



HOUSE BILL 450: Future Ready Student Act of 2017.

2017-2018 General Assembly

Committee:	House Education - Community Colleges	Date:	April 4, 2017
Introduced by:	Reps. Horn, Johnson, Dixon, Williams	Prepared by:	Drupti Chauhan*
Analysis of:	First Edition		Committee Counsel

OVERVIEW: *HB 450 would establish business advisory councils, expand career and technical education to lower grades, and modernize terminology related to career and technical education throughout the statutes.*

CURRENT LAW: Article 10 of Chapter 115C of the General Statutes establishes vocational and technical education requirements (vocational education), requiring that such education be available to all students, with priority for students in grades eight through 12. These requirements include using business, industrial, agricultural, and parents of students enrolled in vocational education, organized as advisory committees to develop decisions affecting vocational education.

BILL ANALYSIS: HB 450 would make the following changes:

- **Update terminology** - Replace the term "vocational" with the term "career" to consistently use the terminology "career and technical education" (CTE) throughout Chapter 115C.
- **Establish work-based learning opportunities.** – Amend G.S. 115C-47 and G.S. 115C-157 to require local boards of education to offer, as part of CTE instruction, at least 2 work-based learning opportunities consisting of on-the-job training through an internship, cooperative education, or an apprenticeship program. (Sections 1 and 5)
- **Encourage career awareness programs.** – Amend G.S. 115C-152 and G.S. 115C-157 to encourage local boards of education to implement career awareness programs for students in grade 5 on available CTE education programs. A local board of education (local board) that adopts a 5th grade career awareness program must report on activities and student outcomes to the State Board of Education (SBE) annually by October 1. The SBE must submit a consolidated report on program outcomes and legislative recommendations to the Joint Legislative Education Oversight Committee (JLEOC) by November 15 annually. (Section 5)
- **Establish Business Advisory Councils.** - Require local boards to be assisted by business advisory councils (councils) in providing CTE instruction.
 - Purpose - Councils would identify economic and workforce development trends related to training and education needs of the local community and advocate for strong local CTE programs.
 - Service Area. – Councils may serve more than one local board upon the agreement of the council and all the local boards to be served by the council.
 - Membership. – Councils must have at least 9 members that reflect the education, business, and community makeup of the local school administrative unit (LEA) served as follows:

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- Ex officio education representatives:
 - Superintendent of the LEA, or designee.
 - CTE program director of the LEA (nonvoting member).
 - President of the community college that serves the LEA, or designee.
 - A principal of a school located in the LEA, as assigned by the superintendent.
- Business, industry, workforce and economic development stakeholders, and community representatives (must make up the majority of the council):
 - Local business and industry owners.
 - Representatives from local manufacturing centers and factories.
 - Human resource directors employed at businesses and industries in the community.
 - Representatives from community based organizations.
 - Representatives from economic and workforce development organizations.
 - Parents of students enrolled in career and technical education courses.
 - Representative or manager of the local apprenticeship coalition.
- **Establish the Career and Technical Education Grade Expansion Program (Program).** – Effective upon appropriation of funds for the 2017-2018 fiscal year, the Program would expand CTE by prioritizing the inclusion of students in 6th and 7th grade through grants administered by the NC Education and Workforce Innovation Commission (Commission).
 - Funding. – Used to award competitive grants in a total amount of up to \$5 million to be allocated as non-reverting funds to an LEA over a 7 year period. Funds would be used only for employing additional licensed personnel in CTE areas, career development coordination areas, and support services necessary for expanding CTE to 6th and 7th graders, and maybe used for multiple schools in an LEA.
 - Award of Grants. – LEAs must include the following information in applications:
 - A plan for expansion of the CTE program to 6th and 7th graders, including specific programs to be expanded, the significance of CTE in the LEA, and how the grade expansion would enhance the education program and the community.
 - Request for funds, description of how the funds would be used, and other sources of funds available for the program.
 - Proposed 7 year budget with details on use of funds to add personnel, increase career development efforts, and provide support services.
 - Strategy to achieve meaningful analysis of program outcomes due to receipt of grant funds
 - Selection. – The Commission must accept applications for grants until November 1 of each fiscal year funds are made available for an initial grant year. Selection criteria shall consider diversification among the applicant pool, including geographic locations, location of industries in the LEA, and size of student population served. The Commission shall recommend grant recipients to the State Board of Education (SBE), who, after consultation with the Superintendent of Public Instruction (Superintendent), shall approve the recipients of grant awards.

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- Fund Allocation. – Recipients must be notified of the total amount of the award in equal amounts for 7 years. The Commission, in consultation with the Superintendent, must establish rules regarding any requirements for continued eligibility, including timely and accurate reporting.
- Reporting requirements. – By each August during the life of the grant, the recipient shall submit to the Department of Public Instruction (DPI), Division of CTE, a report providing at least the following information:
 - Use of grant funds and expenditures, including use of funds for CTE programs and courses that have been expanded to include 6th and 7th graders,
 - Number of students enrolled in CTE courses as part of the expansion.
 - Number of students who subsequently enrolled in CTE courses in high school.
 - Number of students who subsequently participated in internships, cooperative education, or apprenticeship programs.
 - Number of students who subsequently earned college credit and approved industry certification and credentials.
 - Any other information the Division deems necessary.

The Superintendent must provide a report to the Commission by October 15 annually based on the reported information, including how the grant recipients compare to CTE programs statewide and whether the programs are aligned with the Master Plan for CTE adopted by the SBE.

- A reserve in the General Fund would be created as the Career and Technical Education Grade Reserve for the Program. Each fiscal year, for the duration of the Program, funds would be transferred from the Reserve to the Commission to allocate funds to grant recipients. Unexpended grant funds at the end of the 7 year period shall revert to the Reserve. Funds remaining in the Reserve after all grant recipients have received the total amount of awards shall revert to the General Fund.
- **WorkReady Certified Communities.** - LEAs are encouraged to complete the application process for the NCWorks Work Ready Certified Communities initiative.
- **Expansion of CTE Positions.** - DPI, Division of CTE, effective July 1, 2017, is authorized to create 2 new full-time equivalent positions dedicated to assisting LEAs in developing councils, local career pathways, work-based learning opportunities, and elementary school career awareness curriculum.

EFFECTIVE DATE: Except as otherwise provided, HB 450 would become effective when it becomes law and apply beginning with the 2017-2018 school year.

**Kara McCraw, Committee Counsel, substantially contributed to this summary.*