, the SDE, and district curriculum coordinators and guidance personnel.
- The articulation agreement must have measurable criteria to show that the courses are equivalent to college-level courses.

- Before 7/1/2021, ACAP makes recommendation to CHE about which courses are acceptable for dual enrollment. CHE then sets requirements that institutions of higher education must satisfy to offer dual enrollment courses.
- ACAP and SDE coordinate to study the content and rigor of high school courses to provide a seamless pathway into higher education.
- CHE must report on the progress of ACAP to the EEDA Coordinating Council
- Individual articulation agreements can not be set up after 7/1/2022.

### **Section 22: College Readiness**

- SDE must track growth toward college and career readiness in reading and math using a common consistent scale approved by EOC
- SDE must give results to parents and teachers annually
- By 1/1/2021, SDE and the SBTCE must set Lexile and Quantile scores that are minimum admission scores for technical college – these scores provide guarantees that students with sufficient scores may not be required to attend or enroll in remedial education.

### **Section 23: Remedial Education**

- Remedial education may only be offered in public high schools. Institutions of higher education may not offer remedial coursework in a standalone format.

### **Section 24: Longitudinal Data System**

- Amends one of the data points to be collected: students graduating from public high schools in the state who enter postsecondary education (removes references to remedial education).

### **Section 25: CHE Annual Report**

- Removes the requirement that remedial education data be submitted as part of report.

### **Section 26: Career and Technology Curricula**

- Implements career pathways that:
  - align public education and postsecondary education systems and the career and technology education services provided within and across program providers
  - align with state and regional workforce needs
  - provide students teachers parents and families with information about strategies to support students in acquiring the academic, employability, and technical skills that employers demand
  - promote the development of individual graduation plans to achieve career goals
- The SDE shall develop a curriculum for the career pathways system.

### **Section 27: Career Clusters**

- Beginning with 2020-21 School Year, and every 5 years after, the SDE shall develop pathways for each career cluster and shall develop programs for each pathway.
- The SDE shall emphasize high-skill and in-demand pathways identified by the WIOA plan and the CCWD.

- BY 8/1/2021, SDE, DEW, SBTCE, CHE and Commerce shall develop a pathway certification for high schools and colleges.
- Regional Education Centers shall create alignment between public education and colleges and employers.

#### **Section 28: Career Clusters District Implementation**

- Beginning with 2020-21 School Year, school districts shall organize high school curricula around a minimum of 3 career pathways that identify the regional and state workforce need.
- Pathways must prepare students for multiple pathways and must include soft skills training to meet the expectations of the Profile of the SC Graduate.
- Pathways are to be reviewed every 3 years.

#### **Section 29: Technical College Admission**

- The SBTCE shall set minimum admission scores (can be based on specific areas of study).

#### **Section 30: Lottery Tuition Assistance**

- LTA is expanded to credentialing/certificate programs, as defined by the SBTCE.

#### **Section 31: Tax Credit for Employers of Teacher Interns**

- A taxpayer who employs a public school 6<sup>th</sup> – 12<sup>th</sup> grade teacher as an intern for no less than 60 and no more than 80 hours per year are allowed an income tax credit.
- The school district must approve the internship.
- The intent is that teachers understand the requirements of the jobs their students will occupy.

#### **Section 32: Adult Education**

- The SDE and the SBTCE must report to the General Assembly before 7/1/2021 about how to transfer the adult education office from the State Board of the Education to SBTCE.
- The report must include how to best use Career and Technology Centers to provide career and technical education and a plan to move operation of centers to technical colleges.

#### **Section 33: Schools of Innovation**

- Verbiage changed from “a school of choice” to “schools of innovation”.

### **PART V – EDUCATOR DEVELOPMENT AND SATISFACTION**

#### **Section 34: Educator Preparation – Noncertified Teachers**

- Schools that receive a “good” or “excellent” on their report card for at least 2 consecutive years may hire noncertified teachers, as long as noncertified teachers make up no more than 25% of teaching staff.
- Districts with noncertified teachers must register those teachers with the SDE.

### **Section 35: Educator Preparation – Institutions of Higher Education (IHE)**

- Colleges can submit a separate educator preparation program for alternative preparation to the State Board of Education for approval.
- The program must be consistent with other alternative preparation programs and must document specified items.
- The SDE must report the total number of teachers employed by district with certificates issued by alternative programs to the SBE and the General Assembly annually.

### **Section 36: Educator Preparation – Regulations**

- The SBE promulgates regulations regarding a cyclical evaluation process for all teacher educator programs. The evaluation period must be no longer than 5 years.
- The regulations must include a process for revocation of program approval.

### **Section 37: Educator Preparation – SC Teacher Preparation Report Card**

- The SDE, CHE, and RFA shall develop and annually publish before November 1 of each year an online report card called the SC Teacher Preparation Report Card.

### **Section 38: Educator Preparation – Data Sharing**

- SDE annually before December 1 shall provide each college of education and state-approved educator preparation program with information regarding its graduates.

### **Section 39: Educator Preparation – Satisfaction Survey**

- Requires CERRA (Center for Education Recruitment, Retention and Advancement) to update its semi-annual teacher survey to include questions about working conditions/climate at schools.

### **Section 40: – Teacher Incentives - Teacher Salaries**

- Beginning in FY 19-20, the starting salary for a teacher with no years of experience and holds a BA degree must be at least \$35K. GA shall establish the starting salary each year in the annual appropriations bill.
- Before July 2021, SDE shall develop and report to the GA its plan to eliminate the existing teacher salary schedule and implement at least 5, no more than 9, career bands. This report must include requirements for teacher advancement to each progressive band.

### **Section 41 and 42: Teacher Incentives - Free Tuition**

- Provides free tuition for 4 years to a state college or technical school for children of teachers who are employed in schools that have a rating of unsatisfactory for three years or the previous four years and serves as a full-time classroom teacher for the duration for the time their child is in a state-supported college or technical school.

### **Section 43 – Teacher Incentives – Mileage Reimbursement**

- Local school board may authorize reimbursement for daily mileage of a teacher who must travel more than 25 miles each way.

## **PART VI - HELP FOR STUDENTS IN UNDERPERFORMING SCHOOLS**

### **Section 44: Increasing Accountability**

- Repeals current law (Article 15, Ch.18, Title 59) related to interventions and assistance for at-risk schools and replaces with the following process:
- Requires that at-risk schools (less than 25% of students meet or exceed expectations on SC Ready or a C end of course assessments) develop a revised renewal plan to help turnaround the school.
- Provides that when a school receives an overall rating of unsatisfactory for three out of four years, the school is considered to be 'chronically underperforming' and one of the following must occur:
  - the school will be reconstituted immediately after the end of the school year in which the annual report is published; and:
    - the principal, faculty, and staff must be relieved of their duties. Dismissed employees may reapply for open positions once the reconstituted school begins hiring;
    - State Superintendent shall hire the new principal and staff for the reconstituted school;
    - SDE shall contract with a public or nonprofit private entity that has a proven record of success in working with underperforming schools and districts.
  - the school must be closed and restarted under the management of an existing charter school authorizer or a nonprofit educational management organization selected by the State Superintendent; or
  - the school must be closed and its students must be transferred to higher-performing schools in the district.

### **Section 45: School District Consolidation**

- Before August 2023, school districts with less than 1,000 students in K-12 grades must merge with another district in the same county.
- SDE must present a plan for merger or shared services by August 2021 for other school districts using certain criteria including less than 1,500 students, fiscal status, probation status, student performance, whether to form regional districts.

### **Section 46: Additional High School Credits**

- Allows a school district to require additional units of credit for a high school diploma.

## **PART VII – LOCAL SCHOOL BOARD ACCOUNTABILITY**

### **Section 47: Local School Board Accountability – Local School Governance**

- SBE shall adopt a model code of ethics and consequences for violations for local school board members before July 1, 2020.
- The model code of ethics sets standards of ethical behavior and procedures for addressing deficiencies; requirements and certifications of administrators, board members, business involvement, economic interest, and nepotism and school officials.

### **Section 48: Local School Board Accountability – Charter Schools**

- Technical correction to charter school statute to include charter schools sponsored by institution of higher learning.

### **Section 49: Local School Board Accountability – Trustees and School Districts**

- Requires local school board trustees and school officials to comply with current state ethics act.

### **Section 50: Local School Board Accountability – Ethics**

- SBE required to notify the State Ethics Commission of any board member who has not complied with training requirements in current law.
- School board members failing to complete training as required are subject to civil penalty.

### **Section 51: Local School Board Accountability – Removal**

- Gives the Governor the authority to remove local school board members for malfeasance, incompetency, absenteeism, conflicts of interest, misconduct, persistent neglect of duty in office, or incapacity.

### **Section 52: Local School Board Accountability - Training**

- Adds the requirement for training a school board member upon re-election within one year of date of re-election.
- Requires the SBE to develop a model training program and local school board to adopt a training program within 3 months of SBE's development of the program.

### **Section 53: Local School Board Accountability**

- Provides additional grounds for removal of a local school of trustees member by the Governor.

### **Section 54 and 55: Miscellaneous Provisions – Reports and Rules**

- Requires that all reports, studies, and information on implementation of programs and initiatives concerning student performance must be posted by SDE on its website within 24 hours of being made public.
- Removes requirement that SDE promulgate regulations to allow SDE to adopt rules on student achievement and standards for conduct and behavior for attending public schools, addresses suspension or expulsion, and be in aligned with federal and state accountability requirements.