Be it enacted by the General Assembly of the State of South Carolina:

PART I

Statewide College and Career Readiness Goal

SECTION 2. Article 5, Chapter 1, Title 59 of the 1976 Code is amended by adding:

“Section 59-1-485. Recognizing that a vibrant workforce is critical to sustaining and growing the economy of this State by servicing existing industry and attracting new industry, the State of South Carolina must endeavor to increase the number of South Carolinians who are ready and able to fill jobs demanded by a dynamic and evolving economy. To achieve this purpose, the State of South Carolina establishes an overall statewide workforce readiness goal of at least sixty percent of all working-age South Carolinians having a post-secondary degree or recognized industry credentials before the year 2030. The General Assembly is encouraged to reexamine and revise this goal on an ongoing basis as needed.”

PART II

Student Empowerment

SECTION 3. Chapter 63, Title 59 of the 1976 Code is amended by adding:

“Article 15

Student Bill of Rights

Section 59-63-1510. This article must be known and may be cited as the ‘Student Bill of Rights.”
Section 59-63-1520. All students should expect the following:

1. (1) a General Assembly and Governor who are responsive to ideas for improvement throughout the zero to workforce education system;
2. (2) a State Superintendent of Education and State Board of Education that engage students in designing policies and programs that improve educational outcomes for all children;
3. (3) an education tailored to students’ individual needs which prepares them to be college-ready, career-ready, and civic-ready for life beyond high school. To attain this education, students should:
   (a) be afforded school districts that are financially stable and academically responsible to the educational needs of all students;
   (b) be governed by school boards that are focused on serving the educational needs of students by acting ethically and hiring dedicated and qualified superintendents and other district staff;
   (c) be led by superintendents who recruit and retain excellent principals and who ensure that school faculty and staff receive high quality professional development and support;
   (d) receive instruction and support from highly qualified teachers who strive to serve students with the highest professional integrity and always seek to improve their skills;
4. (4) to attend schools that are safe and well-maintained;
5. (5) to feel mentally, physically, and emotionally safe while in school;
6. (6) to understand rules and procedures in their school, and have the opportunity to address unfair treatment;
7. (7) to have the option to attend schools outside of their zoned area that meet their individual needs and aspirations;
8. (8) to have parents or guardians who are involved with their student’s education and work with educators to promote their success;
9. (9) to attend school in an educational system that puts their success first."

SECTION 4. Section 59-5-10 of the 1976 Code is amended to read:

“Section 59-5-10. (A)(1) The State Board of Education shall must be composed of one member from each judicial circuit. The members shall serve terms of four years and until their successors are elected and qualify, except of those first elected, the members from the fifth, tenth and fourteenth circuits shall serve terms of one year; the members from the first, sixth, eighth and twelfth circuits shall serve terms of two years and the members from the fourth, seventh, ninth and eleventh circuits shall serve terms of three years.
The terms of all members must commence on January first following their election.

(2) The legislative delegations representing the counties of each judicial circuit shall meet upon written call of a majority of the members of the delegations of each judicial circuit at a time and place to be designated in such call for the purpose of electing a member of the Board to represent such circuit. A majority present, either in person or by written proxy, of the members of the county legislative delegations from a given circuit shall constitute a quorum for the purpose of electing a member, but no person may be declared elected who shall fail to receive a majority vote of all the members of the county legislative delegations from the circuit. The joint county legislative delegations of each circuit must be organized by the election of a chairman and a secretary and such joint legislative delegations shall, subject to the provisions herein, adopt such rules as they deem proper to govern the election. Any absentee may vote by written proxy. When the election is completed, the chairman and secretary of the joint county legislative delegations of each circuit shall immediately transmit the name of the person elected to the Secretary of State who shall forthwith issue to such person, after he has taken the usual oath of office, a certificate of election as a member of the State Board of Education. The Governor shall thereupon issue a commission to such person and pending such issuance the certificate of election must be a sufficient warrant to such person to perform all of the duties and functions of his office.

(3) Any vacancy must be filled in the same manner as the original appointment for the unexpired portion of the term.

(4) Representation of a given judicial circuit on the State Board of Education must be rotated among the counties of the circuit, except by unanimous consent of all members of the county legislative delegations from the circuit. No member shall succeed himself in office except by unanimous consent of the members of the county legislative delegations from the circuit. Members of the legislative delegation of any county entitled to a member of the board shall nominate persons for the office, one of whom must be elected to the board.

(5) The board shall select its chairman and other officers to serve for such terms as the board may designate. Provided, the Superintendent of Education shall serve as secretary and administrative officer to the board. The board shall adopt its own rules and procedures. The chairman and other officers shall have such powers and duties as may be determined by the board not inconsistent with the law.
(6) At the initial meeting of the legislative delegations representing the counties of each circuit, it shall be determined by lot the sequence in which each county shall be entitled to nominate persons for the office.

(B) In addition to the members of the State Board of Education provided in subsection (A), the State Board of Education also shall include two nonvoting advisory members who are public school students appointed by the Governor for a two-year term. A nonvoting advisory member may not serve if he discontinues attending public school in this State. A vacancy must be filled for the remainder of the term. A person may serve no more than two years as a nonvoting advisory member. A nonvoting advisory member may not serve as chairman of the board."

(C) Beginning in 2021, and in consultation with the Education and Economic Development Act Coordinating Council and the State Superintendent of Education, the State Board of Education shall, annually, before December first, provide a comprehensive report to the Governor and the General Assembly that specifically identifies key benchmarks within the 0-20 education and workforce pipeline for measuring progress of state agencies' and other publicly funded entities' efforts to meet those benchmarks. The State Board of Education through the State Superintendent of Education must provide recommendations regarding ways that state and local efforts can be improved, ways that collaboration and cooperation among state and local agencies and resources can be measurably improved, and efforts underway or being considered in other States that address the noted areas of concern. The State Superintendent also shall recommend legislation it considers necessary."

(CONCEPT PRESERVED/REVISED FROM 0-20 COMMITTEE)

PART III

Creation of Zero to Twenty Committee

SECTION 5. Title 1 of the 1976 Code is amended by adding:

"CHAPTER 12

Zero to Twenty Committee

Section 12-110. (A) There is established within the Office of the Governor the ‘Zero to Twenty Committee’ which is created to;"
(1) monitor the state education and workforce pipeline to continually determine the education and training levels required by the State’s employers;
(2) identify and recommend improvements regarding efficiency and cooperation of agencies and programs throughout the age zero to twenty education and workforce pipeline; and
(3) report findings and recommendations to the Governor and General Assembly on a continuous basis.

(B)(1) The committee shall consist of nine members. The Lieutenant Governor shall serve as chairman of the committee. The other members must be appointed as follows:
   (a) three members appointed by the Governor;
   (b) one member appointed by the Speaker of the House;
   (c) one member appointed by the Chairman of the House Ways and Means Committee;
   (d) one member appointed by the Chairman of the House Education and Public Works Committee;
   (e) one member appointed by the President of the Senate;
   (f) one member appointed by the Chairman of the Senate Finance Committee; and
   (g) one member appointed by the Chairman of the Senate Education Committee.
(2) Committee members may not concurrently serve as a member of the General Assembly.

(C) A member must have a background in early childhood education, K-12 education, higher education, workforce development, or economic development.

(D) A member of the committee shall serve for a term of five years and until their successors are appointed and qualified.

(E) A vacancy must be filled in the manner of the original appointment for the unexpired term.

(F) The committee shall employ an executive director, referred to as the ‘Education Tsar’, and appropriate staff to fulfill the requirements of this section.

(G) A member of the committee may serve no more than two consecutive terms. A member having served two consecutive terms may be eligible for reappointment one year after the expiration of his second term.

(H) The committee may elect other officers from among its members as necessary.

(I) A quorum for transacting business shall consist of a majority of the membership as constituted at the time of a meeting.

(J) A vacancy on the committee does not impair the right of the remaining members to exercise all the powers of the committee.
(K) A member of the committee is entitled to such per diem, mileage, and subsistence as is provided by law for boards, commissions, and committees.

(L) Initial appointments must be made by August 1, 2020, at which time the Governor or his designee shall call the first meeting.

Section 1-12-120. Before October 1, 2021, the committee shall establish a series of benchmarks that must include, but are not limited to the following:

1. access to quality early learning, as determined by the committee, including the number of three and four-year-old children in quality early learning settings;
2. third grade reading proficiency, including the percentage of third grade students who score ‘Meets’ or ‘Exceeds Expectations’ on the SC Ready assessment, or its successor;
3. eighth grade mathematics, including the percentage of eighth grade students who score ‘Meets’ or ‘Exceeds Expectations’ on the SC Ready assessment, or its successor;
4. high school graduation rates, including the percentages of students who graduated in four and five years;
5. youth nonparticipation, including the percentage of South Carolina residents between sixteen and eighteen years of age who are not going to school on the secondary level or in adult education, not in the military, or not otherwise working;
6. post-high school enrollment, including the percentage of South Carolina high school graduates who are in postsecondary education the semester after graduation from high school or are gainfully employed; and
7. post-high school education attainment, including the percentage of South Carolina residents ages twenty-two through sixty-five who have completed a two or four-year degree, or have received a nationally recognized certification as determined by the Department of Commerce.

Section 1-12-130. With assistance and consultation from the Department of Administration, the committee shall create a publicly accessible website that reports the information required in Section 1-12-120. The committee shall add language explaining the benchmarks and annually shall update the website to show the progress of the State toward meeting each goal.

Section 1-12-140. Beginning in 2021, the committee annually, before December first, shall provide a comprehensive report to the Governor and General Assembly that specifically identifies areas
within the 0-20 education and workforce pipeline where state
to agencies and other publically funded entities are failing to meet the
benchmarks identified in this section. The committee must provide
recommendations regarding ways that state and local efforts can be
improved, ways that collaboration and cooperation among state and
local agencies and resources can be increased, and efforts underway
or being considered in other States that address the noted areas of
concern. The committee also shall recommend legislation it
considers necessary.”

(REVISED/PRESERVED - SEE END OF SECTION 4)

PART IV

Enhancements to Workforce Preparation

Subpart I

Computer Science and Mathematics Coursework and Incentives

SECTION 6. Article 1, Chapter 29, Title 59 of the 1976 Code is
amended by adding:

Section 59-29-250. (A) The purpose of this section is to
expand access to computer science learning experiences to all
students because computer science supports literacy, math,
problem-solving, and technological skills, and advances
productivity in every discipline, industry, and profession.

(B) The State Board of Education shall conduct, at least every
five years, a cyclical review of grade appropriate standards for
computer science, computational thinking, and computer coding for
grades kindergarten through grade twelve. Experts and officials
from higher education, business and industry, to include information
technology or computer science, must be included in the review and
development of the standards.

(C) No later than the beginning of the 2020-2021 School Year,
each public high school and public charter high school must offer at
least one computer science course that:

(1) is rigorous and standards-based;

(2) meets or exceeds the curriculum standards and
requirements established by the State Board of Education;
(3) meets the needs of diverse students who will pursue postsecondary education or who will enter careers in computing and information technology upon graduation; and

(1) is made available in a traditional classroom setting, in a dual-enrollment course, blended-learning environment, online-based, or other technology-based format tailored to meet the needs of each participating student.

Information on computer science course offerings and student enrollment must be reflected on the annual high school report cards.

(D) Beginning in the 2020-2021 School Year, the Department of Education shall:

(1) employ one full-time employee whose sole responsibility is to coordinate and lead the South Carolina Computer Science Education Initiative, provided the employee must have prior work experience in the computer science or information technology industry;

(2) support K-12 academic and computer science teachers in designing interdisciplinary, project-based instruction and assignments that engage students in applying literacy, math, and computational thinking skills to solve problems;

(3) design career pathways that connect students to postsecondary programs, degrees, or postsecondary credentials in high demand career fields including, but not limited to, cybersecurity, information systems, informatics, computer engineering, and software development as identified by the Department of Commerce;

(4) offer professional development and teacher endorsements to new teachers who will teach computer science and complete a two-to-four-week, full-day summer institute that consists of thirty hours of instruction conducted over ten consecutive weekdays;

(5) provide information and materials which identify emerging career opportunities in computer science and related fields to parents, students, teachers, and guidance counselors; and

(6) assist districts in developing partnerships with business, industry, higher education, and communities to provide afterschool and extracurricular activities that engage students in computer science.

(E) The State Board of Education shall promulgate regulations to create certification pathways for computer science teachers. The Department of Education shall develop criteria for postsecondary computer science teacher preparation programs.

(F) Recognizing that successful implementation of computer science education requires effective instruction, the Department of Education shall develop guidelines for use by school districts and
schools outlining the educational and degree requirements appropriate for computer science teachers. The Commission on Higher Education shall determine what, if any, financial incentives are needed by institutions of higher education to design programs to prepare and credential computer science teachers.”

"Section 59-29-250. (A) The purpose of this section is to expand access to computer science learning experiences to all students because computer science supports literacy, math, problem-solving, and technological skills, and advances productivity in every discipline, industry, and profession.

(B) The State Board of Education shall conduct, at least every five years, a cyclical review of grade appropriate standards for computer science and computational thinking and computer coding for grades 9-12. Experts and officials from higher education, business, and industry must be included in the development of the standards.

(C) Not later than the 2020-2021 School Year, each public high school and public charter high school must offer at least one computer science course which:

(1) is rigorous and standards-based;

(2) meets or exceeds the curriculum standards and requirements established by the State Board of Education;

(3) meets the needs of diverse students who will pursue postsecondary education or who will enter careers in computing and information technology upon graduation; and

(4) is made available in a traditional classroom setting, in a dual enrollment course, blended learning environment, online-based, or other technology-based format tailored to meet the needs of each participating student.

(D) Beginning in the 2020-2021 School Year, the Department of Education shall:

(1) establish qualifications for and employ staff one full-time education associate in the Office of Standards and Learning

[419] 9
whose responsibility is to coordinate and lead the South Carolina Computer Science Education Initiative;

(2) support K-12 academic and computer science teachers in designing interdisciplinary, project-based instruction and assignments that engage students in applying literacy, math, and computational thinking skills to solve problems;

(3) design career pathways that connect students to postsecondary programs, degrees, or postsecondary credentials in high-demand career fields including, but not limited to, cybersecurity, information systems, informatics, computer engineering, and software development as identified by the Department of Commerce;

(4) offer professional development and teacher endorsements to teachers who will teach computer science;

(5) the State Board of Education shall promulgate regulations and develop guidelines creating certification pathways for computer science teachers and the Department of Education also shall develop criteria for postsecondary computer science teacher preparation programs;

(6) provide information and materials which identify emerging career opportunities in computer science and related fields to parents, students, teachers, and guidance counselors; and

(7) assist districts in developing partnerships with business, industry, higher education, and communities to provide afterschool and extracurricular activities that engage students in computer science;

(E) Recognizing that successful implementation of computer science education requires effective instruction, the Department of Education shall develop guidelines for use by school districts and schools outlining the educational and degree requirements for appropriate computer science teachers. The Commission on Higher Education shall determine what, if any, financial incentives are needed by institutions of higher education to design programs to prepare and credential computer science teachers.
Subpart II

Statewide Assessment Program Revisions

SECTION 7. Section 59-18-310(B)(1) of the 1976 Code is amended to read:

“(1) The statewide assessment program must include the subjects of English/language arts, mathematics, and science, and social studies in grades three through eight, as delineated in Section 59-18-320, and end-of-course tests for courses selected by the State Board of Education and approved by the Education Oversight Committee for federal accountability, which award units of credit in English/language arts, mathematics, and science, and social studies. A student’s score on an end-of-year assessment may not be the sole criterion for placing the student on academic probation, retaining the student in his current grade, or requiring the student to attend summer school. Beginning with the graduating class of 2010, students are required to pass a high school credit course in science and a course in United States history in which end-of-course examinations are administered to receive the state high school diploma. Beginning with the graduating class of 2015, students are no longer required to meet the exit examination requirements set forth in this section and State Regulation to earn a South Carolina high school diploma.”

SECTION 8. Section 59-18-320(A) and (B) of the 1976 Code is amended to read:

“(A) After the first statewide field test of the assessment program in each of the four academic areas, and after the field tests of the end of course assessments of high school credit courses, the Education Oversight Committee, established in Section 59-6-10, will review the state assessment program and the course assessments for alignment with the state standards, level of difficulty and validity, and for the ability to differentiate levels of achievement, and will make recommendations for needed changes, if any. The review will be provided to the State Board of Education, the State Department of Education, the Governor, the Senate Education Committee, and the House Education and Public Works Committee as soon as feasible after the field tests. The Department of Education will then report to the Education Oversight Committee no later than
one month after receiving the reports on the changes made to the
assessments to comply with the recommendations.

(B) After review and approval by the Education Oversight
Committee, and pursuant to Section 59-18-325, the standards-based
assessment of mathematics, English/language arts, social studies,
and science will be administered for accountability purposes to all
public school students in grades three through eight, to include those
students as required by the federal Individuals with Disabilities
Education Improvement Act and by Title I of the Elementary and
Secondary Education Act. To reduce the number of days of testing,
to the extent possible, field test items must be embedded with the
annual assessments. To ensure that school districts maintain the high
standard of accountability established in the Education
Accountability Act, performance level results reported on school
and district report cards must meet consistently high levels in all
four three core content areas. For students with documented
disabilities, the assessments developed by the Department of
Education shall include the appropriate modifications and
accommodations with necessary supplemental devices as outlined
in a student’s Individualized Education Program and as stated in the
Administrative Guidelines and Procedures for Testing Students with
Documented Disabilities.”

SECTION 9. Section 59-18-325(C)(3) of the 1976 Code is
amended to read:

“(3) Beginning with the 2017-2018 School Year, the department
shall procure and administer the standards-based assessments of
mathematics and English/language arts to students in grades three
through eight. The department also shall procure and administer the
standards-based assessment in science to students in grades four,
and six, and eight, and the standards-based assessment in social
studies to students in grades five and seven.”
SECTION 10. Chapter 156, Title 59 of the 1976 Code is amended by adding:

“Section 59-156-250. (A) Before August 1, 2020, Beginning with fiscal year 2018-2019, and with data and information submitted by the Office of First Steps to School Readiness, and the State Department of Education, and the Department of Health and Human Services, shall report to the Speaker of the House and President of the Senate the following information: the Education Oversight Committee as a component of an annual Kindergarten Readiness Program shall annually provide the following information, at the district and the state level:

1. The number of four-year-olds eligible for the South Carolina Child Early Reading Development and Education Program, and the number of four-year-olds enrolled in, and the number funded, at the forty-fifth and one hundred thirty-fifth day of the program, provided this information must be reported by the school district and local the Office of First Steps partnerships through its 4K providers, and must include the number of children served by state-funded public and private providers;

2. Kindergarten readiness assessment scores by district, differentiated by state-funded public and private 4K providers, and by other early education experience Head Start or ABC Voucher programs;

3. The number of 4K classrooms and spaces added in each of the previous five school years by level of quality, and the number of 4K classrooms provided in item (3) that are considered to be high quality, and the basis for the determination;

4. The number of spaces available to serve four-year-olds, the number of openings and number of children on a wait-list as of June first August 1st for 4K in the upcoming school year, and;

(B) In addition to the requirements of subsection (A), the report also shall include a detailed plan for increasing the number of students served throughout the State, with an emphasis on districts in Tier III and IV counties as determined in Section 12-6-3360, and wait-list information in sub-item (5).

(B) Where reasonable and necessary, and to the extent possible, data and information for programs funded by local school
districts and by the Education Improvement Act shall be provided and included in reporting required pursuant to this Section.

(C) Before August 1, 2023, the Office of First Steps to School Readiness and the State Department of Education shall issue an additional report to the Speaker of the House and President of the Senate updating the information originally reported in 2021-2020 pursuant to subsection (A).” Beginning January 15th, 2020, the Education Oversight Committee annually shall submit a Kindergarten Readiness Program Summary Report to the General Assembly; if funding is provided, a Kindergarten Readiness Comprehensive Analysis Report at least every three years may be submitted to satisfy the reporting requirement. The information pursuant to subsections (A) and (B) must be included in the annual report submitted, and shall include year-over-year trend information.