

SECTION 11.A. Section 59-104-20(G) of the 1976 Code is amended to read:

(E) A Palmetto Fellows Scholarship is available to an eligible resident student who attends or will attend an eligible ~~four-year~~ public or independent institution.

(F) For purposes of subsection (E):

(1) 'Public or independent institution' means a:

(a) South Carolina public institution defined in Section 59-103-5, ~~excluding a public two-year or technical institution,~~ and an independent institution as defined in Section 59-113-50, ~~excluding an eleemosynary junior or independent two-year institution;~~ or

(b) public or independent bachelor's level institution chartered before 1962 whose major campus and headquarters are located within South Carolina.

“(G) In addition to qualifications established by regulation, to qualify for a Palmetto Fellows Scholarship, a student shall:

(1) meet the following three criteria:

(a) a minimum score of 1200 on the Scholastic Aptitude Test (SAT) ~~or an equivalent~~ a score of 25 on the ACT score;

(b) a cumulative ~~3.5~~ 4.0 grade point ratio on the Uniform Grading Scale at the end of the junior or senior year; ~~and~~

(c) rank in the top six percent of the class at the end of the sophomore, junior, or senior year. When calculating eligibility for Palmetto Fellows Scholarships in schools where the top six percent of the graduating class is two students or less, the top two students must be considered for the scholarship regardless of class rank. The top six percent of the graduating class must meet all Palmetto Fellows Scholarship eligibility requirements in order to receive a scholarship. If the top six percent of the class is not a whole number of students, the Commission on Higher Education shall round up to the next whole number of students eligible; or

(2) meet the following two criteria:

- (a) a minimum score of 1400 on the Scholastic Aptitude Test (SAT) or a score of 31 on the ACT ~~an equivalent ACT score~~; and
- (b) a cumulative ~~4.0~~ 4.3 grade point ratio on the Uniform Grading Scale at the end of the junior or senior year.

(H) Notwithstanding another provision of law, a student who met the initial eligibility requirements to receive a Palmetto Fellows Scholarship Award as a senior in high school and has met the continuing eligibility requirements shall receive the award. A student who received a Palmetto Fellows Scholarship Award as a senior in high school but declined the award is eligible to reapply for the annual scholarship, providing he meets all of the initial and continuing academic eligibility requirements of the Palmetto Fellows program, if he transfers to a qualifying South Carolina institution of higher learning. The number of semesters or academic years a student attended an out-of-state institution are to be deducted from the number of semesters or academic years a student is eligible for the scholarship. All funding provided for Palmetto Fellows Scholarships regardless of its source or allocation must be used to implement the provisions of this subsection. A student who uses a Palmetto Fellows Scholarship to attend an eligible two-year institution shall receive a maximum of four continuous semesters, and may continue to use the scholarship to attend an eligible four-year institution, subject to maximum number of semesters for which the student may be eligible for the scholarship.

(I) Students receiving a Palmetto Fellows Scholarship to retain it and students currently enrolled in an eligible institution to receive such a scholarship must:

- (1) earn a 3.0 cumulative grade point average on a 4.0 scale at the end of their freshman year and earn at least thirty credit hours, and;
- (2) for each year after a student's freshman year, must earn a 3.0 cumulative grade point average on a 4.0 scale and earn at least thirty credit hours each year for the maximum of semesters permitted at that institution by Section 59-149-60.

The cumulative grade point average calculation, for purposes of Palmetto Fellows scholarship eligibility, must be inclusive of the student's grade point average at all public or independent institutions attended by the student.

(K) In the event SAT or ACT changes their respective scoring ranges, the Commission on Higher Education shall adjust the minimum scores required by this Chapter in order to ensure equivalency.

(L). The provisions of this SECTION do not apply to students in the senior class of the 2020-2021 School Year.

B. Section 59-104-25(A) of the 1976 Code is amended to read:

“(A) A resident student who is at least a ~~sophomore~~ junior attending a four-year public or private institution of higher learning in this State, who is majoring in science or mathematics as defined below, and who is receiving a Palmetto Fellows Scholarship for the current year, shall receive an additional Palmetto Fellows Scholarship stipend equal to the cost of attendance after applying all other scholarships or grants, not to exceed three thousand three hundred dollars each year for no more than ~~three~~ two additional years of instruction, including his ~~sophomore~~ junior year, if the student enrolled in a four-year degree program, or for not more than ~~four~~ three additional years of instruction, including his ~~sophomore~~ junior year, if enrolled in a five-year degree program or a 3 plus 2 program. A year is defined as thirty credit hours of instruction or its equivalent each year. To receive the additional Palmetto Fellows Scholarship stipend each year, the student must receive the underlying Palmetto Fellows Scholarship for that year and must be making acceptable progress each year toward receiving a degree in his science or mathematics major. In addition, during his freshman ~~year~~ and sophomore years, the student must have successfully completed a total of at least ~~fourteen~~ twenty credit hours of instruction in mathematics courses, or life and physical science courses, or a combination of both. For purposes of meeting the required minimum level of instruction in

mathematics and life and physical science courses during a student's freshman year and sophomore years, advanced placement courses in mathematics and life and physical sciences taken in high school on which the student scored high enough on the advanced placement test to receive credit at his institution and for which he received credit, count toward the fulfillment of this minimum requirement.”

SECTION 12.A. Section 59-149-50(A) of the 1976 Code is amended to read:

“(A) To be eligible for a LIFE Scholarship, a student must be either a student who has graduated from a high school located in this State having earned at least one unit of credit in mathematics or computer science and one unit of credit in English/language arts which may be accomplished by dual enrollment credit during the senior year beginning July 1, 2024, a student who has completed at least three of the final four years of high school within this State, a home school student who has successfully completed a high school home school program in this State in the manner required by law, a student who has graduated from a preparatory high school outside this State, while a dependent of a parent or guardian who is a legal resident of this State and has custody of the dependent, or a student whose parent or guardian has served in or has retired from one of the United States Armed Forces within the last four years, paid income taxes in this State for a majority of the years of service, and is a resident of this State. These students also must meet the requirements of subsection (B) and be eligible for in-state tuition and fees as determined pursuant to Chapter 112, Title 59 and applicable regulations. In addition, the student must have graduated from high school with a minimum of a ~~3.0~~ 3.3 cumulative grade average on a 4.0 scale and have scored 1100 or better on the Scholastic Aptitude Test (SAT) or ~~have the equivalent ACT score or a score of 22 on the ACT~~; provided that, if the student is to attend such a public or independent two-year college or university in this State, including a technical college, the SAT/ACT requirement does not apply. If a student chooses to attend

such a public or independent institution of this State and does not make the required SAT/ACT score or the required high school grade point average, as applicable, the student may earn a LIFE Scholarship after his freshman year if he meets the grade point average and semester credit hour requirements of subsection (B). For the purpose of meeting the rank criteria pursuant to this section, the existing high school rank of a South Carolina resident attending an out-of-state high school may be used provided it is calculated pursuant to a state-approved, standardized grading scale at the respective out-of-state high school. If the Commission on Higher Education determines that a state-approved standardized grading scale substantially deviates from the South Carolina Uniform Grading Scale, the state-approved standardized grading scale shall not be used to meet the eligibility requirements for the LIFE Scholarship.”

(B) Students receiving a LIFE Scholarship to retain it and students currently enrolled in an eligible institution to receive such a scholarship must:

- (1) earn a ~~3.0~~ 2.8 cumulative grade point average on a 4.0 scale at the end of their freshman year and earn at least thirty credit hours, ~~each year,~~
- (2) for each year after a student’s freshman year, earn a 3.0 cumulative grade point average on a 4.0 scale and earn at least thirty credit hours each year for the maximum of semesters permitted at that institution by Section 59-149-60.

The cumulative grade point average calculation, for purposes of LIFE scholarship eligibility, must be inclusive of the student’s grade point average at all public or independent institutions attended by the student.

(C) Students who were LIFE Scholarship recipients seeking a degree at such a public or independent institution of this State ~~during their freshman or other year~~ who failed to earn a the cumulative ~~3.0~~ grade point average as required by this subsection at the end of the term they attempted the requisite number of hours required by subsection (B) may regain eligibility if their cumulative grade average is a 3.0 at the end of

the term they have attempted at least sixty hours if they are a sophomore or ninety hours if they are a junior.

(E) In the event SAT or ACT changes their respective scoring ranges, the Commission on Higher Education shall adjust the minimum scores required by this Chapter in order to ensure equivalency.

F. The provisions of this SECTION do not apply to students in the senior class of the 2020-2021 School Year.

B. Section 59-149-15(A) of the 1976 Code is amended to read:

“(A) A resident student who is at least a ~~sophomore~~ junior attending a four-year public or private institution of higher learning in this State, who is majoring in science or mathematics as defined below, and who is receiving a LIFE Scholarship for the current year, shall receive an additional LIFE Scholarship stipend equal to the cost of attendance after applying all other scholarships or grants, not to exceed two thousand five hundred dollars each year for no more than ~~three~~ two additional years of instruction, including his ~~sophomore~~ junior year, if enrolled in a four-year degree program, or for not more than ~~four~~ three additional years of instruction, including his ~~sophomore~~ junior year, if enrolled in a five-year degree program or a 3 plus 2 program. In addition, during ~~each~~ of his freshman ~~year~~ and sophomore years, the student must have successfully completed a total of at least ~~fourteen~~ twenty credit hours of instruction in mathematics courses, or life and physical science courses, or a combination of both. A year is defined as thirty credit hours of instruction or its equivalent each year. To receive the additional LIFE Scholarship stipend each year, the student must receive the underlying LIFE Scholarship for that year and must be making acceptable progress each year toward receiving a degree in his science or mathematics major. For purposes of meeting the required minimum level of instruction in mathematics and life and physical science courses during a student’s freshman ~~year~~ and sophomore years, advanced placement courses in

mathematics and life and physical sciences taken in high school on which the student scored high enough on the advanced placement test to receive credit at his institution and for which he received credit, count toward the fulfillment of this minimum requirement.”

C. Section 59-150-370(C) of the 1976 Code is amended to read:

~~“(C) A student is eligible to receive a SC HOPE Scholarship if he meets the criteria for receiving and maintaining the Legislative Incentives for Future Excellence (LIFE) Scholarship except that~~ To be eligible to receive a SC HOPE Scholarship, a student must have graduated from high school with a minimum of a 3.3 cumulative grade point average on a 4.0 scale. A minimum Scholastic Aptitude Test (SAT) or ACT score and requisite class rank are not required for eligibility for the SC HOPE Scholarship. These SC HOPE Scholarships must be granted and awarded as provided in this section.”

D. The provisions of this SECTION do not apply to students in the senior class of the 2020-2021 School Year.

SECTION 21: Intentionally left blank

SECTION 22. Article 3, Chapter 18, Title 59 is amended by adding:

“Section 59-18-365. (A) For the purposes of monitoring student progress and tracking growth toward college and career readiness and beginning with the 2020-2021 School Year, the Department of Education shall track student performance from kindergarten through grade twelve in reading and mathematics along a common, consistent scale that is nationally recognized and approved by the Education Oversight Committee. The department at least annually before August fifteenth shall provide the resulting measures of student performance to parents and teachers. These measures must be designed to help parents and teachers better understand what skills and concepts the student is ready to learn

and help to form instruction, track growth, and identify appropriate resources for the students. The local school district also shall provide information on Lexile and Quantile measures on interim/benchmark assessments administered at the local school district or local school during the school year.

(B)The department shall provide online and printed resources for assisting parents in improving student growth in reading and mathematics to ensure all students graduate with the skills to be college and career ready. The parent resources must include information that identifies Lexile and Quantile scores recommended for specific careers.

(C)The department shall provide resources to assist teachers in using the common, consistent scale measures to improve the teaching and learning of reading and mathematics.

(D) The formative assessments adopted pursuant to Section 59-18-310(D) shall be linked to common, consistent scales in reading, mathematics, or both. Formative assessments approved pursuant to Section 59-18-310 must provide a common, consistent scale in reading, mathematics, or both.

(E)(1) In kindergarten through second grade, local schools and districts may select assessments designed to measure students' reading and mathematical performance that report the common, consistent scales. Those measures should then be reported to the department, and also shared with students, parents, and teachers.

(2) In third grade through eighth grade, the statewide assessment program in English/language arts and mathematics that are administered pursuant to Section 59-18-325(C)(1) must provide Lexile measures that report information on the student's reading ability and Quantile measures that describe the student's understanding of mathematical skills and concepts at the individual student level.

(3) Assessments offered and administered at the high school level pursuant to Section 59-18-325(A) and the end of course assessments administered pursuant to Section 59-18-320(C) should when available measure students' reading ability and mathematical understanding on these same Lexile and Quantile scales. Those measures must be reported to the department and shared with students, parents, and teachers.



(F) Before January 1, 2021, the department and State Board for Technical and Comprehensive Education shall establish sufficient common minimum admission scores standards to include high school equivalency standards, that do not require a student to attend or enroll in reading or mathematics remediation at the postsecondary level.

SECTION 23: Intentionally left blank

SECTION 24. Section 59-18-1950(B)(1) of the 1976 Code is amended to read:

“(1) The Revenue and Fiscal Affairs Office, working with the Office of First Steps to School Readiness, the South Carolina Department of Education, the South Carolina Commission on Higher Education, the Department of Social Services, the South Carolina Technical College System, the Department of Commerce, the Department of Employment and Workforce, and other state agencies or institutions of higher education, shall develop, implement, and maintain a universal identification system that includes, at a minimum, the following information for measuring the continuous improvement of the state public education system and the college and career readiness and success of its graduates:

- (a) ~~students graduating from public high schools in the State who enter postsecondary education without the need for remediation;~~
- (b) students graduating from public high schools in the State who enter postsecondary education with the need for remediation;
- (c) working-aged adults in South Carolina by county who possess a postsecondary degree or industry credential;
- (d) high school graduates who are gainfully employed in the State within five and ten years of graduating from high school; and
- (e) outcome data regarding student achievement and student growth that will assist colleges of education in achieving accreditation and in improving the quality of teachers in classrooms.”

SECTION 25: Intentionally left blank

SECTION 26. Section 59-59-20 of the 1976 Code is amended to read:

~~“Section 59-59-20. (A)(1) The Department of Education shall develop a curriculum, aligned with state content standards, organized around a career cluster system that must provide students with both strong academics and real world problem solving skills. Students must be provided individualized educational, academic, and career oriented choices and greater exposure to career information and opportunities. This system must promote the involvement and cooperative effort of parents, teachers, and school counselors in assisting students in making these choices, in setting career goals, and in developing individual graduation plans to achieve these goals.~~

~~(B) School districts must lay the foundation for the clusters of study system in elementary school by providing career awareness activities. In the middle grades programs must allow students to identify career interests and abilities and align them with clusters of study for the development of individual graduation plans. Finally, high school students must be provided guidance and curricula that will enable them to complete successfully their individual graduation plans, preparing them for a seamless transition to relevant employment, further training, or postsecondary study~~ On or before August 1, 2022, the Department of Education, in collaboration with the Technical College System, the Commission on Higher Education, the Department of Employment and Workforce, and the Department of Commerce, shall develop a career pathways system that:

(a) aligns public education and postsecondary education systems and the career and technology education services provided within and across program providers;

(b) aligns with state and regional workforce needs;

(c) provides students, teachers, parents, and families with general information about career pathways and with strategies to support

students in acquiring the academic, employability, and technical skills that employers demand; and

(d) promotes the involvement and cooperative effort of parents, teachers, and school counselors in assisting students in making these choices, in setting career goals, and in developing individual graduation plans to achieve these goals.

(2) After developing the career pathways system provided in subsection (A), the department shall develop a curriculum that:

(a) is aligned with state content standards, organized around the career pathways system and system of career clusters, which may be based on national career clusters, aligned with state and regional workforce needs as determined by the Department of Commerce;

(b) provides students with both strong academics and real-world problem-solving skills;

(c) provides students with individualized educational, academic, and career-oriented choices and greater exposure to career information and opportunities; and

(d) provides online and printed resources for assisting parents in improving student growth in reading and mathematics to ensure all students graduate with the skills to be college and career ready. These parent resources must include information that identifies specific careers and the reading and mathematics demands expected in those careers.

(B)(1) In elementary school, districts shall establish a foundation for the career pathways system and career clusters by providing career awareness activities and, at least annually, informing students, parents, and teachers of the student's progress toward having the academic skills in reading and mathematics needed as a foundation for a successful pathway through graduation and post-secondary study:

(2) In middle school, districts shall assist students in:

(a) identifying career interests and abilities; and

(b) developing individual graduation plans that align the interests and abilities of the student as identified pursuant to subitem (a) with related career pathways and clusters of study.

(3) In high school, districts shall provide guidance and curricula that will enable them to complete successfully their individual graduation plans, preparing them for a seamless transition to relevant employment, further training, or postsecondary study.”

SECTION 27. Section 59-59-50 of the 1976 Code is amended to read:

~~“Section 59-59-50. (A)(1) Before July 1, 2006, the Department of Education shall develop state models and prototypes for individual graduation plans and the curriculum framework for career clusters of study. These clusters of study may be based upon the national career clusters and may include, but are not limited to:~~

~~(1) agriculture, food, and natural resources;~~

~~(2) architecture and construction;~~

~~(3) arts, audio video technology, and communications;~~

~~(4) business, management, and administration;~~

~~(5) education and training;~~

~~(6) finance;~~

~~(7) health science;~~

~~(8) hospitality and tourism;~~

~~(9) human services;~~

~~(10) information technology;~~

~~(11) law, public safety, and security;~~

~~(12) manufacturing;~~

~~(13) government and public administration;~~

~~(14) marketing, sales, and service;~~

~~(15) science, technology, engineering, and mathematics; and~~

~~(16) transportation, distribution, and logistics. Beginning with the 2020-2021 School Year and every five years thereafter, the Department of Education shall:~~

~~(a) develop pathways under each career cluster; and~~

~~(b) develop programs of study under each pathway.~~

(2) In developing programs of study as provided in item (1) (b), the department shall emphasize the high-skill and in-demand pathways that the state Workforce Innovation and Opportunity Act plan and

Coordinating Council for Workforce Development have identified as critical to the state's workforce development system.

(B) The Department of Education is to include in the state models and prototypes for individual graduation plans and curriculum framework the flexibility for a student to develop an individualized plan for graduation utilizing courses offered within the clusters at the school of attendance. Any plan of this type is to be approved by the student, parent or guardian, and the school guidance staff.

(C) Before August 1, 2021, the Department of Education in collaboration with the Education and Economic Development Act Coordinating Council shall develop a pathway certification process for high schools and postsecondary institutions. To ensure students have seamless pathways to in-demand careers, the Regional Education Centers shall create alignment between public education and postsecondary education and employers."

SECTION 28: Section 59-59-60 of the 1976 Code is amended to read:

Before July 1, 2007, school districts shall:

~~(1) organize high school curricula around a minimum of three clusters of study and cluster majors. The curricula must be designed to provide a well-rounded education for students by fostering artistic creativity, critical thinking, and self-discipline through the teaching of academic content, knowledge, and skills that students will use in the workplace, further education, and life;~~

~~(2) promote increased awareness and career counseling by providing access to the South Carolina Occupational Information System for all schools. However, if a school chooses another occupational information system, that system must be approved by the State Department of Education~~

Beginning with the 2021-2022 School Year, school districts shall:

(1) organize high school curricula around a minimum of three career pathways that are targeted to the regional and state workforce needs. The

district must offer at least one pathway in each career center or in each high school and at least one high-skill and in-demand pathway as identified in the state’s Workforce Innovation and Opportunity Act plan. Districts shall coordinate with other school districts to ensure that students have increased access to multiple pathways. Students approved to take coursework outside of their attendance zone, to include across district lines, may be transported by school bus at no cost to the student or school district provided the route information has been submitted to the department. The department is permitted to utilize state funds to initiate and foster cross district programs and may mandate that districts participate in such programs as a condition of receipt of state funding. The curricula must be designed to provide a well-rounded education as defined by the “Every Student Succeeds Act” to prepare students for multiple pathways, including postsecondary credentials, advanced coursework, IB and dual enrollment. The pathways must foster the life and career characteristics, world class knowledge, and skills identified in the Profile of the South Carolina Graduate;

(2) promote increased awareness and career counseling that focus on the regional and state workforce needs and on the careers that require a high school diploma, industry certification, postsecondary degree, or postsecondary credential; and

(3) review the pathways selected by the districts every two years and determine if a different pathway is more appropriate for local workforce needs. Districts shall report their process used in determining whether to keep or replace a pathway to the State Board of Education.”

SECTION 29. Section 59-53-30 of the 1976 Code is amended to read:

“Section 59-53-30. (A) Before August 1, 2021 the State Board for Technical and Comprehensive Education shall establish common minimum admission scores standards for institutions within its jurisdiction, and may differentiate scores based on areas of study for programs that award credit toward a degree, certificate, or diploma. For individuals who do not meet the minimum scores, the colleges shall

provide information regarding continuing education programs and other programs that do not award credit toward a degree, certificate, or diploma.

(B) Institutions of the South Carolina Technical Education System shall ~~maintain open admissions policies unless determined to be economically unfeasible by the State Fiscal Accountability Authority and~~ establish and maintain low tuition and fees in order to provide access to post-secondary education and insure that such educational opportunities shall not be denied to anyone.

(C) Upon request and justification and with the approval of the State Board of Education, the Board may authorize an institution within its jurisdiction to contract with local school districts to offer adult literacy courses and programs and secondary-level ~~vocational~~ career and technical education courses and programs.

(D) Upon request and justification and with the approval of the Commission on Higher Education, the Board may authorize an institution within its jurisdiction to offer two-year college parallel programs. The Commission on Higher Education shall approve all criteria for college parallel courses.”

SECTION 30. Section 59-150-360(A) and (F) of the 1976 Code is amended to read:

“(A)(1) A person who qualifies for in-state tuition rates pursuant to Chapter 112, Title 59 may receive tuition assistance to attend a technical college of this State or a public two-year institution of higher learning. A person who qualifies for in-state tuition rates pursuant to this title may attend an independent two-year institution of higher learning and receive lottery tuition assistance each year limited to the highest amount of tuition assistance received by students at public two-year institutions. In order to qualify as a first time entering freshman and before attempting twenty-four academic credit hours, a student must:

(+a) be a South Carolina resident for a minimum of one year;

(2b) be enrolled and maintain six credit hours each semester in a certificate, degree, or diploma program, ~~or be enrolled in a noncredit program that awards a nationally recognized business or industry credential as defined by the State Board for Technical and Comprehensive Education;~~

(3c) make reasonable progress toward completion of the requirements for the certificate, degree, or diploma program;

(4d) if enrolled in a program awarding college credit, complete a Free Application for Federal Student Aid (FAFSA) application. If a student feels that he will definitely not qualify to receive federal financial aid, the student may complete a simple form of minimum questions created by the State Board for Technical and Comprehensive Education and the Commission on Higher Education to determine if the student definitely will not qualify to receive federal financial aid. If it is determined that the student definitely will not qualify to receive federal financial aid, the student shall sign a form created by the State Board for Technical and Comprehensive Education and the Commission on Higher Education, and the student is exempted from completing the Free Application for Federal Student Aid. The State Board for Technical and Comprehensive Education and the Commission on Higher Education shall promulgate regulations to set thresholds for determining if a student definitely will not qualify to receive federal financial aid; ~~and~~

(5e) not be the recipient of a LIFE Scholarship.

(2) Regulations for implementation of this section are the responsibility of the South Carolina State Board for Technical and Comprehensive Education, for the technical college system, and the Commission on Higher Education, for the two-year public and private institutions. These regulations must be developed in a coordinated effort, provide for the allocation of funds based on the tuition assistance granted at each institution, and be interchangeable between each of the institutions affected.

(F) In order for a student seeking credit hours for a certificate, degree, or diploma to be eligible after attempting twenty-four academic credit hours



the student must have earned a grade point average of 2.0 or better on a 4.0 grading scale.”

SECTION 31: Intentionally left blank

SECTION 32: Chapter 43, Title 59 is amended by adding:

The General Assembly recognizes a need to increase the percentage of working-aged adults with a postsecondary degree or industry credential by encouraging closer partnerships between the State Board for Technical and Comprehensive Education and the State Board of Education in providing these programs. The State Board for Technical and Comprehensive Education in collaboration with the State Board of Education shall look at additional pathways of cooperation to better facilitate adult education in an efficient and cost effective manner. They shall provide a report detailing their findings, to include student participation, retention and completion numbers, to the General Assembly by June 1, 2020.

SECTION 35. Article 1, Chapter 25, Title 59 of the 1976 Code is amended by adding:

“Section 59-25-25. (A) The State Board of Education is authorized to approve alternative route providers and programs for educator preparation and certification. Educator preparation programs housed within an institution of higher education (IHE) may be approved as an alternative route provider and may submit a separate and distinct educator preparation program for alternative ~~preparation~~ certification to the State Board of Education for approval. These alternative preparation programs are not required to be nationally accredited, but, consistent with other alternative preparation programs, IHE-led alternative programs must include, but are not limited to, documented evidence of the following:

(1) budget and sources of revenue including fees paid by the candidates;

(2) organizational information including the names and qualifications of administrators, support staff, and faculty;

(3) entry requirements for candidates for each certification area program offered by the applicant;

(4) plans for curriculum offerings including delivery method and timeframe, field placements, field supervision plans, and assessments of success;

(5) partnerships with public schools for clinical experiences, if applicable, including signed memoranda of agreement with detailed responsibilities for the alternative route educator provider program and the school district;

(6) evidence of annual successful teaching experience by the candidates and progress toward obtaining a professional certificate;

(7) ongoing monitoring of candidates' performances in the classroom while in the alternative route program; and

(8) mentoring provided by the educator preparation program.

(B)The department annually shall report the total number of individuals employed in this State, by district, with certificates issued by IHE alternative programs to the State Board of Education and the General Assembly before March thirty-first of each year.”

SECTION 41: Intentionally left blank

SECTION 42: Intentionally left blank