

The House Committee on Education offers the following substitute to HB 186:

A BILL TO BE ENTITLED
AN ACT

1 To amend Article 6 of Chapter 2 of Title 20 of the Official Code of Georgia Annotated,
2 relating to the "Quality Basic Education Act," so as to provide and expand career pathway
3 options for high school students to ensure their career and college readiness; to provide for
4 legislative findings; to provide measures to minimize the need for remedial course work for
5 students in postsecondary institutions; to provide for career clusters of study; to require
6 academic core standards to be embedded in career, technical, and agricultural education
7 courses; to provide for end-of-course assessments; to provide for course credit for
8 demonstrated proficiency; to provide for certain requirements relating to dual credit courses;
9 to amend Chapter 14 of Title 34 of the Official Code of Georgia Annotated, relating to the
10 Georgia Workforce Investment Board, so as to provide for the establishment of soft skills
11 certification by the Governor's Office of Workforce Development; to provide for
12 collaboration with the Department of Education to enable high school students to attain soft
13 skills certification; to provide for related matters; to provide for an effective date; to repeal
14 conflicting laws; and for other purposes.

15 BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA:

16 SECTION 1.

17 The General Assembly finds:

- 18 (1) Our state's long-term prosperity depends on supporting an education system that is
- 19 designed to prepare our students for a global economy;
- 20 (2) High school students must understand that they have options and pathways available
- 21 to them that provide for a high school diploma and prepare them for success in
- 22 postsecondary education, a career, or both;
- 23 (3) Local school systems must provide every student with choices that are academically
- 24 rigorous and relevant to a career and to technical pathways;
- 25 (4) Both the Department of Education and postsecondary institutions must work together
- 26 so that academic courses that are embedded within career, technical, and agricultural

27 education courses (CTAE) and CTAE standards that are embedded in academic courses are
 28 recognized and given appropriate academic credit at the high school and postsecondary
 29 levels;

30 (5) Teachers should be provided with professional development opportunities that enforce
 31 the academically rigorous standards in relevant, project based coursework;

32 (6) High school students should clearly understand the options for dual high school and
 33 postsecondary credit, and the state should properly fund these options;

34 (7) Every state education agency, postsecondary institution, and local school system should
 35 have a collective goal that every student graduates high school with postsecondary credit;

36 (8) Georgia's strategic industries must be partners in our public education system
 37 (secondary and postsecondary) so that they are assured that our high school graduates are
 38 prepared for success in the workforce;

39 (9) Georgia's public education system must incorporate many different types of
 40 assessments and certificates into their programs so that a student's skill level is assessed
 41 and that it also has meaning to them for postsecondary and career success; and

42 (10) Georgia's students must understand that a high school diploma is the key to success
 43 in the workforce.

44

SECTION 2.

45 Article 6 of Chapter 2 of Title 20 of the Official Code of Georgia Annotated, relating to the
 46 "Quality Basic Education Act," is amended by revising Code Section 20-2-140, relating to
 47 the establishment of competencies and a uniformly sequenced core curriculum, as follows:

48 "20-2-140.

49 (a) The State Board of Education shall establish competencies that each student is
 50 expected to master prior to completion of the student's public school education. The state
 51 board shall also establish competencies for which each student should be provided
 52 opportunities, at the discretion of the student and the student's parents, to master. Based
 53 upon these foregoing competencies, the state board shall adopt a uniformly sequenced core
 54 curriculum for grades kindergarten through 12. Each local unit of administration shall
 55 include this uniformly sequenced core curriculum as the basis for its own curriculum,
 56 although each local unit may sequence, expand, and enrich this curriculum to the extent it
 57 deems necessary and appropriate for its students and communities.

58 (b) Stronger coordination between high schools and institutions of higher education is
 59 necessary to prepare students for more challenging postsecondary endeavors and to lessen
 60 the need for academic remediation in college, thereby reducing the costs of higher
 61 education for students, families, and the state. The State Board of Education, the Board of
 62 Regents of the University System of Georgia, and the Board of Technical and Adult

63 Education shall develop policies to ensure that students who complete the core curriculum
 64 established pursuant to this Code section shall meet the requirements for postsecondary
 65 college admission. The Board of Regents of the University System of Georgia and the
 66 Board of Technical and Adult Education shall require their institutions to accept core
 67 curriculum coursework completed by high school students for purposes of admission into
 68 a postsecondary institution. This shall apply beginning with students entering school in the
 69 fall of 2011."

70 SECTION 3.

71 Said article is further amended by adding new Code sections to read as follows:

72 "20-2-159.1.

73 No later than July 1, 2012, the Department of Education shall develop, and the State Board
 74 of Education shall approve, state models and curriculum framework for career clusters of
 75 study, including, but not limited to:

- 76 (1) Agriculture, food, and natural resources;
- 77 (2) Architecture and construction;
- 78 (3) Arts, audio-video technology, and communications;
- 79 (4) Business, management, and administration;
- 80 (5) Education and training;
- 81 (6) Finance;
- 82 (7) Health science;
- 83 (8) Hospitality and tourism;
- 84 (9) Human services;
- 85 (10) Information technology;
- 86 (11) Law, public safety, and security;
- 87 (12) Manufacturing;
- 88 (13) Government and public administration;
- 89 (14) Marketing, sales, and service;
- 90 (15) Science, technology, engineering, and mathematics; and
- 91 (16) Transportation, distribution, and logistics.

92 20-2-159.2.

93 (a) The competencies and curricula established for career, technical, and agricultural
 94 education courses pursuant to Code Section 20-2-140 shall include embedded standards in
 95 academic core subject areas, as appropriate. In establishing such competencies and
 96 curricula, the state board shall work to ensure that the coursework meets postsecondary
 97 requirements for acceptance of credit for such coursework at the postsecondary level.

98 (b) Local school systems and individual charter schools may develop and implement
99 career, technical, and agricultural courses with embedded standards in academic core
100 subjects areas including but not limited to English, language arts, science, social studies,
101 and mathematics.

102 (c) For an academic core subject area for which an end-of-course assessment has been
103 adopted pursuant to Code Section 20-2-281 students shall be given the opportunity to take
104 such end-of-course assessment upon completion of the career, technical, and agricultural
105 education course that includes embedded standards in such academic core subject area,
106 unless such student has already passed such end-of-course assessment.

107 (d) Students who successfully complete a course in career, technical, and agricultural
108 education that includes embedded standards in academic core subject areas, as adopted or
109 approved by the state board, shall receive course credit for both the career, technical, and
110 agricultural education course as well as for the academic core coursework embedded in
111 such course.

112 20-2-159.3.

113 (a) The State Board of Education, in consultation with the Board of Regents of the
114 University System of Georgia and the Board of Technical and Adult Education, shall adopt
115 a state-wide plan implementing methods for students to earn units of high school credit
116 based on a demonstration of subject area competency, instead of or in combination with
117 completing hours of classroom instruction. Such plan shall ensure that credit for
118 demonstrated proficiency is reported on student transcripts in the same way that seat time
119 credit is recorded. The state board shall adopt the plan not later than June 30, 2011, and
120 commence phasing in the plan during the 2011-2012 school year. The plan shall include
121 a standard method for recording demonstrated proficiency on high school transcripts.
122 Implementation of the guidelines shall be done at the local school system and charter
123 school level.

124 (b) Each local school system shall comply with the state board's plan adopted pursuant to
125 this Code section and shall award units of high school credit in accordance with such plan.
126 Local boards of education and charter schools shall establish implementation policies and
127 shall be prohibited from setting policies that negate or otherwise prohibit access to such
128 plan.

129 20-2-159.4.

130 (a) For purposes of this Code section, the term:

131 (1) 'Dual credit course' means any arrangement whereby an eligible student takes one or
 132 more courses at or through an eligible institution while still enrolled as a public high
 133 school student and receives credit both at the high school and at the eligible institution.

134 (2) 'Eligible institution' means any eligible postsecondary institution as defined in
 135 paragraph (7) of Code Section 20-3-519.

136 (b) The department shall develop appropriate forms and counseling guidelines for dual
 137 credit courses and shall make such forms and guidelines available to local school systems
 138 and eligible institutions. No later than the first day of April each year, each local school
 139 system shall provide general information about dual credit courses, including such forms,
 140 to all its eighth through eleventh grade students. A local school system shall also provide
 141 counseling services in accordance with the counseling guidelines provided by the
 142 department to such students and their parents or guardians before the students enroll in a
 143 dual credit course. Prior to participating in a dual credit course, the student and the
 144 student's parent or guardian shall sign the form provided by the school system or by an
 145 eligible institution stating that they have received the counseling specified in this Code
 146 section and that they understand the responsibilities that shall be assumed in participating
 147 in the dual credit program."

148 **SECTION 4.**

149 Chapter 14 of Title 34 of the Official Code of Georgia Annotated, relating to the Georgia
 150 Workforce Investment Board, is amended in Code Section 34-14-3, relating to the
 151 establishment of the Governor's Office of Workforce Development, as follows:

152 "34-14-3.

153 (a)(1) The Governor's Office of Workforce Development is hereby established to
 154 implement state workforce development policy as directed by the Governor and to serve
 155 as staff to the board.

156 (2) In addition, the office is authorized to establish certification in soft skills, which may
 157 include, but not be limited to, skills relating to punctuality, ability to learn, and ability to
 158 work in a team, as a complement to the current assessment system utilized in Georgia to
 159 measure an individual worker's skill and knowledge in the areas of applied mathematics,
 160 reading for information, and locating information to determine and indicate to potential
 161 employers such worker's level of work readiness. Such certification is intended to assist
 162 both the existing workforce as well as the state's emerging workforce. The office is
 163 authorized to explore local, national, and international soft skills programs for the
 164 purpose of developing a soft skills certification system.

165 (3) The office is authorized and encouraged to work with the state's emerging workforce,
 166 including rising and graduating high school students, with the goal that, upon graduation,

167 high school students have both a diploma and certification in soft skills and work
168 readiness to enable them to be successful in postsecondary education, a career pathway,
169 or both. The office may collaborate with the Department of Education to facilitate
170 coordination with high schools so that high school students can attain certification in soft
171 skills and work readiness.

172 (b) The Governor's Office of Workforce Development shall have an executive director
173 appointed by the Governor whose duties are to implement state-wide workforce
174 development policy as directed by the Governor, to serve as workforce development policy
175 advisor to the Governor, and to serve as executive director to the board.

176 (c) The Governor's Office of Workforce Development shall be attached to the Office of
177 Planning and Budget for administrative purposes only."

178 **SECTION 5.**

179 This Act shall become effective upon its approval by the Governor or upon its becoming law
180 without such approval.

181 **SECTION 6.**

182 All laws and parts of laws in conflict with this Act are repealed.