

The Senate Education and Youth Committee offered the following substitute to HB 186:

A BILL TO BE ENTITLED  
AN ACT

1 To amend Chapter 2 of Title 20 of the Official Code of Georgia Annotated, relating to  
2 elementary and secondary education, so as to provide and expand career pathway options for  
3 high school students to ensure their career and college readiness; to provide for legislative  
4 findings; to provide for coordination between the State Board of Education, the Board of  
5 Regents of the University System of Georgia, and the Board of Technical and Adult  
6 Education; to provide for focused programs of study; to provide measures to minimize the  
7 need for remedial course work for students in postsecondary institutions; to require academic  
8 core standards to be embedded in career, technical, and agricultural education courses; to  
9 provide for end-of-course assessments; to provide for course credit for demonstrated  
10 proficiency; to provide for certain requirements relating to dual credit courses; to provide for  
11 enrollment counts for students in dual credit programs; to repeal a Code section relating to  
12 enrollment in postsecondary courses; to provide that certain provisions relating to individual  
13 graduation plans may not be waived; to amend Chapter 14 of Title 34 of the Official Code  
14 of Georgia Annotated, relating to the Georgia Workforce Investment Board, so as to provide  
15 for the establishment of soft skills certification by the Governor's Office of Workforce  
16 Development; to provide for collaboration with the Department of Education to enable high  
17 school students to attain soft skills certification; to provide for related matters; to provide for  
18 an effective date; to repeal conflicting laws; and for other purposes.

19 BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA:

20 SECTION 1.

21 The General Assembly finds:

- 22 (1) Our state's long-term prosperity depends on supporting an education system that is
- 23 designed to prepare our students for a global economy;
- 24 (2) High school students and parents must understand that they have options for career
- 25 pathway programs of study that join a college-ready academic core with quality career,
- 26 technical, and agricultural education studies that result in a high school diploma and

- 27 preparation for success in advanced training, an associate's degree, a baccalaureate degree,  
 28 and a career;
- 29 (3) Local school systems must provide every student with choices that are academically  
 30 rigorous and aligned to opportunities in high-demand, high-skill, high-wage career fields  
 31 and to postsecondary career and technical pathways leading to advanced credentials or  
 32 degrees;
- 33 (4) The State Board of Education, the Board of Regents of the University System of  
 34 Georgia, and the Board of Technical and Adult Education must work together so that  
 35 academic courses that are embedded within career, technical, and agricultural education  
 36 courses (CTAE) are given appropriate academic credit at the high school level and  
 37 recognized at the postsecondary level;
- 38 (5) Teachers should be provided with professional development opportunities that enforce  
 39 the academically rigorous standards in relevant, project based coursework;
- 40 (6) High school students should clearly understand the options for dual high school and  
 41 postsecondary credit, and the state should properly fund these options;
- 42 (7) Every state education agency, postsecondary institution, and local school system  
 43 should provide all high school students with opportunities for accelerated learning through  
 44 dual credit coursework leading to at least six postsecondary credits and have as a collective  
 45 goal to graduate every student with postsecondary credit;
- 46 (8) Georgia's strategic industries must be partners in our public education system  
 47 (secondary and postsecondary) so that they are assured that our high school graduates are  
 48 prepared for success in the workforce;
- 49 (9) Georgia's public education system must incorporate many different types of  
 50 assessments and certificates into their programs so that a student's skill level is assessed  
 51 and that it also has meaning to them for postsecondary and career success; and
- 52 (10) Georgia's students must understand that a high school diploma and some form of  
 53 postsecondary credential are key to success in the workforce and earning a family living  
 54 wage.

## 55 SECTION 2.

56 Chapter 2 of Title 20 of the Official Code of Georgia Annotated, relating to elementary and  
 57 secondary education, is amended by revising subsection (e) of Code Section 20-2-82, relating  
 58 to contract terms for local school systems requesting flexibility, as follows:

59 "(e) The state board shall be authorized to approve a waiver or variance request of  
 60 specifically identified state rules, regulations, policies, and procedures or provisions of this  
 61 chapter upon the inclusion of such request in the local school system's proposed contract  
 62 and in accordance with subsection (b) of Code Section 20-2-84. The goal for each waiver

63 and variance shall be improvement of student performance. The state board shall not be  
 64 authorized to waive or approve variances on any federal, state, and local rules, regulations,  
 65 court orders, and statutes relating to civil rights; insurance; the protection of the physical  
 66 health and safety of school students, employees, and visitors; conflicting interest  
 67 transactions; the prevention of unlawful conduct; any laws relating to unlawful conduct in  
 68 or near a public school; any reporting requirements pursuant to Code Section 20-2-320 or  
 69 Chapter 14 of this title; ~~or the requirements of Code Section 20-2-211.1;~~ or the  
 70 requirements in subsection (c) of Code Section 20-2-327. A local school system that has  
 71 received a waiver or variance shall remain subject to the provisions of Part 3 of Article 2  
 72 of Chapter 14 of this title, the requirement that it shall not charge tuition or fees to its  
 73 students except as may be authorized for local boards by Code Section 20-2-133, and shall  
 74 remain open to enrollment in the same manner as before the waiver request."

### 75 SECTION 3.

76 Said chapter is further amended by revising Code Section 20-2-140, relating to the  
 77 establishment of competencies and a uniformly sequenced core curriculum, as follows:

78 "20-2-140.

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

88 (b) The State Board of Education, working with the Board of Regents of the University  
 89 System of Georgia and the Board of Technical and Adult Education, shall establish college  
 90 and career readiness competency standards in reading, writing, and mathematics aligned  
 91 with the core curriculum adopted by the state board pursuant to subsection (a) of this Code  
 92 section with the level of performance necessary to meet college-readiness standards in the  
 93 state's technical colleges, community colleges, state colleges, and universities and in other  
 94 advanced training programs.

95 (c) The Board of Technical and Adult Education shall require its institutions to accept core  
 96 curriculum coursework completed by high school students for purposes of admission into  
 97 its institutions. This Code section shall apply beginning with students entering such  
 98 postsecondary institutions in the fall of 2012."

99

**SECTION 4.**

100 Said chapter is further amended by revising subsection (a) of Code Section 20-2-157, relating  
 101 to the uniform reporting system for certain purposes, as follows:

102 "(a) It is the intent of the General Assembly to establish a uniform reporting system to be  
 103 used as one of the criteria to determine eligibility of students seeking ~~enrollment in~~  
 104 ~~postsecondary courses pursuant to Code Section 20-2-161.1 or seeking~~ educational  
 105 scholarships, grants, or loan assistance administered by the Georgia Student Finance  
 106 Commission pursuant to Article 7 of Chapter 3 of this title."

107

**SECTION 5.**

108 Said chapter is further amended by adding new Code sections to read as follows:

109 "20-2-159.1.

110 No later than July 1, 2012, the Department of Education shall develop, and the State Board  
 111 of Education shall approve, state models and curriculum framework for the following  
 112 focused programs of study, as defined in Code Section 20-2-326, including, but not limited  
 113 to:

- 114 (1) Agriculture, food, and natural resources;
- 115 (2) Architecture and construction;
- 116 (3) Arts, audio-video technology, and communications;
- 117 (4) Business, management, and administration;
- 118 (5) Education and training;
- 119 (6) Finance;
- 120 (7) Health science;
- 121 (8) Hospitality and tourism;
- 122 (9) Human services;
- 123 (10) Information technology;
- 124 (11) Law, public safety, and security;
- 125 (12) Manufacturing;
- 126 (13) Government and public administration;
- 127 (14) Marketing, sales, and service;
- 128 (15) Science, technology, engineering, and mathematics; and
- 129 (16) Transportation, distribution, and logistics.

130 Such focused programs of study may be combined around these and other related clusters.

131 20-2-159.2.

132 Stronger coordination between high schools and institutions of higher education is  
 133 necessary to prepare students for more challenging postsecondary endeavors and to lessen

134 the need for academic remediation in college, thereby reducing the costs of higher  
 135 education for students, families, and the state. To this end, the State Board of Education,  
 136 the Board of Regents of the University System of Georgia, and the Board of Technical and  
 137 Adult Education shall:

138 (1) Develop policies to ensure that students who complete the core curriculum  
 139 established pursuant to Code Section 20-2-140 will meet the requirements for purposes  
 140 of admission into a postsecondary institution, such as grade point average and readiness  
 141 levels in reading, writing, and mathematics, without having to take remedial coursework.

142 Such policies shall:

143 (A) Establish the benchmarks for college readiness and the method in which students  
 144 can demonstrate readiness in reading, writing, and mathematics for postsecondary  
 145 coursework upon completing the core curriculum; and

146 (B) Set the conditions for ensuring college readiness;

147 (2) Define college-readiness standards in reading, writing, and mathematics needed for  
 148 success in advanced training, certificate programs, and programs leading to an associate's  
 149 or bachelor's degree;

150 (3) Identify one or more state-wide common assessments to determine postsecondary  
 151 readiness in reading, writing, and mathematics and inform students of their performance  
 152 on such assessments no later than the end of tenth grade;

153 (4) Develop transitional courses in reading, writing, and mathematics with common  
 154 standards, syllabus, and instruction materials for eleventh and twelfth grade students who  
 155 fail to meet readiness standards and allow these courses to count as the required fourth  
 156 credit in the respective content area for purposes of meeting high school graduation  
 157 requirements; and

158 (5) Ensure dual credit courses reflect postsecondary coursework.

159 20-2-159.3.

160 (a) The competencies and curricula established for career, technical, and agricultural  
 161 education courses pursuant to Code Section 20-2-140 shall include embedded standards in  
 162 academic core subject areas, as appropriate. In establishing such competencies and  
 163 curricula, the state board shall work to ensure that the coursework meets postsecondary  
 164 requirements for acceptance of credit for such coursework at the postsecondary level. Such  
 165 courses shall be taught by a highly qualified teacher in the academic content and trained  
 166 or experienced in contextualized learning using project based methods; by a highly  
 167 qualified career, technical, and agricultural education teacher who has completed a  
 168 state-approved training program to strengthen academic content and has passed a  
 169 state-approved exam for demonstrating mastery of academic content; or by a team made

170 up of a highly qualified teacher in the academic content and a highly qualified career,  
171 technical, and agricultural education teacher working together to teach the course.

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

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

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

186 (e) The guidelines shall limit the number of academic credits earned through career,  
187 technical, and agricultural education courses for any student to three credits and shall  
188 ensure acceptance of such credits for purposes of admission into a postsecondary  
189 institution. Further, such a credit shall count only once toward high school diploma  
190 requirements unless the course requires expanded time to cover the academic and career,  
191 technical, and agricultural education content found in both the academic and the career,  
192 technical, and agricultural education course.

193 20-2-159.4.

194 (a) The State Board of Education, in consultation with the Board of Regents of the  
195 University System of Georgia and the Board of Technical and Adult Education, shall adopt  
196 policies and establish guidelines for awarding units of high school credit to students based  
197 on a demonstration of subject area competency, instead of or in combination with  
198 completion of courses of classroom instruction. Such policies and guidelines shall clearly  
199 delineate the manner in which students can earn credit, how mastery of standards will be  
200 assessed, how locally developed assessments will be reviewed and approved, how such  
201 credit will be recorded on high school transcripts, and when outcomes as a result of these  
202 policies and guidelines will be reviewed. The state board shall adopt such policies and  
203 establish guidelines, and such policies and guidelines shall be applicable beginning with  
204 the 2012-2013 school year.

205 (b) Students may earn credits through:

- 206        (1) The completion of courses; or
- 207        (2) The testing out or otherwise demonstrating mastery of the course content.
- 208        (c) The state board shall identify assessments, including various commercial assessments,
- 209        for immediate use for students to demonstrate subject area competency, which may
- 210        include, but not be limited to:
- 211            (1) Advanced placement exams;
- 212            (2) ACT course assessment;
- 213            (3) Industry-specific certificates and credentials for career, technical, and agricultural
- 214            education courses;
- 215            (4) College Level Examination Program (CLEP) exams; and
- 216            (5) Nationally recognized foreign language performance assessments.
- 217        The state board shall establish a process for reviewing and approving performance based
- 218        assessments developed commercially, by the state, or by a local school system. Initially,
- 219        the state board shall limit the number of credits earned through such educational options to
- 220        three credits per student until the practice is proven to yield student outcomes at least
- 221        equivalent to those found in standard seat-time courses. The policy shall ensure that credit
- 222        for demonstrated proficiency is reported on student transcripts in the same way that
- 223        seat-time credit is recorded. The state board shall review such policy after three years to
- 224        determine if student outcomes from these educational options are equivalent to, if not better
- 225        than, student outcomes in traditional courses.
- 226        (d) Each local school system shall comply with the state board's plan adopted pursuant to
- 227        this Code section and shall award units of high school credit in accordance with such plan.
- 228        Local boards of education and charter schools shall establish implementation policies and
- 229        shall be prohibited from setting policies that negate or otherwise prohibit access to such
- 230        plan.
- 231        20-2-159.5.
- 232        (a) For purposes of this Code section, the term:
- 233            (1) 'Dual credit course' means any arrangement whereby an eligible student takes one or
- 234            more courses, including virtual courses, at or through an eligible institution while still
- 235            enrolled as a public high school student and receives credit both at the high school and
- 236            at the eligible institution.
- 237            (2) 'Eligible institution' means any eligible postsecondary institution as defined in
- 238            paragraph (7) of Code Section 20-3-519.
- 239            (3) 'Eligible student' means a student entering ninth through twelfth grades who attends
- 240            a public high school in this state and takes at least two courses per day on campus.

241 (4) 'Secondary credit' means high school credit for dual credit courses taken at an eligible  
242 institution.

243 (b) The department, the Board of Regents of the University System of Georgia, and the  
244 Board of Technical and Adult Education shall jointly:

245 (1) Establish the conditions under which high school students may earn dual credit for  
246 coursework completed while in high school. Such conditions shall include demonstration  
247 by students as to college readiness in reading, writing, and mathematics required for  
248 advanced training leading to a certificate, an associate's degree, or a bachelor's degree in  
249 order to receive dual credit as set forth in this Code section. A student who meets reading  
250 and writing readiness standards shall qualify to enroll in any dual credit course except in  
251 courses that require a strong mathematics foundation. To qualify for such mathematics  
252 courses, students shall be required to meet mathematics readiness standards as set forth  
253 in this Code section. Students who fail to meet these conditions may enroll in such  
254 courses if they enroll concurrently in specially designed courses to address their deficits  
255 in reading and writing or mathematics or both and shall be awarded dual credit if they  
256 meet readiness standards before or at the point they successfully complete the dual credit  
257 course;

258 (2) Develop appropriate forms and counseling guidelines for dual credit courses and  
259 shall make such forms and guidelines available to local school systems and eligible  
260 institutions. No later than the first day of April each year, each local school system shall  
261 provide general information about dual credit courses, including such forms, to all its  
262 eighth through eleventh grade students. A local school system shall also provide  
263 counseling services in accordance with the counseling guidelines provided by the  
264 department to such students and their parents or guardians before the students enroll in  
265 a dual credit course. Prior to participating in a dual credit course, the student and the  
266 student's parent or guardian shall sign the form provided by the school system or by an  
267 eligible institution stating that they have received the counseling specified in this Code  
268 section and that they understand the responsibilities that shall be assumed in participating  
269 in the dual credit program; and

270 (3) Establish policies to ensure that dual credit courses reflect college-level work in order  
271 for such courses to yield dual credit, which shall include:

272 (A) Establishing college-readiness standards in reading, writing, and mathematics that  
273 students must meet to enroll in dual credit courses;

274 (B) Setting minimum eligibility requirements for earning college credit while in high  
275 school and for all state postsecondary institutions to apply to both academic and career,  
276 technical, and agricultural education dual credit courses;

277 (C) Establishing the same content standards, requirements for faculty, course syllabi,  
278 and end-of-course exams for dual credit academic and career, technical, and agricultural  
279 education courses, whether taught to high school or college students;

280 (D) Developing a state-wide system for the transfer of college credits earned through  
281 dual credit courses; and

282 (E) Determining how dual enrollment will be monitored to assure programs meet state  
283 standards for college-level work.

284 (c) Any eligible student may apply to an eligible institution to take one or more dual credit  
285 courses at or through that institution which are approved for secondary credit in accordance  
286 with the conditions established pursuant to subsection (d) of this Code section. If accepted  
287 at an eligible institution, such eligible student may take any such course at that institution,  
288 whether or not the course is taught during the regular public school day, and receive  
289 secondary credit therefor under the conditions provided in this Code section.

290 (d)(1) A local school system shall grant academic credit to an eligible student enrolled  
291 in a dual credit course in an eligible institution if that course has been approved by the  
292 State Board of Education or in a virtual course approved by the State Board of Education  
293 if such student successfully completes such course. The State Board of Education shall  
294 approve any such course which is substantially comparable to a state approved course.  
295 The secondary credit granted shall be for the comparable course approved by the State  
296 Board of Education. Upon completion of an eligible institution's approved course, the  
297 eligible student shall be responsible for requesting that the institution notify the student's  
298 local school system regarding his or her grade in that course.

299 (2) Secondary school credits granted for dual credit courses under paragraph (1) of this  
300 subsection shall be counted toward State Board of Education graduation requirements and  
301 subject area requirements of the local school system. Evidence of successful completion  
302 of each course and secondary credits granted shall be included in the eligible student's  
303 secondary school records.

304 (3) Following the grant of postsecondary credit for successful completion of any dual  
305 enrollment course, when a student enrolls in an eligible institution after leaving secondary  
306 school, that eligible institution shall award postsecondary credit for any dual credit course  
307 successfully completed on the same basis on which such credits are customarily awarded.  
308 An eligible institution shall not charge a student for the award of such postsecondary  
309 credit.

310 (4) The department shall consult the Board of Regents of the University System of  
311 Georgia and the State Board of Technical and Adult Education in developing rules and  
312 regulations to be recommended to the State Board of Education for approval regarding  
313 the eligibility criteria for dual credit courses.

314 (e) The State Board of Education shall establish rules and regulations relating to applicable  
 315 state and federal testing requirements for eligible students participating in dual credit  
 316 courses.

317 (f) Any person who knowingly makes or furnishes any false statement or  
 318 misrepresentation, or who accepts such statement or misrepresentation knowing it to be  
 319 false, for the purpose of enabling an eligible institution to obtain wrongfully any payment  
 320 under this Code section shall be guilty of a misdemeanor.

321 (g) Students enrolled in the Georgia Youth Apprenticeship Program under Code Section  
 322 20-2-161.2 shall be eligible to earn dual credit upon completing a planned training  
 323 experience under guidelines developed by the State Board of Education and the Board of  
 324 Technical and Adult Education provided students meet postsecondary readiness established  
 325 in reading and writing and mathematics for the particular advanced training program or  
 326 associate's degree."

327

### SECTION 6.

328 Said article is further amended by revising subsection (a) of Code Section 20-2-160, relating  
 329 to determination of enrollment by instructional program, as follows:

330 "(a) The State Board of Education shall designate the specific dates upon which two counts  
 331 of students enrolled in each instructional program authorized under this article shall be  
 332 made each school year and by which the counts shall be reported to the Department of  
 333 Education. The initial enrollment count shall be made after October 1 but prior to  
 334 November 17 and the final enrollment count after March 1 but prior to May 1. The report  
 335 shall indicate the student's specific assigned program for each one-sixth segment of the  
 336 school day on the designated reporting date. No program shall be indicated for a student  
 337 for any one-sixth segment of the school day that the student is assigned to a study hall; a  
 338 noncredit course; a course recognized under this article or by state board policy as an  
 339 enrichment course, except a driver education course; a course which requires participation  
 340 in an extracurricular activity for which enrollment is on a competitive basis; a course in  
 341 which the student serves as a student assistant to a teacher, in a school office, or in the  
 342 media center, except when such placement is an approved work site of a recognized career  
 343 or vocational program; an individual study course for which no outline of course objectives  
 344 is prepared in writing prior to the beginning of the course; a course taken through the  
 345 Georgia Virtual School pursuant to Code Section 20-2-319.1; or any other course or  
 346 activity so designated by the state board. For the purpose of this Code section, the term  
 347 'enrichment course' means a course which does not dedicate a major portion of the class  
 348 time toward the development and enhancement of one or more student competencies as  
 349 adopted by the state board under Code Section 20-2-140. A program shall not be indicated

350 for a student for any one-sixth segment of the school day for which the student is not  
 351 enrolled in an instructional program or has not attended a class or classes within the  
 352 preceding ten days; nor shall a program be indicated for a student for any one-sixth  
 353 segment of the school day for which the student is charged tuition or fees or is required to  
 354 provide materials or equipment beyond those authorized pursuant to Code Section  
 355 20-2-133. ~~A student who is enrolled in an eligible institution under the program~~  
 356 ~~established in Code Section 20-2-161.1 may be counted for the high school program for~~  
 357 ~~only that portion of the day that the student is attending the high school for those segments~~  
 358 ~~that are eligible to be counted under this subsection. A student who is enrolled in a dual~~  
 359 credit course pursuant to Code Section 20-2-159.5 shall be counted for the high school  
 360 program or other appropriate program for each segment in which the student is attending  
 361 such dual credit course. The state board shall adopt such regulations and criteria as  
 362 necessary to ensure objective and true counts of students in state approved instructional  
 363 programs. The state board shall also establish criteria by which students shall be counted  
 364 as resident or nonresident students, including specific circumstances which may include,  
 365 but not be limited to, students attending another local school system under court order or  
 366 under the terms of a contract between two local school systems. If a local school system  
 367 has a justifiable reason, it may seek authority from the state board to shift full-time  
 368 equivalent program counts from the designated date to a requested alternate date."

369 **SECTION 7.**

370 Said chapter is further amended by repealing and reserving Code Section 20-2-161.1, relating  
 371 to enrollment in postsecondary courses.

372 **SECTION 8.**

373 Said chapter is further amended by revising subsection (b) of Code Section 20-2-244, relating  
 374 to waivers to improve student performance, as follows:

375 "(b) The State Board of Education is not authorized to waive any federal, state, and local  
 376 rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection  
 377 of the physical health and safety of school students, employees, and visitors; conflicting  
 378 interest transactions; the prevention of unlawful conduct; any laws relating to unlawful  
 379 conduct in or near a public school; any reporting requirements pursuant to Code Section  
 380 20-2-320 or Chapter 14 of this title; ~~or the requirements of Code Section 20-2-211.1; or the~~  
 381 requirements in subsection (c) of Code Section 20-2-327. A school or school system that  
 382 has received a waiver shall remain subject to the provisions of Part 3 of Article 2 of  
 383 Chapter 14 of this title, the requirement that it shall not charge tuition or fees to its students

384 except as may be authorized for local boards by Code Section 20-2-133, and shall remain  
 385 open to enrollment in the same manner as before the waiver request."

386 **SECTION 9.**

387 Said chapter is further amended by revising subsection (b) of Code Section 20-2-2065,  
 388 relating to waiver of provisions of Title 20 for charter schools, as follows:

389 "(b) In determining whether to approve a charter petition or renew an existing charter, the  
 390 local board and state board shall ensure that a charter school, or for charter systems, each  
 391 school within the system, shall be:

392 (1) A public, nonsectarian, nonreligious, nonprofit school that is not home based,  
 393 provided that a charter school's nonprofit status shall not prevent the school from  
 394 contracting for the services of a for profit entity and that nothing in this Code section  
 395 shall preclude the use of computer and Internet based instruction for students in a virtual  
 396 or remote setting;

397 (2) Subject to the control and management of the local board of the local school system  
 398 in which the charter school is located, as provided in the charter and in a manner  
 399 consistent with the Constitution, if a local charter school;

400 (3) Subject to the supervision of the state board, as provided in the charter and in a  
 401 manner consistent with the Constitution, if a state chartered special school;

402 (4) Organized and operated as a nonprofit corporation under the laws of this state;  
 403 provided, however, that this paragraph shall not apply to any charter petitioner that is a  
 404 local school, local school system, or state or local public entity;

405 (5) Subject to all federal, state, and local rules, regulations, court orders, and statutes  
 406 relating to civil rights; insurance; the protection of the physical health and safety of  
 407 school students, employees, and visitors; conflicting interest transactions; and the  
 408 prevention of unlawful conduct;

409 (6) Subject to all laws relating to unlawful conduct in or near a public school;

410 (7) Subject to an annual financial audit conducted by the state auditor or, if specified in  
 411 the charter, by an independent certified public accountant licensed in this state;

412 (8) Subject to the provisions of Part 3 of Article 2 of Chapter 14 of this title, and such  
 413 provisions shall apply with respect to charter schools whose charters are granted or  
 414 renewed on or after July 1, 2000;

415 (9) Subject to all reporting requirements of Code Section 20-2-160, subsection (e) of  
 416 Code Section 20-2-161, Code Section 20-2-320, and Code Section 20-2-740;

417 (10) Subject to the requirement that it shall not charge tuition or fees to its students  
 418 except as may be authorized for local boards by Code Section 20-2-133;

- 419 (11) Subject to the provisions of Code Section 20-2-1050 requiring a brief period of  
 420 quiet reflection; ~~and~~
- 421 (12) Subject to the provisions of Code Section 20-2-211.1 relating to fingerprint and  
 422 criminal background checks; and
- 423 (13) Subject to the provisions of subsection (c) of Code Section 20-2-327 relating to  
 424 individual graduation plans."

#### 425 SECTION 10.

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

429 "34-14-3.

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

433 (2) In addition, the office is authorized to establish certification in soft skills, which may  
 434 include, but not be limited to, skills relating to punctuality, ability to learn, and ability to  
 435 work in a team, as a discrete and complementary component to the current assessment  
 436 system utilized in Georgia to measure an individual worker's skill and knowledge in the  
 437 areas of applied mathematics, reading for information, and locating information to  
 438 determine and indicate to potential employers such worker's level of work readiness.  
 439 Such certification is intended to assist both the existing workforce as well as the state's  
 440 emerging workforce. The office is authorized to explore local, national, and international  
 441 soft skills programs for the purpose of developing a soft skills certification system.

442 (3) The office is authorized and encouraged to work with the state's emerging workforce,  
 443 including rising and graduating high school students, with the goal that, upon graduation,  
 444 high school students have both a diploma and certification in soft skills and work  
 445 readiness to enable them to be successful in postsecondary education, a career pathway,  
 446 or both. The office may collaborate with the Department of Education and the Board of  
 447 Technical and Adult Education to facilitate coordination with high schools so that high  
 448 school students can attain certification in soft skills and work readiness.

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

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

455

**SECTION 11.**

456

This Act shall become effective upon its approval by the Governor or upon its becoming law

457

without such approval.

458

**SECTION 12.**

459

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